Annual Report on the Results of Najran University Performance Indicators

Academic Year 1437/1438 H

In The Name of Allah, the Most Gracious, the Most Merciful

Introduction:

One of the key aspects of good performance is the interest in reviewing and evaluating the performance of the academic and administrative units of the University in terms of performance, and identifying the challenges that limit performance, and taking required actions to improve performance, in addition to appreciation and reward for those with outstanding performance. Designing a set of indicators to measure the performance of the University and its various academic and administrative units is one of the practices used to identify University performance levels, seeking greater transparency, domestic and international competition, and rapid growth in information technology, and meeting the quality and academic accreditation requirements.

The adoption of Najran University for the main indicators to evaluate and measure performance is a key requirement to determine the progress and success achieved for the objectives of the strategic plan of the University, it is worth mentioning that the University has developed a number of strategic objectives, and accurately defined the targeted ones, and accordingly it determined the annual performance indicators to monitor and evaluate from (2) to (17) for each strategic objective. A tool for measuring each indicator has been designed. Twelve objectives represent NU strategic objectives, shown as follows:

1. Achieving academic programs that can compete internationally within the framework of Islamic values.
2. Graduating distinguished students with great efficiency for the future.
3. Promoting the competencies and efficiency of the teaching staff.
4. Enhancing and investing in university facilities as well as utilizing new technologies.
5. Improving learning resources in line with the universal standards.
6. Providing excellent services and support for students.
7. Developing the financial and administrative systems according to the total quality standards.
8. Securing a prosperous professional future for the alumni.
9. Developing academic research policy to support sustainable development.
10. Improving Post-graduate programs.
11. Continuous and effective commitment to community service.
12. Establishing a framework for national, regional and global cooperation and partnership.

There is no doubt that performance indicators effectively support the educational and administrative systems at the university, since they give quantitative indications for the targeted performance in a specific period of time, up to three months, a year, or five years, and in our current case, it is measured every year for identifying the extent of development or improvement that occurs in this period compared to previous ones, which helps to provide the environment required to ensure the quality of the outputs of the university, and provide robust foundations and databases for sustainable development, which results in optimal interaction with the local community through the effective investment for potentials of the university, and the following are the list of the results of performance indicators monitored for the academic year 1437/1438 AH.

First: List of Indicators Measured and Evaluated (Indicators of NCAAA, Strategic Objectives, and Afaq Plan)

Code	Indicator	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
					King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
KPI of NCAAA								
S1.1	Teaching staff's awareness ratings of the Mission Statement	%83.6= 4.18	%80= 4.00	-	%68.8 = 3.44	-	-	%90 = 4.50
S1.1	Students' awareness ratings of the Mission Statement	%75.6 = 3.78	%80 = 4.00	-	%68.8 = 3.44	-	-	%80 = 4.00
S1.1	Administrative staff's awareness ratings of the Mission Statement	%76.2 = 3.81	%80 = 4.00	-	%68.8 = 3.44	-	-	%80 = 4.00
S1.1	Stakeholders' awareness ratings of the Mission Statement and Objectives (Average rating on how well the mission is known to teaching staff, and undergraduate and graduate students)	%79.6 = 3.98	%80 = 4.00	-	%68.8 = 3.44	-	-	%80 = 4.00
S2.1	**Stakeholders' evaluation of the Policy Handbook, including administrative flow chart and job responsibilities.**	4.18= (%83.6)	(%80) = 4	3.95= (%79)	3.33 =%68.8	-	-	4.5= (%90)
S3.1	Students' overall evaluation on the quality of their learning experiences.	3.54= %70.8	4= % 80	3.4= %68	3.04= %60.8	(%71) = (3.55)	(%75) = (3.75)	3.75= %75
S3.2	Proportion of courses in which student evaluations were conducted during the year.	%100	%100	100%	42.93%	-	-	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%	75%	23.3%	%100	-	-	50%
S4.1	Ratio of students to teaching staff (based on full time equivalent)	1:15 (average)	1: 15 (average)	1: 15 (average)	1 : 20	1 : 11	1 : 13	1: 15 (average)
S4.2	Students overall rating on the quality of their courses	%77.2 = 3.86	%80 = 4.00	%76.2 = 3.81	%72.4 = 3.62	%76.4= 3.82	%86 = 4.3	%80 = 4.00
S4.3	Proportion of the teaching staff with verified doctoral qualifications	100%	100%	100%	56%	100%	85%	100%
S4.4	Percentage of students entering programs who successfully complete first year.	41%	60%	41.5%	49%	60%	80%	60%
S4.5	Proportion of students entering undergraduate programs who complete those programs in minimum time.	23.52%	50%	22%	39.35%	85%	67.5%	50%
S4.6	Proportion of students entering post graduate programs who complete those programs in specified time.	18.88%	50%	-	-	-	-	50%
S5.1	Ratio of students to administrative staff.	1 : 21	1 : 20	1 : 20.5	1 : 21.69	-	1 : 14	1 : 20

Code	Indicator	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark** King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	New Target Benchmark
S5.2	Proportion of total operating funds (other than accommodation and student allowances) allocated to provision of student services	0.0007	0.0050	0.0012	0.0047			0.0030
S5.3	Student evaluation of academic and career counselling.	%70 = 3.5	%80 = 4.00	%64.8 = 3.24	%70.8 = 3.54	%75.4 = 3.77	%76.4 = 3.82	%75 = 3.75
S6.1	Stakeholder evaluation of library and media center	%68.8 = 3.44	%80 = 4.00	%57 = 2.85	3.3 = %66	%79.4 = 3.97	%74 = 3.70	%80 = 4.00
S6.3	Stakeholder evaluation of the digital library. (Learning resources)	%77.8 = 3.89	%80 = 4.00	%70 = 3.5	3.3 = %66	%85.6 = 4.28	%663.3	%80 = 4.00
S7.1	Annual expenditure on IT budget	4.28%	5%	-	3.59	-	-	5%
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 = 3.97	%80 = 4.00	71.4% = 3.57	-	-	-	80% = 4.00
S7.3	Stakeholder evaluation of facilities & equipment	%72.2 = 3.61	%80 = 4.00	%72.16 = 3.61	-	%74.80 = 3.74	%71.7 = 3.58	%75 = 3.75
S8.1	total operating expenditure (other than accommodation and student allowances) per student	15.122 ريال سعودي	20000 ريال سعودي	-	29717 ريال سعودي		-	20000 ريال سعودي
S9.1	proportion of teaching staff leaving the institution in the past year for reasons other than age retirement	0.05	No more than 0.10	0.02	0.19	-	0.8	0.03
S9.2	Proportion of teaching staff participating in professional development activities during the past year	%35.6	%50	33.1%	36%	-	-	%40
S10.2	Number of citations in refereed journals in the previous year per full time equivalent faculty members	1:1.57=(0.63)	1:1 =(%100)	1:1.32 =(0.76)	0.59	-	-	1:1 = %100
S10.3	Proportion of full time member of teaching staff with at least one refereed publication during the previous year.	15.5%	50%	22.5%	-	-	-	50%
S10.4	Number of papers or reports presented at academic conferences during the past year per full time equivalent faculty members	(.06)	(0.20)	(.03)	(0.17)	--	--	-
S10.6	Proportion of the total, annual operational budget dedicated to research	%0.50	%1.0	%0.40	%0.36	-	-	%1.0
S11.1	Proportion of full time teaching and other staff actively engaged in community service activities	26.4%	50.0%	13.8%	17.0%	-	-	50.0%
S11.2	Number of community education programs provided as a proportion of the Number of department	1:1.36 = (.74)	2:1 = (2.0)	1.68:1= (1.68)	4.29	-	-	2:1 = (2.0)
Strategic Plan Indicators Evaluated								
NU1.1	Percentage of faculty satisfaction with NU mission and objectives.	86.2	80%	86.2	68.8	87.1	-	90%
NU1.	Percentage of administrative	87.17%	80%	87.17%	68.8	84.6%	-	90%

Code	Indicator	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
					King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
2	staff's satisfaction with NU mission.							
NU1.3	Percentage of student satisfaction with NU mission.	88.44	80%	87.17%	68.8	90.1	-	90
NU1.4	Percentage of stakeholders' satisfaction with NU mission.	95.8%	80%	87.17%	68.8	90.1	-	100%
Nu7.2	Percentage of job description clarity for all NU employees.	(83.6%)	(85%)	(79%)	(68.8%)	-	-	(90%)
NU7.3	Proportion of male and female administrative staff satisfaction with adequacy and effectiveness of administrative leaders.	74.6%	75%	68.3%	-	75.35	75%	75%
NU3.5	Percentage of faculty satisfaction with the scientific councils' performance	90.6%	90%	86.5%	-	96.3%	-	95%
NU1.5	Proportion of annual increase in achieving NU mission through the proportion of achieving NU strategic objectives.	17.9%	15	13.5	-	25%	-	20%
NU1.6	Percentage of academic programs that measure the skills of undergraduate students before graduation.	30 %	50%	20%	20 %	-	-	50%
NU2.2	Satisfaction of students with the fairness and objectivity of Exams	78.2 %	80%	67 %	-	-	-	80%
NU6.3	Proportion of students that evaluated their courses	100 %	100%	100%	-	25 %	100%	100%
NU7.8	Percentage of job satisfaction among teaching staff.	80.2%	%85	78.4%	-	70.2%	79%	83%
NU7.9	Percentage of job satisfaction among male and female administrative staff.	61.2%	%80	64%	-	65.4%	72%	70%
NU3.8	Percentage of faculty satisfaction with the adequacy and effectiveness of academic leaders (Deans).	77.6%	%80	%78.6	-	-	-	80%
NU3.7	Percentage of faculty satisfaction with the adequacy and effectiveness of academic leaders (Head of Departments).	77.6%	%80	-	-	-	-	80%
NU1.10	Percentage of faculty satisfaction with the performance of Vice Rector ship for Development and Quality	77.8%	80%	71.8%	-	-	-	80%
NU1.9	Faculty satisfaction with the performance and effectiveness of development and quality units at Colleges	74.4%	%80	74.2%	-	-	-	80%
NU1.11	Percentage of faculty satisfaction with the performance of Deanship for Development and Quality	74.6%	80%	70.8%	-	-	-	80%
NU3.	Percentage of faculty satisfaction with the quality of evaluation	75.2%	80%	73.2%	-	97.2%	66%	80%

Code	Indicator	Actual Benchmark	Target Benchmark	Internal Benchmark *	External Benchmark**			New Target Benchmark
					King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
6	procedures adopted in NU.							
NU1.7	Percentage of academic programs evaluated by NU faculty.	75.2%	80%	66%	-	-	-	80%
NU2.1	Percentage of quality of e-courses evaluated by NU students.	76.9%	80%	70%	-	70.8%	95.8%	80%
NU6.6	Proportion of student Percentage satisfaction with the services provided by Deanship of Admission and Registration.	74.2%	80%	72.4%	-	72.5%	75%	80%
NU8.1	Percentage of stakeholders' satisfaction and labor market with the level of alumni skills.	83.5%	85%	83.2%	-	-	-	85%
NU4.2	Percentage of administrative leaders' satisfaction with facilities and equipment.	65.4%	80%	66.8%	-	76.3	-	70%
NU4.3	Proportion of academic leaders' satisfaction with facilities and equipment.	66.8%	80%	65.4%	-	-	-	70%
NU3.9	Percentage of evaluating NU role in encouraging scientific research from the perspective of faculty.	72.4%	80%	67%	-	-	-	75%
NU11.3	Percentage of University investment of its potential in community service from the perspective of academic leaders.	74%	80%	%66.2	-	-	-	80%
NU11.2	Percentage of University investment of its potential in community service from the perspective of administrative leaders.	71.2%	80%	64.6%	-	-	-	80%
NU11.1	Percentage of University investment of its potential in community service from the perspective of faculty members.	69.6%	80%	70%	-	-	40%	80%
NU6.5	Percentage of faculty satisfaction with the availability of requirements effective teaching strategies.	69.8%	%80	76.4%	-	75.4%	79%	80%
NU3.1	Percentage of evaluating of attitudes of using effective teaching methods from the perspective of faculty.	90.6%	95%	92%	-	-	-	95%
NU6.2	Percentage of practicing effective teaching activities by faculty from the perspective of students.	73.6%	80%	71.2%	-	76.3	80%	80%
NU7.6	Percentage of efficacy of financial resources from the perspective of faculty.	73.2%	80%	69.6%	-	60.5%	-	80%
NU1.12	Percentage of academic leaders' satisfaction with the performance of vice rector ship for academic affairs.	70.2%	80%	-	-	-	-	80%
NU6.4	Percentage of student satisfaction with health services.	78%	80%	71.4%	-	-	-	80%

Code	Indicator	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
					King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
Nu7.3	Percentage of administrative staff's satisfaction with the effectiveness of administrative leadership.	70.8%	75%	68.3%	-	75.35	75%	75%
NU7.7	Percentage of administrative staff's satisfaction with the standards that monitor and evaluate their performance.	88%	90%	81.2%	-	-	-	90%
NU3.10	Percentage of faculty satisfaction with the usefulness and significance of training courses and workshops (Measuring the training effect)	70%	80%		-	-	-	80%
NU3.11	Percentage of Department heads' satisfaction with the usefulness and significance of training courses and workshops (Measuring the training effect)	73.2%	80%		-	-	-	80%
NU7.4	Percentage of administrative staff's satisfaction with the usefulness and significance of training courses and workshops (Measuring the training effect)	72.8%	80%		-	-	-	80%
NU7.5	Percentage of administrative leaders' satisfaction with the usefulness and significance of training courses and workshops (Measuring the training effect)	67.6%	80%		-	-	-	75%
NU7.11	Percentage of administrative leaders' satisfaction with the standards that monitor and evaluate the performance of administrative staff.	76.6%	80%	-	-	-	-	80%
NU4.1	Percentage of faculty satisfaction with facilities and equipment.	72.2%	%80	%72.16	-	74.80%	%71.7	%75
NU1.8	Percentage of final-year students' satisfaction with programs' evaluation.	75.4%	80%	72.8%	-	-	-	80%
NU7.1	Rate of approved organizational structures to administrative and academic units of NU.	100%	100%	100%	-	-	-	100%
NU3.4	Rate of Full Professors to Associate Professors to Assistant Professors.	Professor: Associate Professor 1:4.51 Professor: Assist. Professor 1:13.21 Associate Professor: Assist. Professor 1 : 2.93	Professor: Associate Professor 1 : 2 Professor: Assist. Professor 1 : 3 Associate Professor: Assist. Professor	Professor: Associate Professor (1:4.17) Professor: Assist. Professor (1:2.33) Associate Professor: Assist. Professor (1:2.34)	-	-	-	Professor: Associate Professor 2:1 Professor: Assist. Professor 3 : 1 Associate Professor: Assist. Professor 1 : 1.5

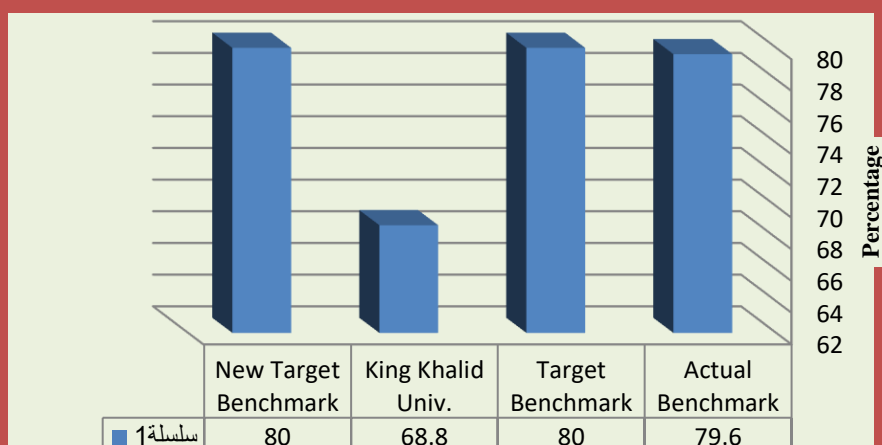| Code	Indicator	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
					King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
			1 : 1.5					
NU5.3	Number of book titles to students	1.5 :1	1 :10	1.2 :1	-	-	-	2 :1
NU3.3	Percentage of training courses held annually by the University to improve the skills of faculty.	322%	زيادة 10% سنويا					
NU5.1	Proportion of increase in the rate of borrowing books.	79.6%	زيادة 20% سنويا	-	-	-	-	100%
NU3.2	The rate of violations for which disciplinary action has been taken.	89.8%	100%	48.5%	-	-	-	100%
NU7.2	Indicator for clarity rate of the organizational handbook for NU employees.	83.6%	80%	77.2%	-	-	-	85%
Indicators of Afaq Plan								
A1.1	Rate of enrollment in programs of science and technology.	42.7%	40%	32.5%	-	-	-	45%
A2.1	Rate of faculty in specializations of Science and Technology	45.5%	50%	34.5%	-	-	-	45%
A2.2	Rate of faculty holding Ph. D.	46.2%	70%	42.4%	-	-	-	45%
A2.3	Rate of contractees faculty (Non-Saudis)	52.9%	35%	56.4%	-	-	-	-
A2.4	Rate of administrative staff that are holding post-secondary certificates.	75.9%	85%	53.5%	-	-	-	-
A2.5	Rate of Saudi technicians.	100%	80%	94.1%	-	-	-	-
A2.6	Rate of students speaking more than language.	42.1%	80%	45.8%	-	-	-	-
A3.3	Rate of accredited programs.	11.1%	85%	13.8%	-	-	-	-
A3.4	Rate of post-graduate students and fellowships to total number of students.	1.6%	10%	1.5%	-	-	-	-
A2.9	Ratio of students to faculty in specializations of Science and Technology.	1 : 17	1 : 17	1 : 16	-	-	-	-
A2.8	Ratio of students to faculty in specialization of Medicine.	1 : 5	1 : 10	1 : 1	-	-	-	-
A2.10	Ratio of students to faculty in other specializations.	1 : 20	1 : 22	1 : 18	-	-	-	-
A3.1	Rate of faculty trained on the latest teaching methods and strategies.	34%	35%	53.3%	-	-	-	-
A3.2	Proportion of programs that conduct assessment tests for learning outcomes.	30%	70%	29%	-	-	-	-
A2.7	Ratio of total students to total faculty.	1 : 18	1 : 20	1 : 17	-	-	-	-

Secondly: Statistical Analysis for Performance Indicators

S1.1 Stakeholders' awareness ratings of the Mission Statement and Objectives

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.	
79.6%	80%	-	(3.44) 68.8%	-	-	80%

Analysis (list strengths and recommendations):
The average rate of stakeholders' awareness of NU mission rated (79.6 %), which is close to the target benchmark (80%). This indicator is the only KPI for the first standard of NCAAA, and one out of 16 indicators for the first strategic objective of NU.
Strengths:
    -The mission is greatly commended by teaching staff and students.
Recommendations:
The recorded rates should be discussed in the light of the detailed separate data representing teaching staff and students at both undergraduate and graduate levels, and also at the level of colleges and programs to detect exact areas of weakness and give possible recommendations for improving the rate at each level.

* Explain:
1. Why this internal benchmark provider was chosen?
………………………………………

2. How was the benchmark calculated?
The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)
3. Name of the internal benchmark provider.

** 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?
The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)
3. Name of the external benchmark provider.
King Khalid University

Chart for the indicator S.1.1 Stakeholders' awareness ratings of the Mission Statement

S1.1 Stakeholders' awareness ratings of the Mission Statement and Objectives

	New Target Benchmark	King Khalid Univ.	Target Benchmark	Actual Benchmark
سلسلة1	80	68.8	80	79.6

S.1.1a: Teaching staff's awareness ratings of the Mission Statement and Objectives

KPI: Teaching staff's awareness of NU mission and objectives
NCAAA KPI Reference Number: S1.1a
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%	-	-	90%

male	83.8%
female	82.6%

Analysis (list strengths and recommendations):
The performance indicator for teaching staff's 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.
Strengths:
     -The mission is greatly commended by teaching staff and students.
Recommendations:
Continuing in raising teaching staff's awareness of NU mission.

* Explain:
1. Why this internal benchmark provider was chosen?
…………………………………

2. How was the benchmark calculated?
The average of the questionnaire is converted to a percentage weight by the following equation:
The total mean of the scale / number of the scale items multiplied by (100)
3. Name of the internal benchmark provider.
………………………………

** Explain:
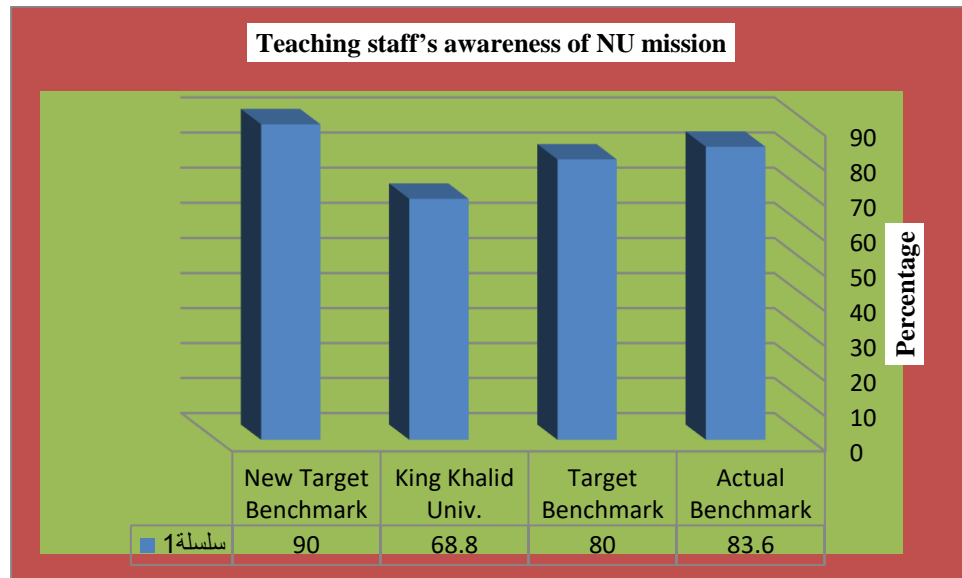1. Why this external benchmark provider was chosen?
External benchmark was selected as it actually has outcomes similar to that of Najran University.

2. How was the benchmark calculated?
The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100).

3. Name of the external benchmark provider. King Khalid University	

Chart for teaching staff's awareness ratings of the Mission Statement and Objectives

Teaching staff's awareness of NU mission

	New Target Benchmark	King Khalid Univ.	Target Benchmark	Actual Benchmark
■ سلسلة1	90	68.8	80	83.6

Students' awareness ratings of the Mission Statement and Objectives

KPI: Students' awareness of NU mission and objectives
NCAAA KPI Reference Number: S1.1b
Institutional KPI Reference Number:

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
75.6%	80%	-	68.8%	-	-	80%

male	75.2%
female	76.6%

Analysis (list strengths and recommendations):
The performance indicator for students' awareness of NU mission rated 75.6 %, 75.2%, 76.6% for the total number of student respondents, male student and female student respectively, which is lower than the target benchmark (80%), while it achieved high rate compared to King Khalid Univ. in favour of Najran University.

Strengths:
   -Both male and female students are aware about the University mission.

Recommendations:
Continuing in raising students' awareness of NU mission through conducting seminars and publicizing brochures. .

* Explain:
1. Why this internal benchmark provider was chosen?
…………………………………

2. How was the benchmark calculated?
The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)

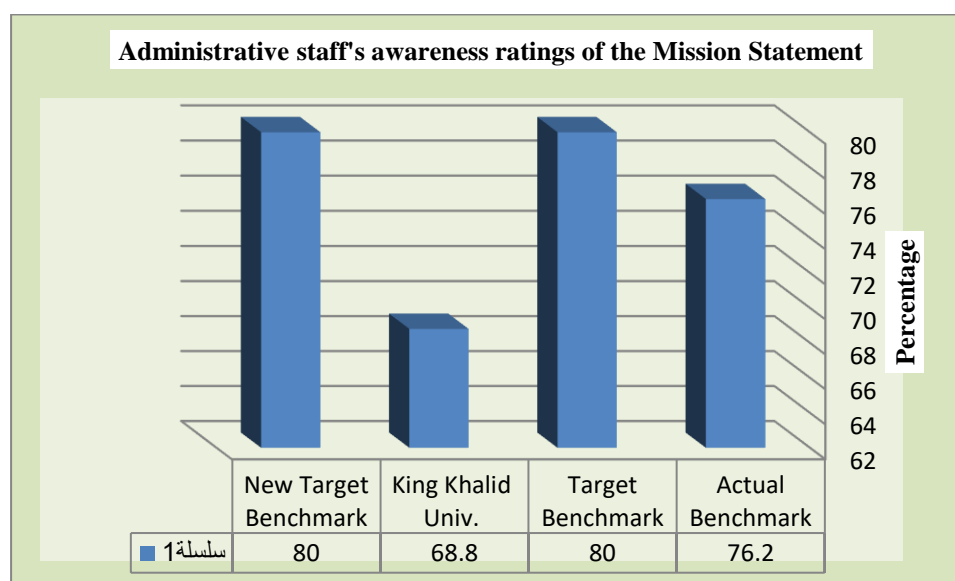| 3. Name of the internal benchmark provider. |
|---|
| …………………………………………….. |
| **** Explain**: |
| 1. Why this external benchmark provider was chosen? |
| External benchmark was selected as it actually has outcomes similar to that of Najran University. |
| 2. How was the benchmark calculated? |
| The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100) |
| 3. Name of the external benchmark provider. |
| King Khalid University |

Chart for Students' awareness ratings of the Mission Statement and Objectives

Students' awareness ratings of the Mission Statement

	New Target Benchmark	King Khalid Univ.	Target Benchmark	Actual Benchmark
سلسلة1	80	68.8	80	75.6
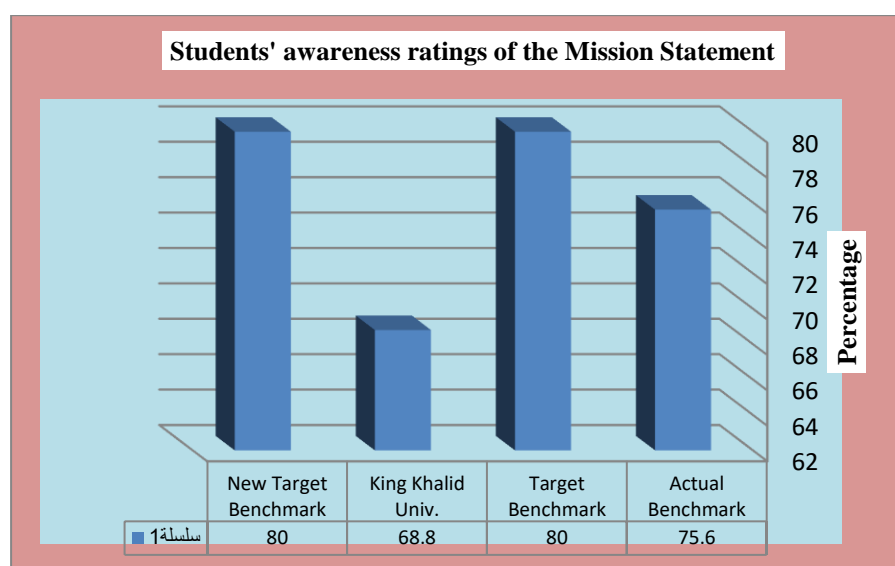
Administrative staff's awareness ratings of the Mission Statement and Objectives

KPI: Administrative staff's awareness of NU mission and objectives
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.	
76.2%		80%	-	68.8%	-	-	80%
male	76.4%						
female	75.2%						

Analysis (list strengths and recommendations):
The performance indicator <mark>for both male and female</mark> administrative staff's awareness of NU mission rated (76.2 %), which is lower than the target benchmark (80%), while it achieved high rate compared to King Khalid Univ. (68.8%) in favour of Najran University. No significant difference was found between male and female administrative staff.
Strengths:

-The mission is commended by administrative staff. .

Recommendations:
Increase awareness of the administrative staff about NU mission and objectives and their impact on work plans and decision making process.

* Explain:
1. Why this internal benchmark provider was chosen?
…………………………………..
2. How was the benchmark calculated?
The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)3. Name of the internal benchmark provider.
………………………………………….

** 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?
The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)
3. Name of the external benchmark provider.
King Khalid University

Chart of Administrative staff's awareness ratings of the Mission Statement and Objectives

Administrative staff's awareness ratings of the Mission Statement

	New Target Benchmark	King Khalid Univ.	Target Benchmark	Actual Benchmark
سلسلة1	80	68.8	80	76.2

S.2.1. Stakeholders' evaluation of the Policy Handbook, including administrative flow chart and job responsibilities

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:

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%)	-	-	3.33 = 66.6%	4.5 (90%)

male	83.2%
female	84.4%

Analysis (list strengths and recommendations):
NU (both male and female sections) 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 the target bench mark as well as the internal and external benchmarks.

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

Recommendations:
This KPI is the adopted NCAAA indicator for the second standard, and one out of 7 indicators for the 8th strategic objective of the university. Close looking for results and data is required for recommendations at the level of program, college and institution.

* 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.
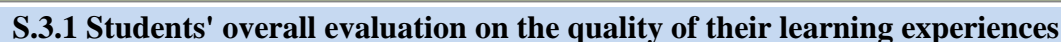
2. How was the benchmark calculated?
The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)
3. Name of the internal benchmark provider.
Performance Measurement Unit at the Vice-Rectorship 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 accredited by the Education Evaluation Commission (EEC). It is based in the South region of KSA which is the same geographic location of NU.

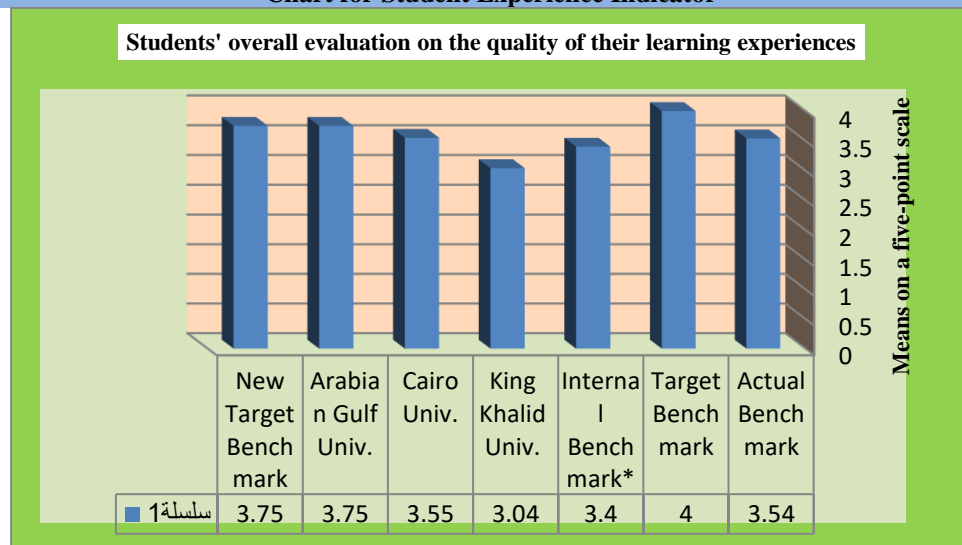2. How was the benchmark calculated?
The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)
3. Name of the external benchmark provider.
King Khalid University

Chart for Stakeholders' evaluation of the Policy Handbook, including administrative flow chart and job responsibilities

Faculty and administrative staff's satisfaction with the adequacy and effectiveness of the University adminstartive leaders

	New Target Benchmark	King Khalid Univ.	Internal Benchmark*	Target Benchmark	Actual Benchmark
سلسلة1	90	68.8	79	85	83.6

S.3.1 Students' overall evaluation on the quality of their learning experiences

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
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
3.54= 70.8%	**4= 80%**	**3.4= 68%**	**3.04= 60.8%**	**3.55 = 71%**	**3.75= 75%**	**3.75= 75%**

male	**71.4**	
female	**70.6**	

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 (4) and but higher than that of King Khalid University (3.04).
The least overall evaluation was reprted for the section of provided support (70.2%) followed by learning resources and facilities.
The highest overall evaluation (80.6%) was reported from the students of college of dentistry (Only male students).
Regarding the gender, the highest overall evaluation (81.6%) was reported by male students of language and translation college, while the lowest was reported by male students of community college (62.2%) and male students of Nursing program (63%). For more details please refer to the detailed report.

Recommendations:
This indicator is one out of 3 NCAAA indicators adopted by the University for Standard 3, and also one out of 11 indicators for the 2nd strategic objective of the University, results were viewed in the light of the other related indicators.
The detailed report was studied and discussed to identify areas of weak performance at the level of colleges, programs and gender. Corrective actions and improvement plans were recommended for colleges and programs of unsatisfactory performance and corrective measures were taken at the level of the university to improve the academic support measures and enhance learning resources and facilities in both male and female sections.

* 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 average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (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.

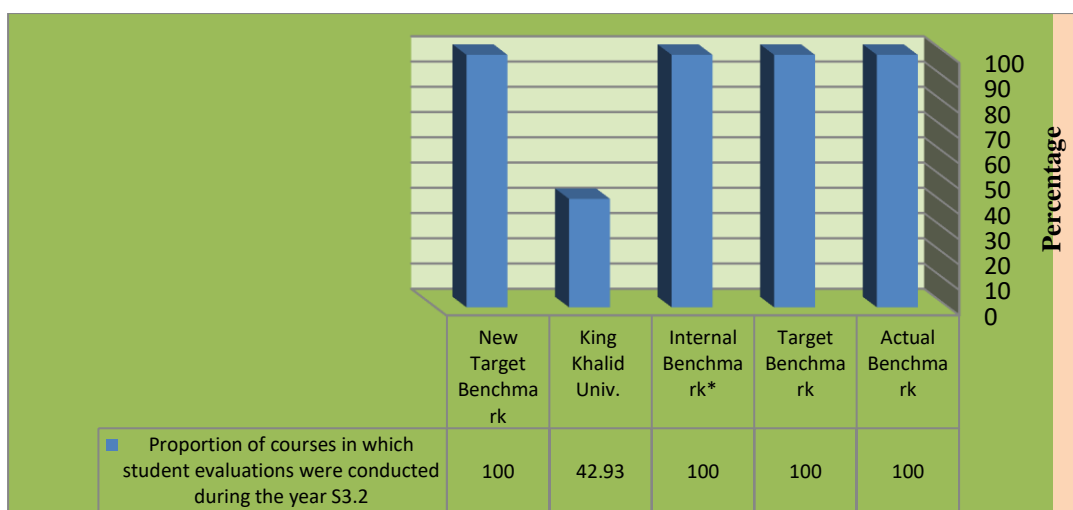2. How was the benchmark calculated?
The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)
3. Name of the external benchmark provider.
King Khalid University, Cairo University and Arabian Gulf University

Chart for Student Experience Indicator

Students' overall evaluation on the quality of their learning experiences

	New Target Benchmark	Arabian Gulf Univ.	Cairo Univ.	King Khalid Univ.	Internal Benchmark*	Target Benchmark	Actual Benchmark
سلسلة1	3.75	3.75	3.55	3.04	3.4	4	3.54

S3.2 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.,	Arabian Gulf Univ.,	King Khalid	

			Egypt	Bahrain	Univ., KSA	
%100	**%100**	**100%**	--	--	**42.93%**	**100%**

Analysis (list strengths and recommendations):
Since the first year of implementing its first strategic plan (Benaa: Building), NU adopted a system for students to evaluate their courses and to link the admission and registration website to that of the students' questionnaire for evaluating their courses. Thus, the proportion of courses in which student evaluations were conducted is 100%.
The system provides feedback to the instructor on his/ her academic page so that he/ she can use evaluation results to improve teaching and also design the course improvement plan (if necessary) according to the adopted model in the Deanship of Development and Quality.

Recommendations:
Raise the awareness of students about the importance of these polls and how to respond objectively to questionnaires.

* 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.

Chart for Courses ratio evaluated by students

	New Target Benchmark	King Khalid Univ.	Internal Benchmark*	Target Benchmark	Actual Benchmark
Proportion of courses in which student evaluations were conducted during the year S3.2	100	42.93	100	100	100

<div style="background-color:#dce6f1; text-align:center;">

S3.3 Proportion of programs in which there was an independent verification, within the institution, of standards of student achievement during the year

</div>

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

<div style="text-align:center;">

NCAAA KPI Reference Number: __S3.3_____

Institutional KPI Reference Number: _____

</div>

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%**	**50%**

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.

Recommendations:
Define pros and cons of the system after reviewing the experience of the programs which already applied the internal independent verification for student achievement, and include the recommended improvement tips in the next year improvement plan to increase number of programs adopting the independent verification and reduce challenges facing application of the system.

* 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.

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.

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

	New Target Benchmark	King Khalid Univ.	Internal Benchmark*	Target Benchmark	Actual Benchmark
Proportion of programs in which there was an independent verification, within the institution, of standards of student achievement during the year S3.3	50	100	23.3	75	33.3

S4.1 Ratio of students to teaching staff (based on full time equivalent)

KPI: Ratio of students to teaching staff (based on full time equivalent)			NCAAA KPI Reference Number: **S4.1** Institutional KPI Reference Number:			
Actual Benchmark	**Target Benchmark**	**Internal Benchmark ***	**External Benchmark****			**New Target Benchmark**
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
15:1	15: 1	15: 1	20: 1	11 : 1	13 : 1	15: 1

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.
- This KPI varies among colleges and programs and interpretation of the results differ according to the nature of the program.

- Colleges with the highest ratios are Dentistry, Preparatory year, Community, Sharea and Applied medical sciences; while colleges of Medicine, Computer science and pharmacy have the least ranging from 2.8 to 4 students per teaching staff.

For this reason a comprehensive study was conducted at the level of the university to examine the exact needs of the colleges and programs (male and female sections) from teaching staff and design a plan to satisfy those needs.

* 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 teaching staff.

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?

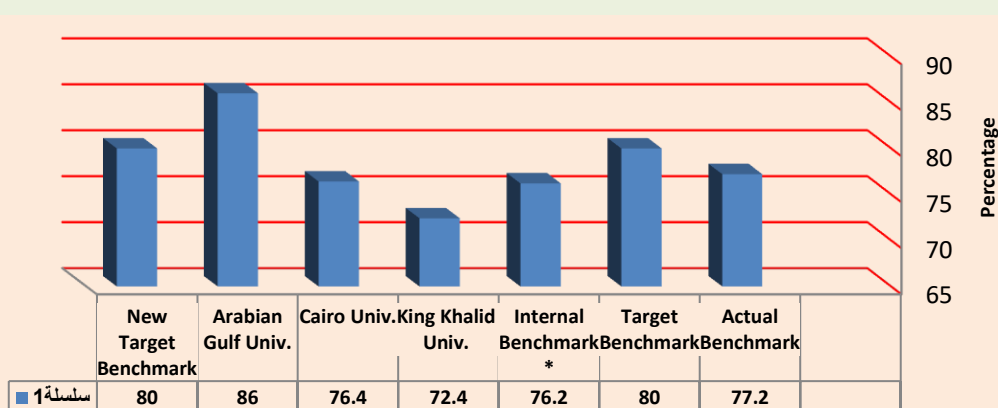Dividing the Number of students on the Numbers of teaching staff.

3. Name of the external benchmark provider.

1-Arbian Gulf University, Bahrain.

2- Cairo University, Egypt.

3- King Khaled University, KSA.

Chart for Ratio of students to teaching staff (based on full time equivalent)
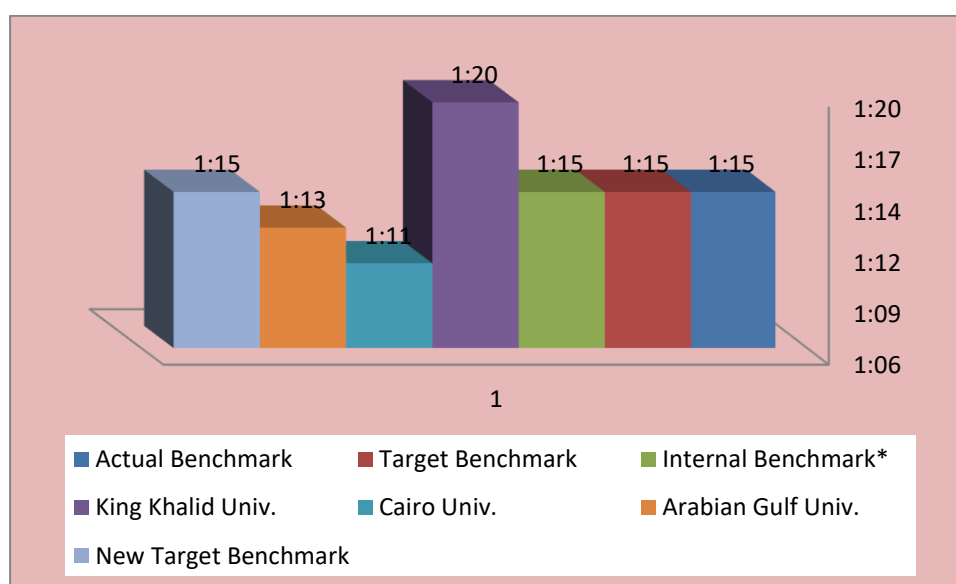
S4.2 Students overall rating on the quality of their courses

KPI: Students overall rating on the quality of	**NCAAA KPI Reference Number: S4.2**

their courses			Institutional KPI Reference Number:			
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
77.2 %	80%	76.2%	72.4%	76.4%	86%	80%

male	79.6%
female	75.8%

Analysis (list strengths and recommendations):
- All students of Najran University evaluate their courses.
- The student overall rating on the quality of their courses in Najran University is nearly comparable to those of King Khalid University and Cairo University but much less than the value recorded by Arabian Gulf University.
- The overall rating of male students was higher than that of the female students. The results were examined at the level of colleges to detect those of higher performance in addition to those of unsatisfactory results, the highest measure (84%) was reported for college of medicine, while the lowest (73%, 73.2% and 74.8%) were for preparatory year, college of administrative sciences and college of pharmacy respectively.
- More information is found in the detailed reports, which was sent to the colleges to study the results and dig into the areas of unsatisfactory performance to take corrective actions or design an improvement plan, for each separate course the evaluation was uploaded to the page of the teaching staff. The course coordinator is required to attach the results to the course report with his/her plan for improvement.

* 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 average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)

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?

The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)

6. Name of the external benchmark provider.

1- Arabian Gulf University, Bahrain.

2- Cairo University, Egypt.

3- King Khaled University, KSA.

Chart for Students overall rating on the quality of their courses

S4.2 Students overall rating on the quality of their courses

	New Target Benchmark	Arabian Gulf Univ.	Cairo Univ.	King Khalid Univ.	Internal Benchmark *	Target Benchmark	Actual Benchmark
سلسلة1	80	86	76.4	72.4	76.2	80	77.2

S.4.3 Proportion of the teaching staff with verified doctoral qualifications

KPI: Proportion of the teaching staff with verified doctoral qualifications			NCAAA KPI Reference Number: S4.3 Institutional KPI Reference Number:		
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**		New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	

Actual Benchmark	Target Benchmark	Internal Benchmark*	King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	New Target Benchmark
100%	100%	100%	56%	100%	85%	100%

Analysis (list strengths and recommendations):
All of the Ph. D. holders in Najran University are granted their Ph.D. degrees from reputable and recognized universities.

* 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 teaching staff with verified doctoral qualifications / Total no. of the Ph.D holders X 100
3. Name of the internal benchmark provider.
Performance Measurement Unit, Najran University.

** Explain:
7. 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.
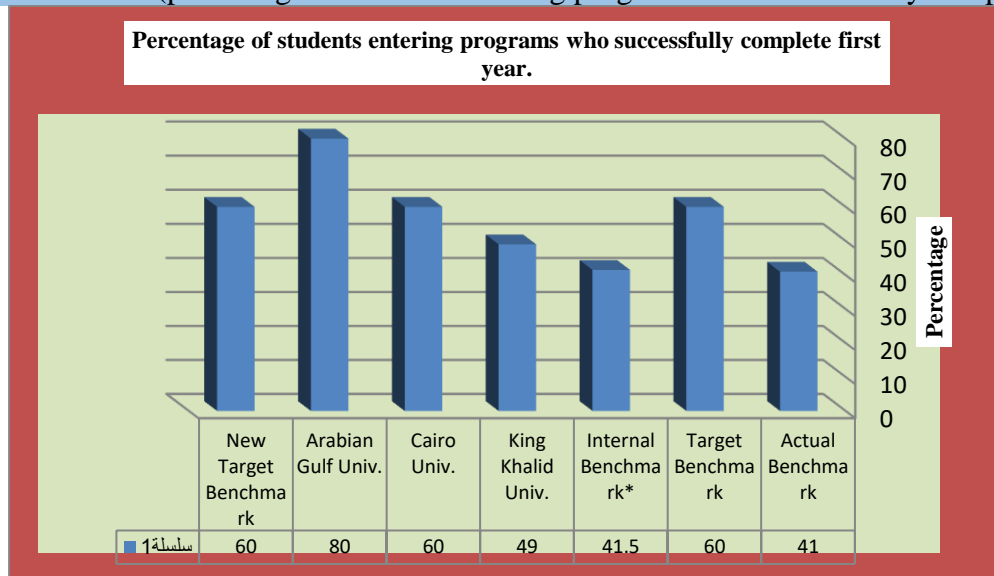8. How was the benchmark calculated?
No. of the teaching staff with verified doctoral qualifications / Total no. of the Ph.D holders X 100
(based on mutual communications between Najran University and the benchmark providers.
9. Name of the external benchmark provider.
1- Cairo University, Egypt.
2- Arabian Gulf, Bahrain.

Chart for Proportion of the teaching staff with verified doctoral qualifications

	New Target Bench mark	جامعة الخليج	جامعة القاهرة	جامعة الملك خالد	Internal Bench mark*	Target Bench mark	Actual Bench mark
■	100	85	100	56	100	100	100

S4.4 Retention rate (percentage of students entering programs who successfully complete first year

KPI: Retention rate (percentage of students entering programs who successfully complete first year.			NCAAA KPI Reference Number: S4.4 Institutional KPI Reference Number:			
Actual Benchmark	Target Benchmark	Internal Bench mark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabi an Gulf Univ.	
41%	60%	41.5%	49%	60%	80%	60%

Analysis (list strengths and recommendations):

This KPI is one out of 6 indicators for the 4th standard of NCAAA, in the meantime it is one out of 12 performance indicators for the 2nd strategic objective of Najran university.

-It is recommended to closely study the detailed results and separate data for programs, and at levels of female and male sections. It is worth mentioned that some programs in which the retention rate was very low recommended to improve the admission requirements to guarantee that admitted students have the required basic knowledge and skills for those programs and also to improve contents and quality of the orientation programs for new students to increase the retention rate of students.

The highest performance in this indicator was reported in colleges of Pharmacy and Dentistry (100% and 95.4% respectively), while the lowest was detected in colleges of Arts and sciences-Najran and Sharea (33.6% and 30% respectively).

* 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 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.

Performance Measurement Unit, Najran University.

** Explain:

1. Why this external benchmark provider was chosen?

External benchmark providers were chosen because they share common characteristics with

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 external benchmark provider.
King Khalid University, Cairo University and Arabian Gulf University

Chart for Retention rate (percentage of students entering programs who successfully complete first year

Percentage of students entering programs who successfully complete first year.

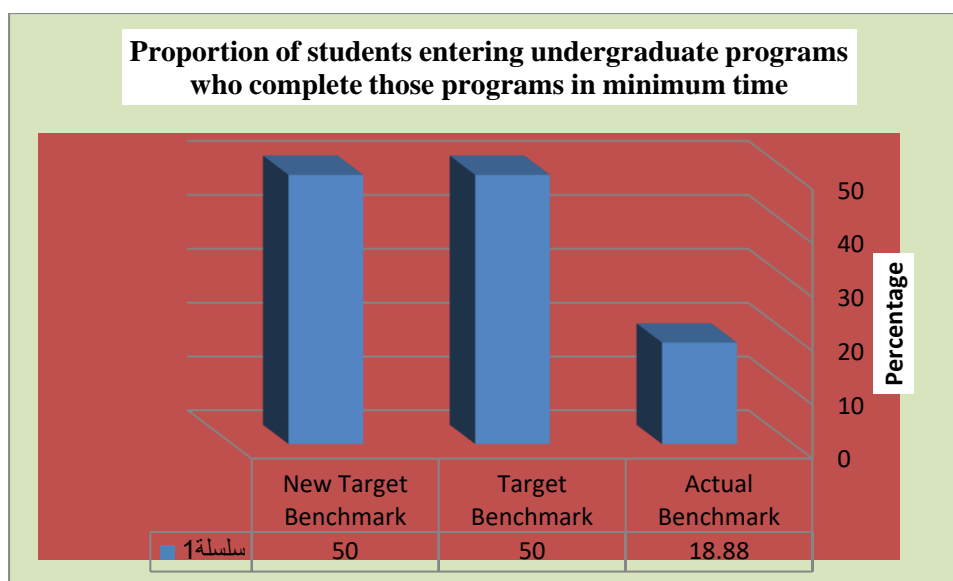| سلسلة1	New Target Benchmark	Arabian Gulf Univ.	Cairo Univ.	King Khalid Univ.	Internal Benchmark*	Target Benchmark	Actual Benchmark
	60	80	60	49	41.5	60	41

S4.5 Proportion of students entering undergraduate programs who complete those programs in minimum time

KPI: Proportion of students entering undergraduate programs who complete those programs in minimum time.			**NCAAA KPI Reference Number: S4.5** **Institutional KPI Reference Number:**			

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
23.52%	50%	22%	39.35%	85%	67.5%	50%

Analysis (list strengths and recommendations):
Proportion of students entering undergraduate programs who complete those programs in minimum time rated (23.52%) which is lower than benchmarking values.

This KPI is one out of 6 indicators for the 4th standard of NCAAA, in the meantime it is one out of 5 performance indicators for the 10th strategic objective of Najran university.

-The highest performance for this indicator was reported for the colleges of Administrative sciences and Applied medical sciences (85% and 84.4% respectively); while the lowest was for the colleges of Arts and sciences- Najran and Community (14.3% and 17.5% respectively).

* **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?

Proportion= Total no. of students entering undergraduate programs who complete those programs in minimum time/ Total number of students enrolled for the same period X 100.

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?

Proportion= Total no. of students entering undergraduate programs who complete those programs in minimum time/ Total number of students enrolled for the same period X 100.

3. Name of the external benchmark provider.

King Khalid University, Cairo University and Arabian Gulf University

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Chart for Proportion of students entering undergraduate programs who complete those programs in minimum time

Proportion of students entering undergraduate programs who complete those programs in minimum time

	New Target Bench mark	Arabia n Gulf Univ.	Cairo Univ.	King Khalid Univ.	Interna l Bench mark*	Target Bench mark	Actual Bench mark
سلسلة1	50	67.5	85	39.35	22	50	23.52

S4.6 :Proportion of students entering postgraduate programs who complete those programs in minimum time

KPI: Proportion of students entering postgraduate programs who complete those programs in minimum time			NCAAA KPI Reference Number: S4.6 Institutional KPI Reference Number:			

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
18.88%	50%	-	-	-	-	50%

Analysis (list strengths and recommendations):
Proportion of students entering postgraduate programs who complete those programs in minimum time rated (18.88%) which is lower than benchmarking values.
The results of this indicator should be discussed in the light of the results of the other indicators of standard 4 and the strategic objective number 10 for Najran University.

*   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?
Proportion= Total no. of students entering undergraduate programs who complete those programs in minimum time/ Total number of students enrolled for the same period X 100.

3. Name of the internal benchmark provider.
Performance Measurement Unit, Najran University.

** Explain:
   1.   Why this external benchmark provider was chosen?
………………………………………….

   2.   How was the benchmark calculated?
Proportion= Total no. of students entering undergraduate programs who complete those programs in minimum time/ Total number of students enrolled for the same period X 100.
   3.   Name of the external benchmark provider.
         …………………………………………………

Chart for Proportion of students entering undergraduate programs who complete those programs in minimum time

Proportion of students entering undergraduate programs who complete those programs in minimum time

	New Target Benchmark	Target Benchmark	Actual Benchmark
سلسلة1	50	50	18.88

Percentage (y-axis): 0, 10, 20, 30, 40, 50

S5.1: Ratio of students to administrative staff

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.	
21 : 1	20 : 1	20.5: 1	21.69: 1	-	14 : 1	20:1

Analysis (list strengths and recommendations):
Ratio of students to administrative staff rated (21: 1), which is close to the target benchmark, while it is far from the benchmark of Arabian Gulf Univ.
This KPI is one out of 3 indicators for the 5th NCAAA standard, and one out of 9 indicators for the 6th strategic objective for Najran University.

* 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 (20.5: 1).

2. How was the benchmark calculated?
 (Overall No. of students/ No. of administrative staff).

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?
(Overall No. of students/ No. of administrative staff)

3. Name of the external benchmark provider.
King Khalid Univ. and Arabian Gulf Univ.

Chart for ratio of students to administrative staff

Legend:
- Actual Benchmark
- Target Benchmark
- Internal Benchmark*
- King Khalid Univ.
- Arabian Gulf Univ.
- New Target Benchmark

(Y-axis values: 1:22, 1:20, 1:19, 1:17, 1:16, 1:14, 1:13, 1:12, 1:10, 1:09)

S5.2: Proportion of total operating funds (other than accommodation and student allowances) allocated to provision of student services
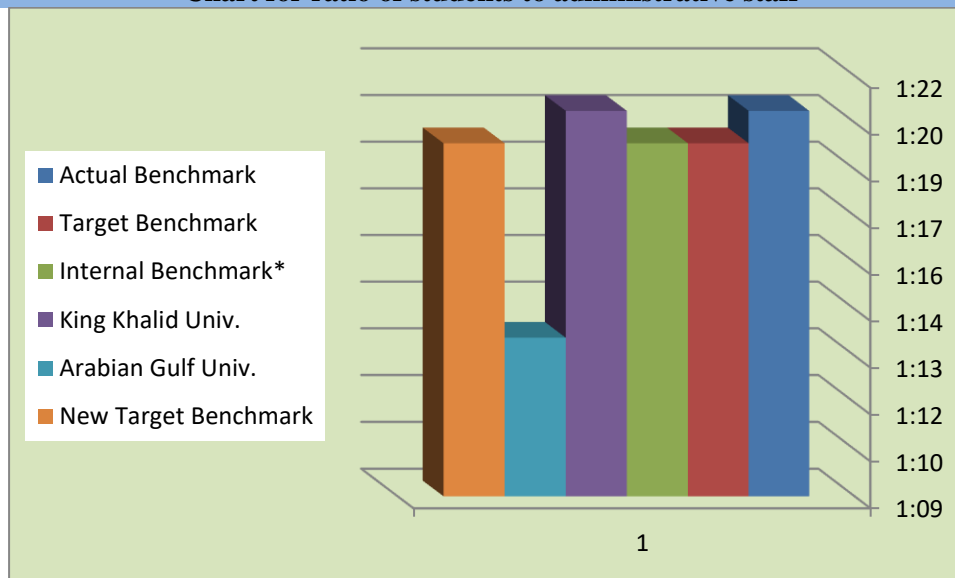
KPI: NCAAA KPI Reference Number: **S5.2** Institutional KPI Reference Number: _____						
Actual Benchmark	**Target Benchmark**	**Internal Benchmark***	**External Benchmark****			**New Target Benchmark**
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
0.0007	0.0050	0.0012	0.0047	-	-	0.0030

Analysis (list strengths and recommendations):
Nu provides support to the services and activities that meet student needs in the light of NU mission within the developmental projects of NU strategic plan assigned to Deanship of Student Affairs. The fund dispersed from the operational budget allocated to provide services and student activities (other than accommodation and student allowances) for the academic year 1436/ 1437 H. was 975.300 Riyal, while the fund dispersed from the budget of the academic year 1437/1438H was 567.215 Riyal. The decrease of 1437/1438H budget was attributed to NU keenness to finish the preparations, establishing and equipping of sports halls at colleges, covered halls and stadium in the University city, with a recommendation to raise the budget in the next years.

* **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. 2. How was the benchmark calculated? Proportion= Total budget allocated to student service/ University budget) 3. Name of the internal benchmark provider. Performance Measurement Unit- Najran University.
** 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? Proportion= Total budget allocated to student service/ University budget) * 100%. 3. Name of the external benchmark provider. King Khalid University

Chart for proportion of total operating funds (other than accommodation and student allowances)

Proportion of total operating funds (other than accommodation and student allowances) allocated to provision of student services

	New Target Benchmark	King Khalid Univ.	Internal Benchmark*	Target Benchmark	Actual Benchmark
‏سلسلة1‏	0.003	0.0047	0.0012	0.005	0.0007

S5.3 Student evaluation of academic and career counselling.

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.	Arabia Gulf Univ.	

70%	80%	64.8%	70.8%	75.4%	76.4%	75%

male	73.6%
female	65.2%

Analysis (list strengths and recommendations):

NU is keen on providing and supporting the educational environment via many domains, including providing counselling services (professional and academic) to students. Accordingly, it seeks to measure student satisfaction and evaluating the quality of academic advising- social advising services- psychological advising services) in order to identify the appropriateness of this educational environment at the University. This measurement is conducted according to strategic plan indicators and NCAAA standards (on a five-point scale in an annual survey from the perspective of the final year students).

Results reveal that assessment results are average which is still far from the target benchmark, but there are male and female differences at the different colleges, in favour of males. Accordingly, further improvement procedures shall be made.

Regarding colleges, the lowest results were recorded for Sharea and Engineering colleges (59.8% and 52% respectively), while the highest evaluation was recorded for colleges of science and arts- Sharora ans Sience and arts- Najran (87% and 80.9% respectively), the overall evaluation of the female students was lower compared to that of their male counterparts. Detailed results were discussed and general recommendations were reported and sent to colleges to take corrective actions and improvement measures at the levels of college/ program/ gender.

* 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.

2. How was the benchmark calculated?

The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)

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.
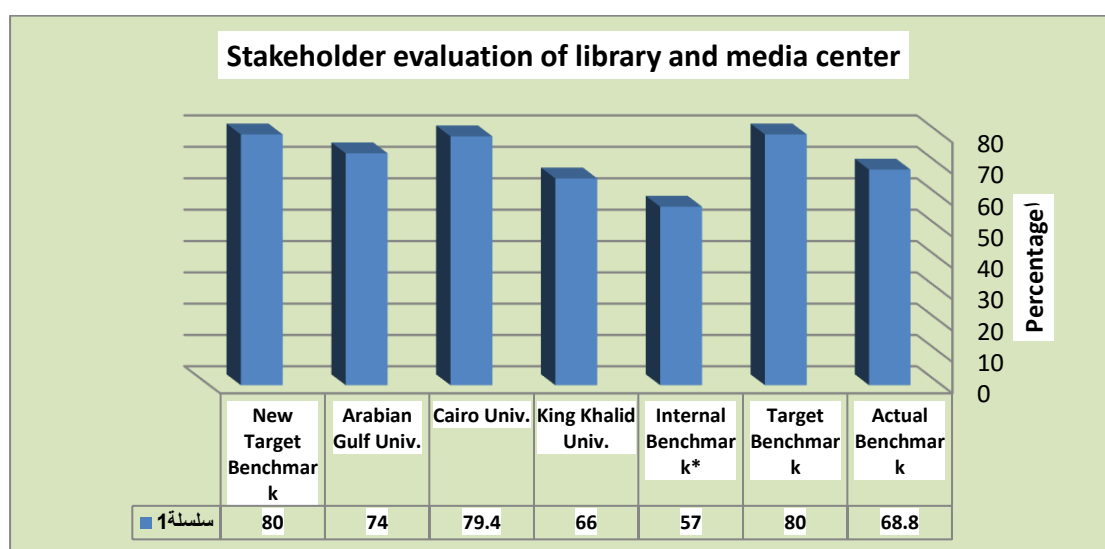
2. How was the benchmark calculated?

The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the external benchmark provider.

- King Khalid University.
- Arabian Gulf University.
- Cairo University.

S5.3 Student evaluation of academic and career counseling.

S5.3 Student evaluation of academic and career counselling

	New Target Benchmark	Arabian Gulf Univ.	Cairo Univ.	King Khalid Univ.	Internal Benchmark*	Target Benchmark	Actual Benchmark
سلسلة1	75	76.4	68.95	70.8	64.8	80	70
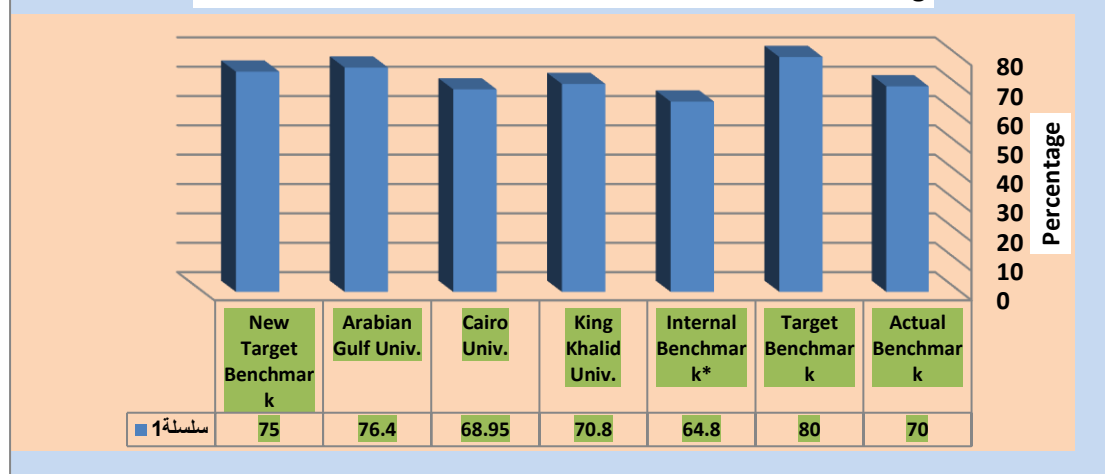
S6.1 Stakeholder evaluation of library and media center

KPI: Stakeholder evaluation of library and media center
 NCAAA KPI Reference Number: S6.1
  Institutional KPI Reference Number:

Actual Benchmark	Target Benchmark	Internal Benchmark *	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Uni.	Arabian Gulf Uni.	
%68.8	%80	%57	66%	%79.4	%74	%80

male	65.8%
female	70%

Analysis (list strengths and recommendations):
This KPI is one out of two for the NCAAA 6th standard; in the meantime it is one out of 5 indicators for the 5th strategic objective of Najran University.
The degree of final year students' evaluation of library services on a five-point scale is (68.8%); it is higher than the previous value, but lower than the expected one(80%). This proportion is lower than the benchmarking of Cairo University and Arabian Gulf University, but slightly higher than that of King Khalid University. Accordingly, improvements are demanded, and specific actions need further investigations for the data and detailed results at levels of program, male and female sections.
The lowest evaluation was reported for the equipments of the library (66.8%), despite of the fact that female student have no physical access to the central library of the university the evaluation of the female section was better compared to the male section and this may be due to the availability of specialized libraries in some campasus e.g the female medical campus including colleges of medicine, applied medical sciences and nursing.
The detailed report was sent to the deanship of library affairs to design their improvement plan after studying causes of the unsaftisfactory performance.

* 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.
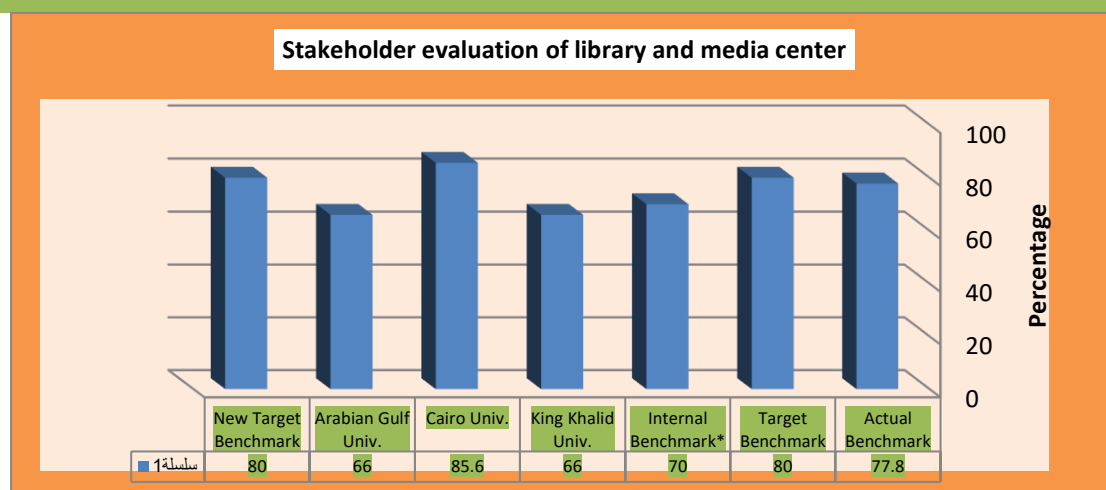
2. How was the benchmark calculated?
The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)
3. Name of the internal benchmark provider.
Performance Measurement Unit- Najran University

** 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?
The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)
3. Name of the external benchmark provider.
Cairo University, King Khalid University and Arabian Gulf University

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Chart for stakeholder evaluation of library and media center

Stakeholder evaluation of library and media center

	New Target Benchmark	Arabian Gulf Univ.	Cairo Univ.	King Khalid Univ.	Internal Benchmark*	Target Benchmark	Actual Benchmark
سلسلة1	80	74	79.4	66	57	80	68.8

S6.3: Stakeholder evaluation of the digital library

KPI: Stakeholder evaluation of the digital library
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 Uni.	Arabian Gulf Uni.	
77.8%	80%	70%	66%	%85.6	%66	%80

male	78.2%			
female	76.6%			

Analysis (list strengths and recommendations):

The degree of stakeholders' satisfaction with the digital library in NU is (77.8%), which is high and quite close to the targeted value 80%. Whereas, improvements are demanded.

The evaluation of the female section for the services of digital library is slightly lower compared to the male section, the detailed report was sent to the deanship of library affairs to study possible reasons for weak evaluation and variation between male and female sections and also among colleges.

* 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.

2. How was the benchmark calculated?

The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)

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?

The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the external benchmark provider.

King Khalid University, Cairo University, Arabian Gulf University.

Chart for Stakeholder evaluation of library and media center

Stakeholder evaluation of library and media center

	New Target Benchmark	Arabian Gulf Univ.	Cairo Univ.	King Khalid Univ.	Internal Benchmark*	Target Benchmark	Actual Benchmark
سلسلة1	80	66	85.6	66	70	80	77.8

S7.1 Annual expenditure on IT budget

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 %	**5%**	**-**	**3.59%**	**5%**

Analysis (list strengths and recommendations):

This KPI is one out of 3 for the 7th NCAAA standard, and one out of 6 indicators for the 4th strategic objective of Najran University.

Annual expenditure on IT budget is 35.000.000 Riyal, which formulates 4.28% of the University budget. This budget is allocated as follows:

- Percentage of IT budget allocated to each program or each student in the university (-).
- Percentage of IT budget allocated to the programmes licences (35 %).
- Percentage of IT budget allocated to IT security (35%).
- Percentage of IT budget allocated to maintenance (30%).

Detailed results and data of this KPI should be examined carefully to detect weak points and areas where improvement should focus at institutional, college, program level.

* 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.

2. How was the benchmark calculated?

IT budget/total budget *100

3. Name of the internal benchmark provider.

Performance Measurement Unit- Najran University

** 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?

Total budget allocated to IT/ University budget *100

3. Name of the external benchmark provider.

King Khalid University.

Chart for annual expenditure on IT budget

Annual expenditure on IT budget

	New Target Benchmark	King Khalid Uni.	Target Benchmark	Actual Benchmark
سلسلة1	5	3.59	5	4.28

Percentage scale: 0, 1, 2, 3, 4, 5
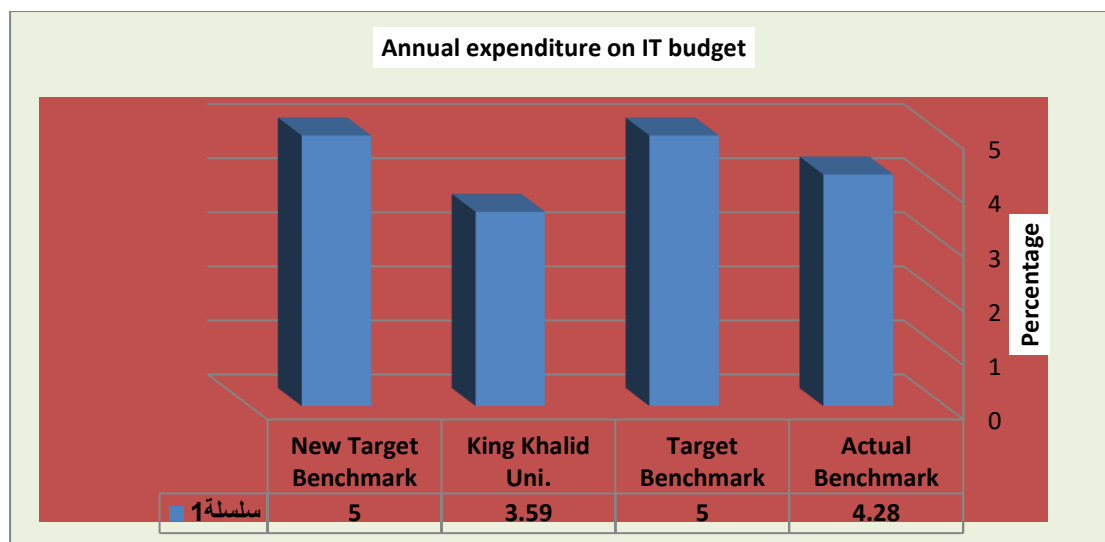
S7.2 Stakeholder evaluation of the IT services

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%	-	80%

male	79.6
female	79.4

Analysis (list strengths and recommendations):

A questionnaire was designed to evaluate stakeholders' satisfaction with the university **IT services**. It comprised the following aspects:

- Instant response when hardware or software problems occur.
- Periodic maintenance of equipment.
- Providing high quality Internet services.
- Using e-mail any time while doing my work.
- Capacity of e-mail inbox is appropriate.
- Purchasing the necessary computers.
- Computer peripherals in the university are of high quality.
- Flexibility of request procedures concerning IT service.
- The University provides a good program for administrative communication.
- The University provides a good portal for the employees' self-service.
- Another questionnaire was designed to evaluate the University site in the academic year 1436/1437 H.

The value recorded for this indicator (for both male and female sections) almost hit the target for the academic year 37/ 48, it indicates progress compared to the value of the previous year.

* 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.

2. How was the benchmark calculated?

The average of the questionnaire is converted to a percentage weight by the following equation: The total

mean of the scale / number of the scale items multiplied by (100)
3. Name of the internal benchmark provider.
 Performance Measurement Unit- Najran University

** Explain:
1. Why this external benchmark provider was chosen?
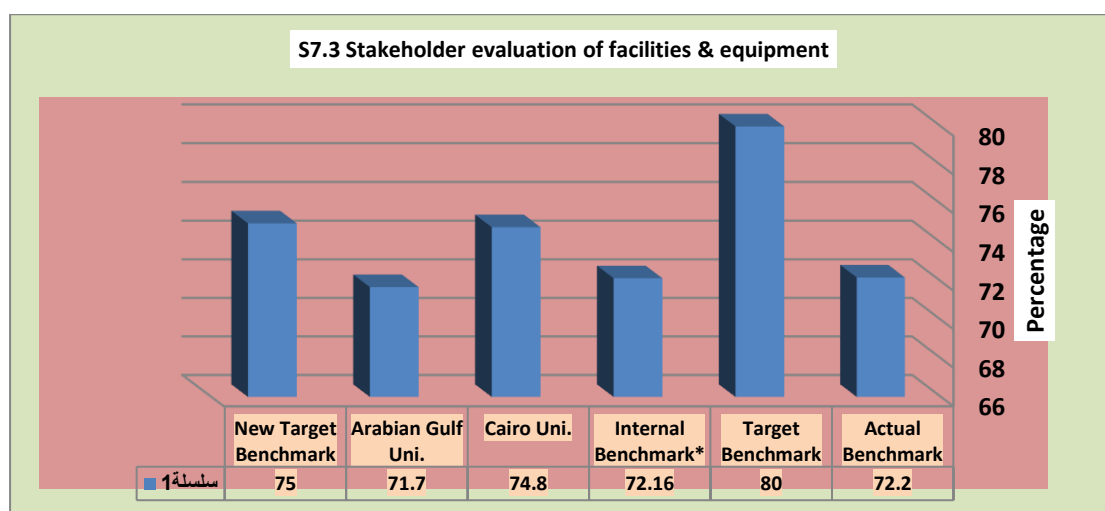………………………………………
2. How was the benchmark calculated?
The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)
3. Name of the external benchmark provider.؟
…………………………………

Chart for Stakeholder evaluation of the IT services

Stakeholder evaluation of the IT services

	New Target Benchmark	Internal Benchmark*	Target Benchmark	Actual Benchmark
سلسلة1	80	71.4	80	79.47
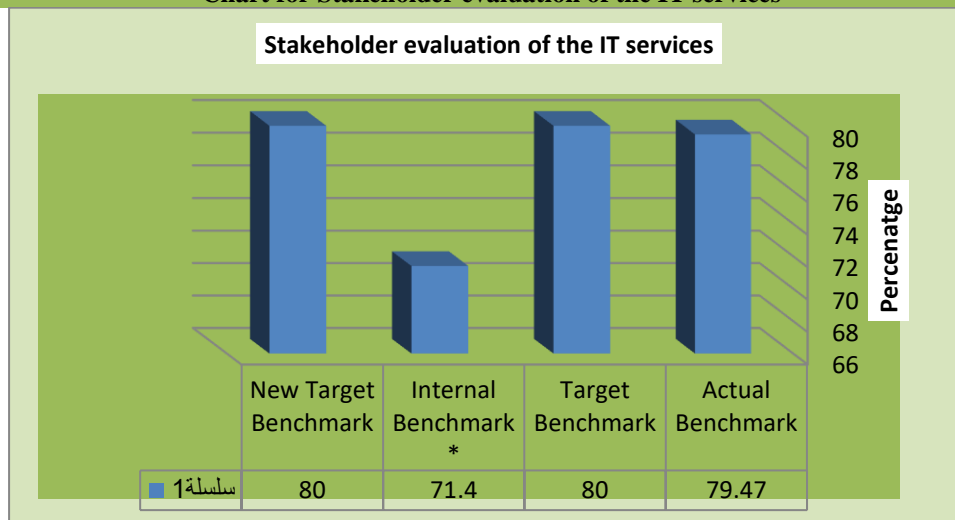
S7.3 Stakeholder evaluation of facilities & equipment

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
			King Khalid Uni.	Cairo Uni.	Arabian Gulf Uni.	
72.2%	80%	72.16%	-	74.80%	71.7%	75%

Male	75.4%
Female	67%

Analysis (list strengths and recommendations):
- The current actual value for this KPI is about the same value for the previous year and still lower than the expected target.
- The current value is also comparable with those of the external benchmark.
- A new value was set for the target benchmark.
- A closer look at the detailed data and results is recommended to detect areas of dissatisfaction and possible actions for improvement at the level of the university, colleges and programs.

The lowest evaluation was reported for the availability of elevators to serve the teaching staff (57.2%). Lower evaluation from the female section is due to the fact that some colleges have moved to the new campus just recently and they have not settle down yet (e.g. colleges of medicine, applied medical

* 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.

2. How was the benchmark calculated?

The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the internal benchmark provider

Performance Measurement Unit- Najran University.

** Explain:

1. Why this external benchmark provider was chosen?

External well-reputed benchmarks, whose circumstances and outcomes are similar to those of Najran University, were selected.

2. How was the benchmark calculated?

The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the external benchmark provider.

Arabian Gulf University, Kingdom of Bahrain

Cairo University, Arab Republic of Egypt

Chart for Stakeholder evaluation of facilities & equipment

S7.3 Stakeholder evaluation of facilities & equipment

	New Target Benchmark	Arabian Gulf Uni.	Cairo Uni.	Internal Benchmark*	Target Benchmark	Actual Benchmark
سلسلة1	75	71.7	74.8	72.16	80	72.2

S8.1 total operating expenditure (other than accommodation and student allowances) per student :S8.1 مؤشر

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

15,122 SAR	20,000 SAR	-	King Khalid Uni.	Cairo Uni.	Arabian Gulf Uni.	20,000 SAR
			29,727 SAR	-	-	

Analysis (list strengths and recommendations):
Total of the student's operational expenditure in NU is 15,122 SAR, which is low compared to King Khalid University. This indicates the low budget of NU which is less than half that of King Khalid University's budget.

* 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.

2. How was the benchmark calculated?
Total budget allocated to the expenditure 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?
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?
Total budget allocate to le
Total budget allocated to the expenditure of learning process/ Total number of the University students
3. Name of the external benchmark provider.
King Khalid University, Abha

Chart for total operating expenditure (other than accommodation and student allowances) per student

Total operating expenditure (other than accommodation and student allowances) per student

	New Target Benchmark	King Khalid Uni.	Target Benchmark	Actual Benchmark
سلسلة1	20000	29727	20000	15122
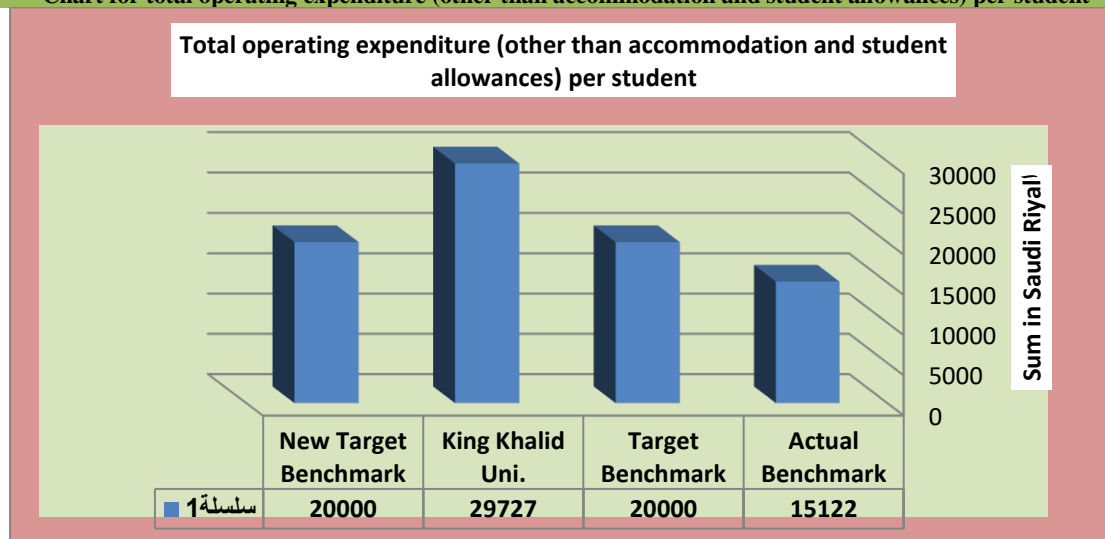
S9.1 proportion of teaching staff leaving the institution in the past year for reasons other than age retirement

KPI: proportion of teaching staff leaving the institution in the past year for reasons other than age retirement**.**

NCAAA KPI Reference Number: **S9.1**
Institutional KPI Reference Number: _____

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Uni.	**Arabian Gulf Uni.**	**Cairo Uni.**	
0.05	**Up to 0.10**	**0.02**	0.19	0.08	-	**0.03**

Analysis (list strengths and recommendations):

The value of this performance indicator reveals that the rate of faculty members' retention at Najran University is better than the target benchmark, and also better than the values recorded by Arabian Gulf University and King Khalid University. On the other hand it is worth mention to notice that the value almost doubled compared to the previous year which requires close attention and analysis for the data to study possible reasons for this increase in leaving the University and measures to deal with this trend to ameliorate the possible impacts on programs, colleges and university.

* 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.

2. How was the benchmark calculated?

Calculate the percentage of teaching staff leaving the university for reasons other than age retirement to 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?

External well-reputed benchmarks, whose circumstances and outcomes are similar to those of Najran University, were selected.

2. How was the benchmark calculated?

Calculate the percentage of teaching staff leaving the university for reasons other than age retirement to the total number of faculty members ×100

3. Name of the external benchmark provider.

King Khalid University

Arabian Gulf University

Chart for proportion of teaching staff leaving the institution in the past year for reasons other than age retirement

proportion of teaching staff leaving the institution in the past year for reasons other than age retirement

	New Target Benchmark	Arabian Gulf Uni.	King Khalid Uni.	Internal Benchmark*	Target Benchmark	Actual Benchmark
سلسلة1	0.03	0.8	0.19	0.02	0.1	0.05

S9.2 Proportion of teaching staff participating in professional development activities during the past year

KPI: Proportion of teaching staff 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
			King Khalid Uni.	Cairo Uni.	Arabian Gulf Uni.	
35.6%	**50%**	**33.1%**	**36%**	**-**	**-**	**%40**

Analysis (list strengths and recommendations):
The results of this indicator should be discussed in the light of the other KPI for the 9th NCAAA standard, and also with other indicators for the 3rd strategic objective of Najran University "Enhance adequacy and efficiency of teaching staff".
Proportion of teaching staff participating in professional development activities showed slight improvement compared to the previous year value, but it is still far from the target.
The highest performance in this indicator was reported for the colleges of Applied medical sciences and Community (100% and 97.5% respectively), while the lowest was for the colleges of administrative sciences (17%).

* 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.

2. How was the benchmark calculated?
Total number of faculty members participating in training courses/Total number of faculty members
3. Name of the internal benchmark provider.
Performance Measurement Unit- Najran University

** 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.
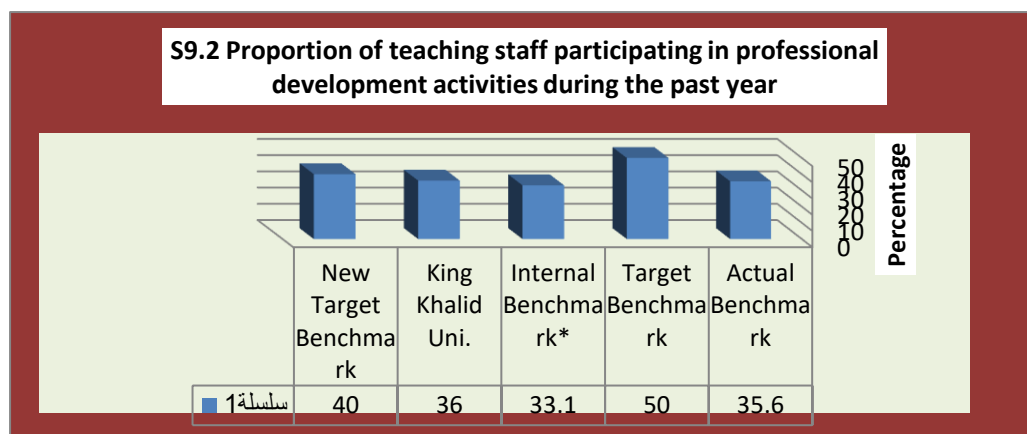
2. How was the benchmark calculated?
Total number of faculty members participating in training courses/Total number of faculty members *100

3. Name of the external benchmark provider.
King Khalid University, Abha

S9.2 Proportion of teaching staff participating in professional development activities during the past year

	New Target Benchmark	King Khalid Uni.	Internal Benchmark*	Target Benchmark	Actual Benchmark
سلسلة1	40	36	33.1	50	35.6

S10.2 Number of citations in refereed journals in the previous year per full time equivalent faculty members

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:

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Uni.	Cairo Uni.	Arabian Gulf Uni.	
1:1.57=(0.63)	1:1 =(100%)	1:1.32 =(0.76)	0.59	-	-	1:1 = 100%

Analysis (list strengths and recommendations):
Najran University surpassed the target value of King Khalid University, but the current value is still lower than that of the year 1436/1437 H and the target benchmark; 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.
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 comparison 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

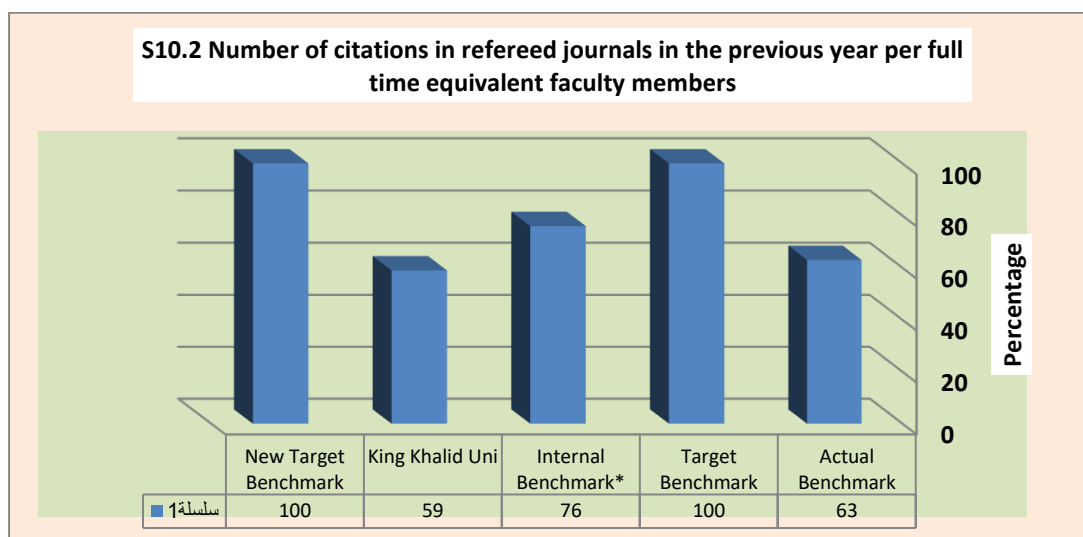possible progress, which might has been achieved in this respect.

2. How was the benchmark calculated?
By using the formula:
KPI= [Number of citations for papers of faculty members in Najran University in refereed journals in certain year] / [Total Number of full time equivalent faculty members in the same year]

3. Name of the internal benchmark provider.
Performance Indicator 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 citations for papers of faculty members in Najran University in refereed journals 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.

Chart for number of citations in refereed journals in the previous year per full time equivalent faculty members

S10.2 Number of citations in refereed journals in the previous year per full time equivalent faculty members

	New Target Benchmark	King Khalid Uni	Internal Benchmark*	Target Benchmark	Actual Benchmark
سلسلة1	100	59	76	100	63

S 10.3 Proportion of full time member of teaching staff with at least one refereed publication during the previous year.

KPI: Proportion of full time member of teaching staff with at least one refereed publication during the previous year.

NCAAA KPI Reference Number: __S10.3 _____

Institutional KPI Reference Number: _____

Actual	Target	Internal	External Benchmark**	New Target

Benchmark	Benchmark	Benchmark*	King Khalid Uni.	Cairo Uni.	Arabian Gulf Uni.	Benchmark
15.5%	50%	22.5%	-	-	-	**50%**

Analysis (list strengths and recommendations):

Proportion of teaching staff members with at least one refereed publication during the previous year is 15.5%, which is lower than the value recorded for the previous year and much lower than the target benchmark.

This KPI is one out of four indicators for the 10th NCAAA standard; it is also one of the indicators for the 9th strategic objective of Najran University "Improve scientific research to support sustainable development".

Colleges of the highest measures in this indicator are Education and Sharea (57.2% and 53.4% respectively) while the lowest are Computer Science and Nursing (15% and 15.5% respectively), it is worthmention that the impact of programs and colleges on the overall performance of the university vary as the number of teaching staff in programs differ from one program and one college to another. Some colleges didn't submit the required data for this indicator for the year 1437/ 1438 e.g. College of Medicine. For more information refer to the full annual report of monitoring performance of academic programs 1437/ 1438 H.

* Explain:

1. Why this internal benchmark provider was chosen?

Because comparison 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?

Total number of teaching staff members with at least one refereed publication during the previous year/ Total number of teaching staff members.

3. Name of the internal benchmark provider.

Performance Measurement Unit- Najran University

** Explain:

1. Why this external benchmark provider was chosen?

…………………………………………………..

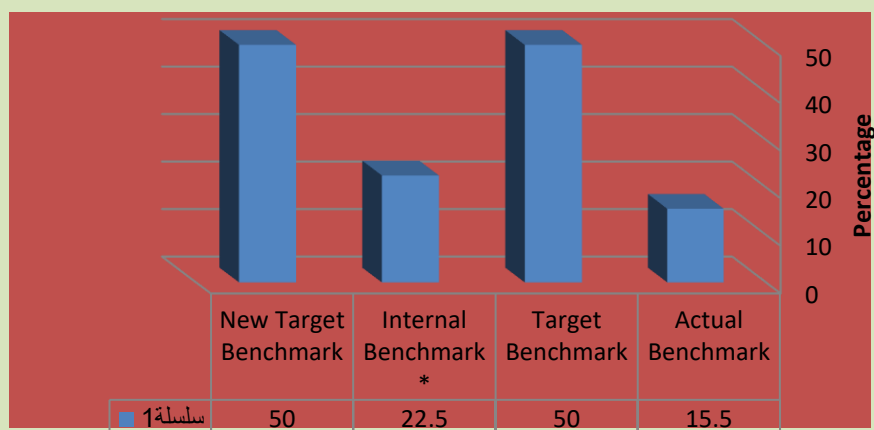2. How was the benchmark calculated?

…………………………………………………..

3. Name of the external benchmark provider.

…………………………………………………..

Chart for proportion of full time member of teaching staff with at least one refereed publication during the previous year.

Proportion of full time member of teaching staff with at least one refereed publication during the previous year.

	New Target Benchmark	Internal Benchmark*	Target Benchmark	Actual Benchmark
سلسلة1	50	22.5	50	15.5

S10.4 Number of papers or reports presented at academic conferences during the past year per full time equivalent faculty members

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:

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Uni.	Cairo Uni.	Arabian Gulf Uni.	
0.06	0.20	0.03	(0.17)	--	--	-

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 0.6, i.e. 1 paper or report presented at academic conference per 18 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 lower 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 18 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 comparison 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.
Performance Indicator 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 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.

Chart for Number of papers or reports presented at academic conferences during the past year per full time equivalent faculty members

S10.4 Number of papers or reports presented at academic conferences during the past year per full time equivalent faculty members

	King Khalid Uni	Internal Benchmark*	Target Benchmark	Actual Benchmark
سلسلة1	0.17	0.03	0.2	0.06
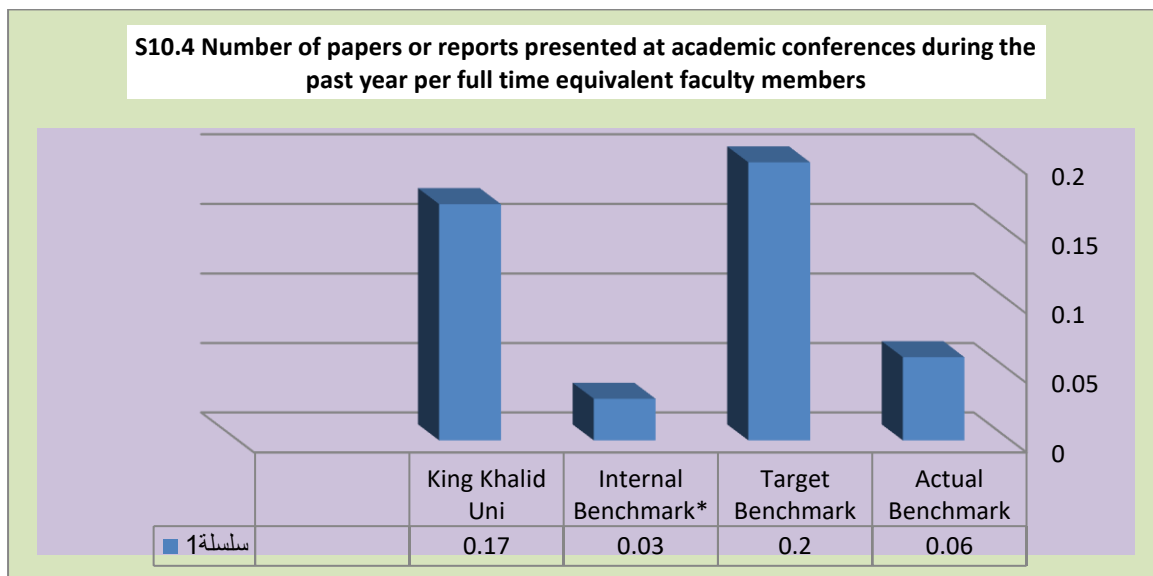
S10.6 Proportion of the total, annual operational budget dedicated to research

KPI: Proportion of the total, annual operational budget dedicated to research.
NCAAA KPI Reference Number: S10.6
   Institutional KPI Reference Number:

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Uni.	Cairo Uni.	Arabian Gulf Uni.	
%0.50	%1.0	%0.40	%0.36	-	-	%1.0

Analysis (list strengths and recommendations):
The target value of the KPI "Proportion of the total, annual operational budget dedicated to research" in Najran University is 0.50%. 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), which 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. 1.0%. On the other hand, Najran University slightly exceeded King Khalid University concerning the KPI which measures proportion of the total, annual operational budget dedicated to research.
It is recommended to increase the budget allocated to the scientific research in Najran University

* Explain:
1. Why this internal benchmark was chosen?
Because comparison 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 = [Total amount of budget expended on scientific research in certain year / Total amount of Najran University operational budget in same year] X 100

3. Name of the internal benchmark provider.
Performance Indicator 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.
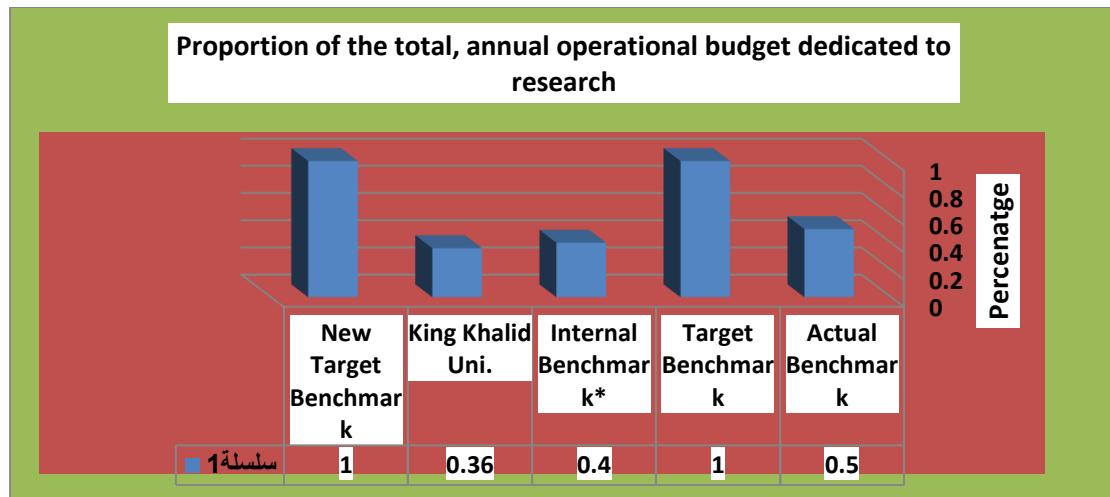
2. How was the benchmark calculated?
KPI = [Total amount of budget expended on scientific research in certain year / Total amount of Najran University operational budget in same year] X 100

3. Name of the external benchmark provider.
Deanship of Academic Development and Quality at King Khalid University.

Chart for proportion of the total, annual operational budget dedicated to research

Proportion of the total, annual operational budget dedicated to research

	New Target Benchmark	King Khalid Uni.	Internal Benchmark*	Target Benchmark	Actual Benchmark
سلسلة1	1	0.36	0.4	1	0.5

S11.1 Proportion of full time teaching and other staff actively engaged in community service activities

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:

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Uni.	Cairo Uni.	Arabian Gulf Uni.	
26.4%	50.0%	13.8%	17.0%	-	-	50.0%

Analysis (list strengths and recommendations):
The target value of the KPI "Proportion of full time teaching and other staff actively engaged in community service activities", in Najran University is 50.0%. 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), which indicates the necessity of designing improving plan to improve the performance indicator of Najran University in this respect, to reach the target value. On the other hand, Najran

University exceeded King Khalid University value for this KPI.

* Explain:

1. Why this internal benchmark provider was chosen?

Because comparison 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.

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.

Chart for proportion of full time teaching and other staff actively engaged in community service activities

Proportion of full time teaching and other staff actively engaged in community service activities

	New Target Benchmark	King Khalid Uni.	Internal Benchmark*	Target Benchmark	Actual Benchmark
سلسلة1	50	17	13.8	50	26.4
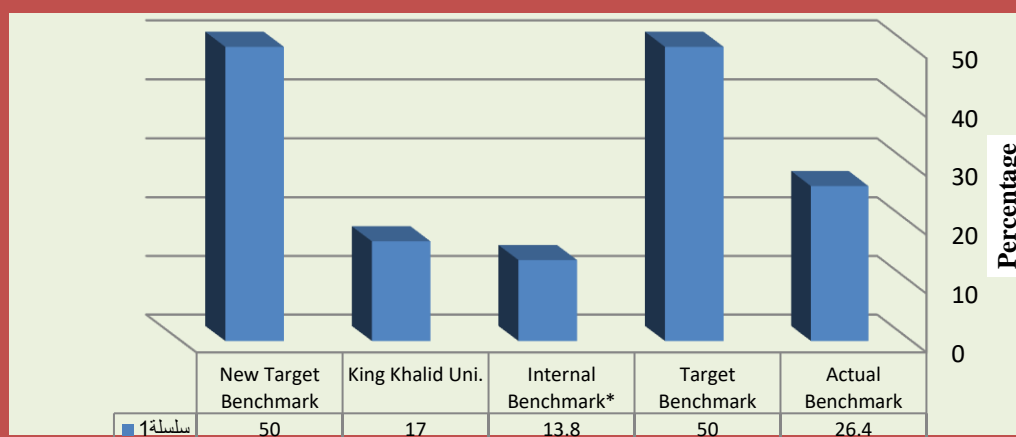
S11.2 Number of community education programs provided as a proportion of the Number of departments

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:

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Uni.	Cairo Uni.	Arabian Gulf Uni.	
1:1.36 = (.74)	2:1 = (2.0)	1.68:1= (1.68)	4.29	-	-	2:1 = (2.0)

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 lower 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, meaning 2Community Education Programs per 1 Academic Department.

* Explain:
1. Why this internal benchmark was chosen?
Because comparison 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.
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.

Chart for number of community education programs provided as a proportion of the Number of departments

S11.2 Number of community education programs provided as a proportion of the Number of departments

	New Target Benchmark	King Khalid Uni.	Internal Benchmark *	Target Benchmark	Actual Benchmark
سلسلة1	2	4.29	1.68	2	0.74

NU 1.1: Percentage of faculty satisfaction with NU mission.

KPI: Percentage of faculty satisfaction with NU mission						
NCAAA KPI Reference Number:						
Institutional KPI Reference Number: NU1.1						
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Uni.	Cairo Uni.	Arabian Gulf Uni.	
86.2%	80%	86.2%	68.8%	87.1%	-	90%
Analysis (list strengths and recommendations):						
Performance indicator of faculty satisfaction with NU mission is 86.2%, which surpasses the target benchmark 80%, while the external benchmark of Cairo University is slightly higher. **Strengths:** Faculty members are highly satisfied with the University mission						

Chart for faculty satisfaction with NU mission

Faculty satisfaction with NU mission

	Actual Benchmark	Target Benchmark	Internal Benchmark *	King Khalid Uni.	Cairo Uni.	New Target Benchmark	Actual Benchmark
سلسلة1	86.2	80	86.2	68.8	87.1	90	86.2

NU1.2 Percentage of administrative staff's satisfaction with NU mission.

KPI: Administrative Staff's satisfaction with NU mission NCAAA KPI Reference Number: Institutional KPI Reference Number: NU1.2						
Actual	Target	Internal	External Benchmark**			New Target
			King	Cairo	Arabian	

Benchmark	Benchmark	Benchmark*	Khalid Uni.	Uni.	Gulf Uni.	Benchmark
87.17%	80%	87.17%	68.8%	84.6%	-	90%

Analysis (list strengths and recommendations):
Performance indicator of administrative staff's satisfaction with NU mission is 87.7%, which surpasses the target benchmark 80%.
Strengths:
Administrative staff are highly satisfied with the University mission

* Explain:
1. Why this internal benchmark provider was chosen?
Organizational structure of NU doesn't comprise branches. Consequently, the internal benchmark adopted that of the previous year (87.17%).
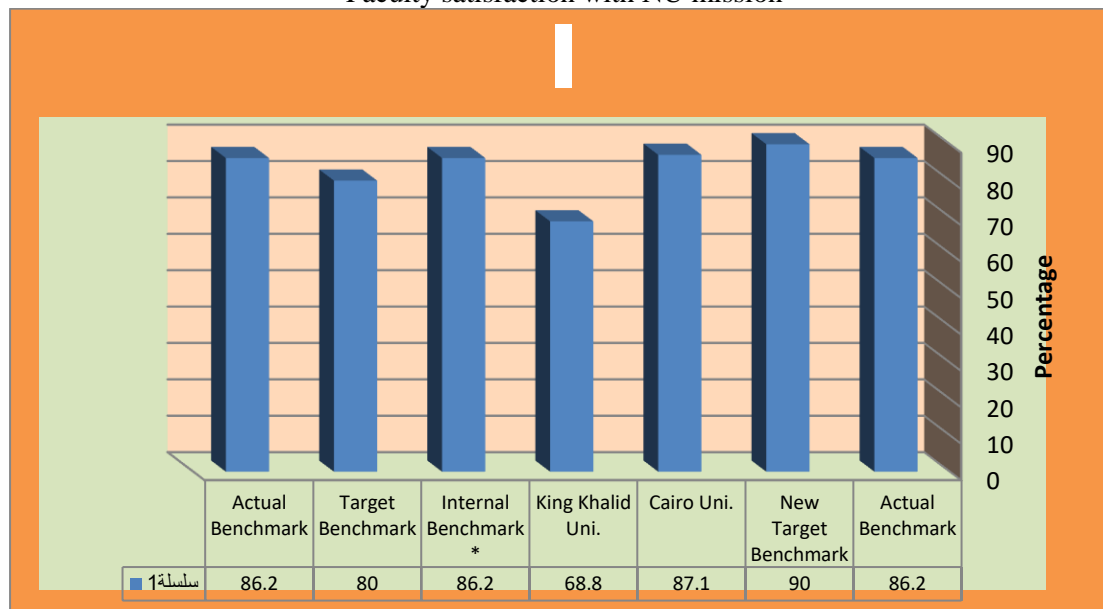
2. How was the benchmark calculated?
The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)

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?
Based on Shanghai ranking, Cairo University is ranked as one of the top 500 universities because it is well-established and regional one and 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?

The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the external benchmark provider.
 Cairo University and King Khalid University

Chart for administrative staff's satisfaction with NU mission

Administrative staff's satisfaction with NU mission

	New Target Benchmark	Cairo Uni.	King Khalid Uni.	Internal Benchmark*	Target Benchmark	Actual Benchmark
■ سلسلة1	90	84.6	68.8	87.17	80	87.17

NU1.3 : Percentage of student satisfaction with NU mission.

KPI:	Percentage of student satisfaction with NU mission.

NCAAA KPI Reference Number:
Institutional KPI Reference Number: NU1.3

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Uni. (3.44)	Cairo Uni.	Arabian Gulf Uni.	
88.44%	80%	87.17%	68.8	90.1	-	90%

Analysis (list strengths and recommendations):

Performance indicator of student satisfaction with NU mission is 88.44% which surpasses the target benchmark 80%, while the external benchmark of Cairo University is somewhat higher.

Strengths:

Students are greatly satisfied with the University mission.

* Explain:

1. Why this internal benchmark provider was chosen?
Organizational structure of NU doesn't comprise branches. Consequently, the internal benchmark adopted that of the previous year.

2. How was the benchmark calculated?

The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (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?
Based on Shanghai ranking, Cairo University is ranked as one of the top 500 universities because it is well-established and regional one and 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?
The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the external benchmark provider.
 Cairo University and King Khalid University

student satisfaction with NU mission

	New Target Benchmark	Cairo Uni.	King Khalid Uni.	Internal Benchmark *	Target Benchmark	Actual Benchmark
■ سلسلة1	90	90.1	68.8	87.17	80	88.44

NU1.4: Percentage of stakeholders' satisfaction with NU mission

<table>
<tr><td colspan="7">KPI: Percentage of stakeholders' satisfaction with NU mission
NCAAA KPI Reference Number: …….
Institutional KPI Reference Number: NU1.4</td></tr>
<tr><td rowspan="2">Actual Benchmark</td><td rowspan="2">Target Benchmark</td><td rowspan="2">Internal Benchmark*</td><td colspan="3">External Benchmark**</td><td rowspan="2">New Target Benchmark</td></tr>
<tr><td>King Khalid Uni.</td><td>Cairo Uni.</td><td>Arabian Gulf Uni.</td></tr>
<tr><td>95.8%</td><td>80%</td><td>87.17%</td><td>68.8%</td><td>90.1%</td><td>-</td><td>100%</td></tr>
</table>

Analysis (list strengths and recommendations):
Performance indicator of stakeholders' satisfaction with NU mission is 95.8 %, which surpasses the target, internal and external benchmark.
Strengths:
Stakeholders are greatly satisfied with the University mission.

* Explain:
1. Why was this internal benchmark provider chosen?
Organizational structure of NU doesn't comprise branches. Consequently, the internal benchmark adopted that of the previous year.
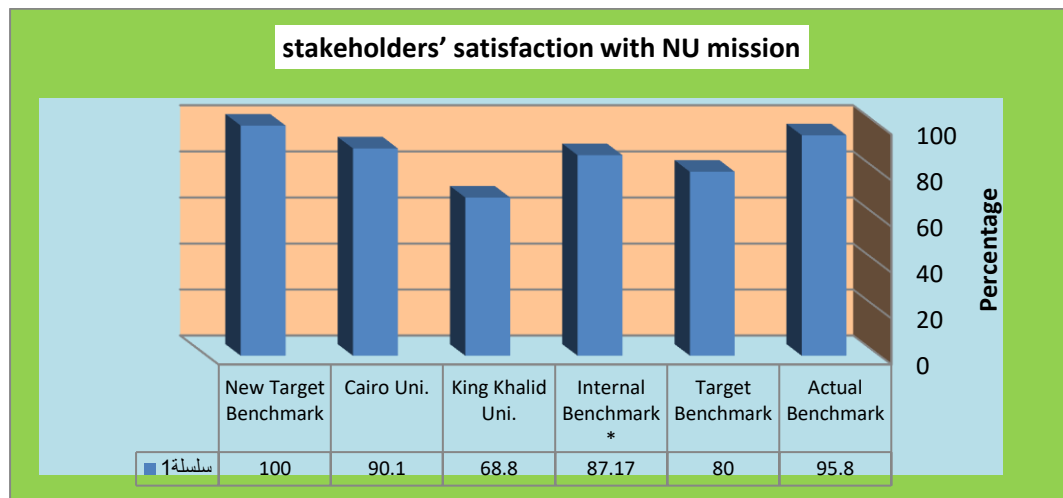
2. How was the benchmark calculated?
The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the internal benchmark provider.
Performance Measurement Unit ; Vice Rectorship for Development and Quality; Najran University

Chart for stakeholders' satisfaction with NU mission

stakeholders' satisfaction with NU mission

	سلسلة1
New Target Benchmark	100
Cairo Uni.	90.1
King Khalid Uni.	68.8
Internal Benchmark *	87.17
Target Benchmark	80
Actual Benchmark	95.8

NU7.3: Percentage of male and female administrative staff satisfaction with adequacy and effectiveness of administrative leaders

KPI: Percentage of male and female administrative staff satisfaction with adequacy and effectiveness of administrative leaders

NCAAA KPI Reference Number:
Institutional KPI Reference Number:NU7.3

Actual Benchmark		Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
				King Khalid Uni.	Cairo Uni.	Arabian Gulf Uni.	
74.6%		75%	68.3%	-	75.35%	75%	75%
male	74.8						
female	74.6						

Analysis (list strengths and recommendations):
Performance indicator of both male and female administrative staff satisfaction with adequacy and effectiveness of administrative leaders is 74.8% and 74.6% respectively with an overall value of 74.6 %, which is just about the target benchmark 75%, while the external benchmark is slightly higher than the University actual benchmark (75%).

This indicator is one out of 10 indicators for the 7th strategic objective for Najran University, detailed results should be discussed in the light of values reported for other indicators of the same strategic objective (including job satisfaction) to define weak points and measures for improvement.

* Explain:

1. Why this internal benchmark provider was chosen?

Organizational structure of NU doesn't comprise branches. Consequently, the internal benchmark adopted that of the previous year.

2. How was the benchmark calculated?

The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the internal benchmark provider.

Performance Measurement Unit

** Explain:

1. Why this external benchmark provider was chosen?

Based on Shanghai ranking, Cairo University is ranked as one of the top 500 universities , and Arabian Gulf University is located in the regional area of Saudi Arabia.

2. How was the benchmark calculated?

The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the external benchmark provider.

Arabian Gulf University and Cairo University

Chart for proportion of male and female administrative staff satisfaction with adequacy and effectiveness of administrative leaders

	Arabian Gulf Uni	Arabian Gulf Uni.	Cairo Uni.	Internal Benchmark*	Target Benchmark	Actual Benchmark
سلسلة1	75	75	75.35	68.3	75	70.8
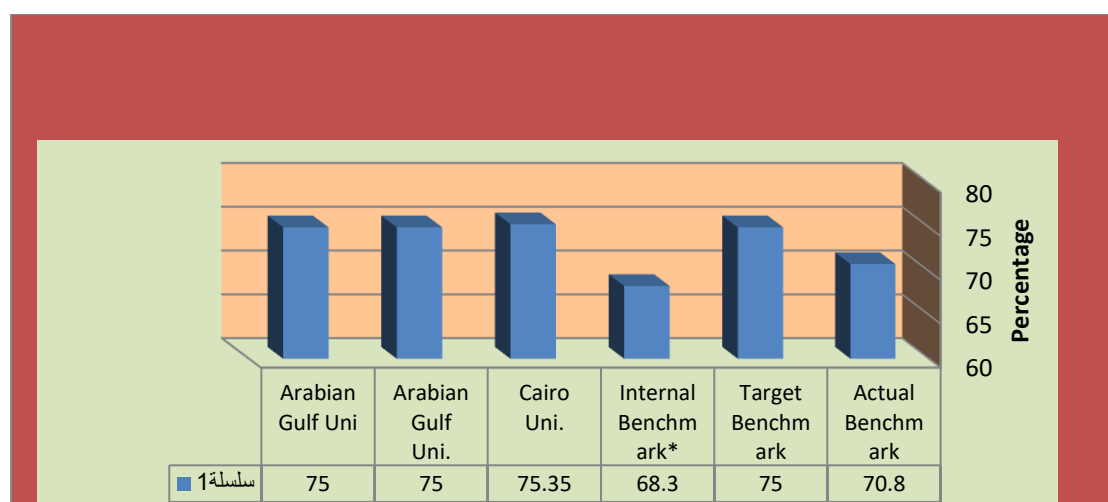
NU3.5: Percentage of faculty satisfaction with the scientific councils' performance

KPI: Percentage of faculty satisfaction with the scientific councils' performance
NCAAA KPI Reference Number: …._____
Institutional KPI Reference Number :NU3.5

Actual	Target	Internal	External Benchmark**	New Target

Benchmark	Benchmark	Benchmark*	King Khalid Uni.	Cairo Uni.	Arabian Gulf Uni.	Benchmark
90.6%	90%	86.5%	-	96.3%	-	95%

male	91.6
female	87.6

Analysis (list strengths and recommendations):

From the perspective of faculty members, the performance indicator for scientific councils' performance rated (90.6%), which is about the same value of the targeted benchmark (90 %), while the external benchmark was higher.

Regarding colleges, the highest overall satisfaction was reported from colleges of Dentistry, Science and arts- Sharora and Medicine (97.6%, 95.8%, and 94.6 respectively), while the lowest was reported for colleges of Preparatory year, Engineering and Nursing (86.2%, 87.4% and 87.6% respectively).

Regarding the gender the highest satisfaction for the female section was reported in the colleges of Sciences and arts- Sharora and Community (94.4% and 91.6% respectively), while the lowest was for the college of Computer sciences and Information technology (75.4%) and deanship of community service (61%).

Detailed results and report were sent to the respective colleges to take corrective actions and measures to deal with the causes of less than satisfactory performance.

Strengths:

From the perspective of faculty members, scientific councils' performance has improved compared to the previous year.

Recommendations:

To define objective performance indicators for scientific councils' performance.

* Explain:

1. Why this internal benchmark provider was chosen?

Organizational structure of NU doesn't comprise branches. Consequently, the internal benchmark adopted that of the previous year.

2. How was the benchmark calculated?

The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (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?

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.
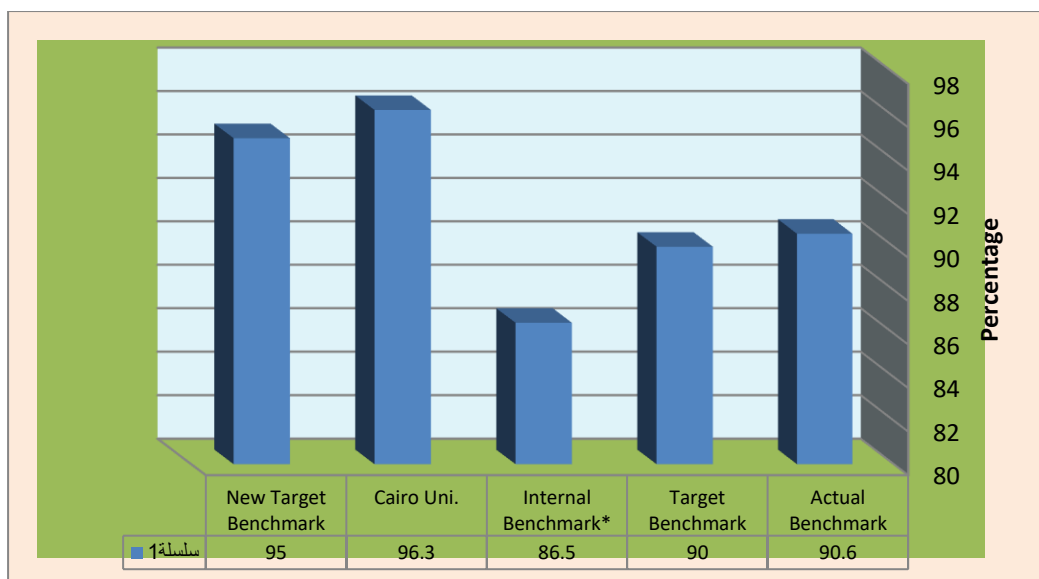
2. How was the benchmark calculated?

The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the external benchmark provider.

Cairo University

Chart for proportion of faculty satisfaction with the scientific councils' performance

KPI: Proportion of annual increase in achieving NU mission through the proportion of achieving NU strategic objectives.

NCAAA KPI Reference Number: _____

Institutional KPI Reference Number: NU 1.5

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Uni.	Cairo Uni.	Arabian Gulf Uni.	
17.9%	15%	13.5%	-	25%	-	20%

Analysis (list strengths and recommendations):

According to its internal systems concerning the implementation of the strategic plan, the University adopted the preparation of annual reports on achieving its mission in the light of the proportion of achieving NU strategic objectives.

Strengths:

Continuous progress in achieving the University mission, which rated 60% at the end of the third stage of the University strategic plan.

Recommendations:

Adopting electronic program to follow up achieving NU 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 preceding year.

2. How was the benchmark calculated?

Overall proportion of the annual strategic objectives according to the proportion of achieving the strategic plan projects/Total targeted benchmark when implementing the plan projects with percentage 100%.

3. Name of the internal benchmark provider.

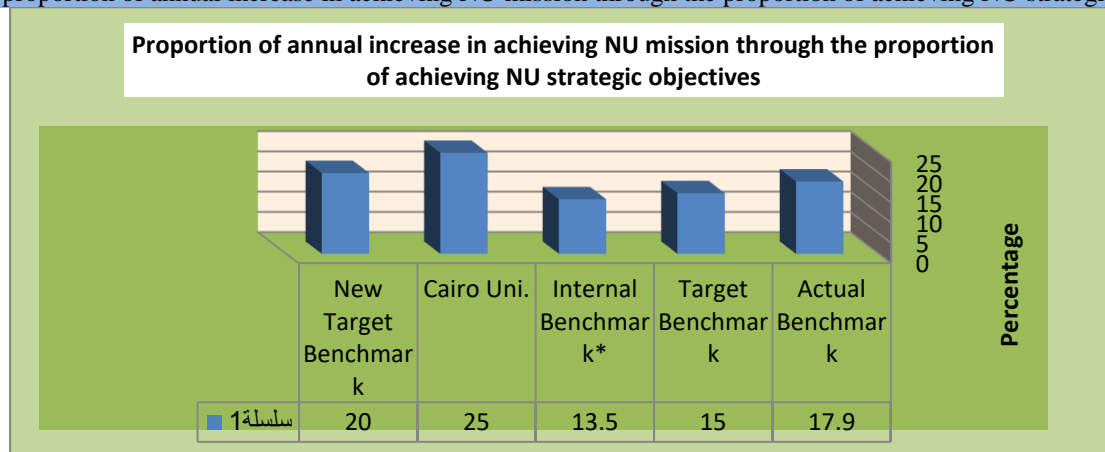Performance Measurement Unit at the Vice-Rectorship for Development and Quality.

** Explain:

1. Why this external benchmark provider was chosen?
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.

2. How was the benchmark calculated?
Cairo University has a five-year strategic plan, 20% of the plan is implemented yearly and 25% of the plan objectives have been implemented compared to the preceding year.

3. Name of the external benchmark provider.
Cairo University

Chart for proportion of annual increase in achieving NU mission through the proportion of achieving NU strategic objectives

Proportion of annual increase in achieving NU mission through the proportion of achieving NU strategic objectives

	New Target Benchmark	Cairo Uni.	Internal Benchmark*	Target Benchmark	Actual Benchmark
سلسلة1	20	25	13.5	15	17.9

Proportion of the Academic Programs that assessed the Program learning outcomes : NU1.6 مؤشر

KPI: Proportion of the Academic Programs that assessed the Program learning outcomes.		NCAAA KPI Reference Number: Institutional KPI Reference Number: NU1.6			
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**		New Target Benchmark
			King Khalid Uni.	Cairo Uni.	Arabian Gulf Uni.	
30 %	50%	20%	20 %	-	-	50%

Analysis (list strengths and recommendations):
- Most of teaching staff are trained to assess program learning outcomes.
- There was no electronic program to help teaching staff to collect the data for program learning outcome.
- It is recommended for each program to make a plan to assess 2 to 3 learning outcome each year.

* 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 programs that assessed their learning outcomes / No. of all academic programs X 10**0**

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 it shares common characteristics with Najran university and it is well known and well organized university.

       2.   How was the benchmark calculated?
No. of the programs that assessed their learning outcomes / No. of all academic programs X 10**0**

       3.   Name of the external benchmark provider.
-King Khalid University, KSA

Chart for proportion of the Academic Programs that assessed the Program learning outcomes

Proportion of the Academic Programs that assessed the Program learning outcomes

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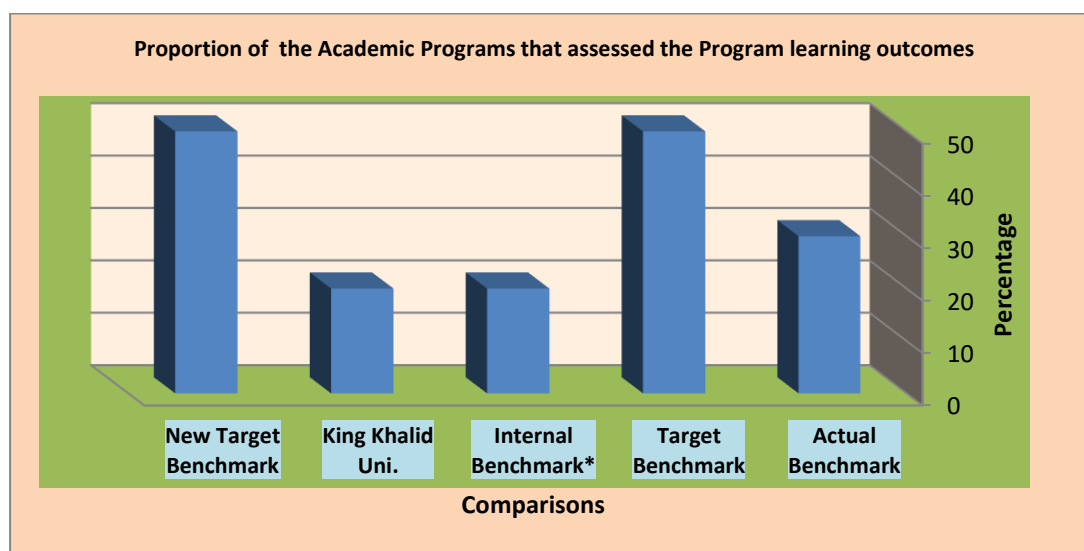
NU2.2: Satisfaction of students with the fairness and objectivity of Exams

KPI: Satisfaction of students with the fairness and objectivity of Exams.	NCAAA KPI Reference Number: Institutional KPI Reference Number: NU2.2

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
78.2 %	80%	67 %	-	80%

Analysis (list strengths and recommendations):
-   The university is near to achieve the target benchmark.
-   It is recommended to make focus groups with the students to share them how to enhance the assessment system.
-   We have to verify the student achievements through external evaluators not only by internal evaluators.

* 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 average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the internal benchmark provider.
Performance Measurement Unit, Najran University.

** **Explain**:
4. Why this external benchmark provider was chosen?
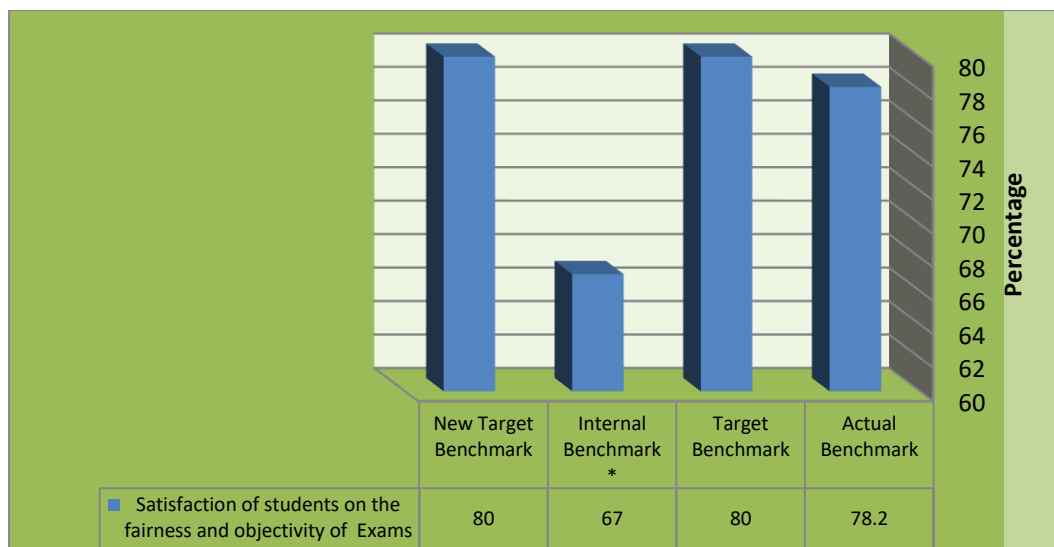   Not available

5. How was the benchmark calculated?
Not available

6. Name of the external benchmark provider.
    Not available

Chart for satisfaction of students on the fairness and objectivity of Exams

	New Target Benchmark	Internal Benchmark*	Target Benchmark	Actual Benchmark
■ Satisfaction of students on the fairness and objectivity of Exams	80	67	80	78.2

NU6.3 : Percentageof students that evaluated their courses

KPI: Proportion of students that evaluated their courses			NCAAA KPI Reference Number Institutional KPI Reference Number: NU6.3			
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Uni.	Cairo Uni.	Arabian Gulf Uni.	
100 %	100%	100%	-	25 %	100%	100%

Analysis (list strengths and recommendations):   -   All of the students in Najran University evaluate their courses electronically at the end of each semester.
* **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:
  7.   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.

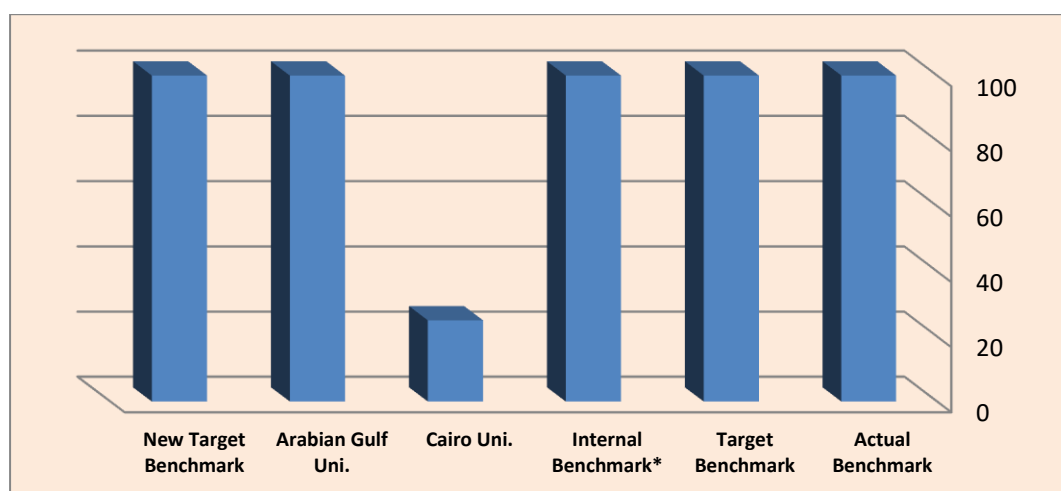 8.   How was the benchmark calculated?
No. of the students who evaluated their courses / Total no. of the students X 100.

    9.   Name of the external benchmark provider.
-Arabian Gulf, Bahrain.
- Cairo University, Egypt.

Chart for Percentageof students that evaluated their courses

NU 7.8: Percentageof job satisfaction among teaching staff

KPI: Percentageof job satisfaction among teaching staff
NCAAA KPI Reference Number: __ _____
Institutional KPI Reference Number: NU 7.8

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Uni.	Cairo Uni.	Arabian Gulf Uni.	
80.2%	**85%**	**78.4%**	**-**	**70.2%**	**79%**	**83%**

male	**81.4%**
female	**77.2%**

Analysis (list strengths and recommendations):

Percentage of job satisfaction among teaching staff of both male and female sections in NU is still lower than the targeted benchmark, but it showed an improvement compared to the value of the previous year and also higher level compared to the external benchmarks.

The highest satisfaction was reported for the section of social and phsycological services (85.2%), while the lowest satisfaction was reported for the section of incentives, promotions and wadges (65%). Regarding colleges, the highest satisfaction was reported for colleges of Dentistry, Science and arts- Sharora and Community (94.2%, 81.8% and 81.2 respectively), while the least satisfaction was reported for the colleges of Science and arts- Najran, preparatory year and Engineering (72%, 75% and 76% respectively).

Regarding gender, the overall satisfaction of the female teaching staff was lower than that of their counterparts in the male section. The highest satisfaction in the female section was reported for the college of Medicine, deanship of community services and college of community (92.4%, 83.4% and 81.8% respectively), while the least was reported for the colleges of Sciences and arts- Najran, Education and Applied medical sciences and Science and arts- Najran (69.6%, 71% and 72% respectively). Causes for low satisfaction were studied by the assigned committee at the level of the University to improve satisfaction of teaching staff.

* 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 average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the internal benchmark provider.
Performance Measurement Unit

** 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.
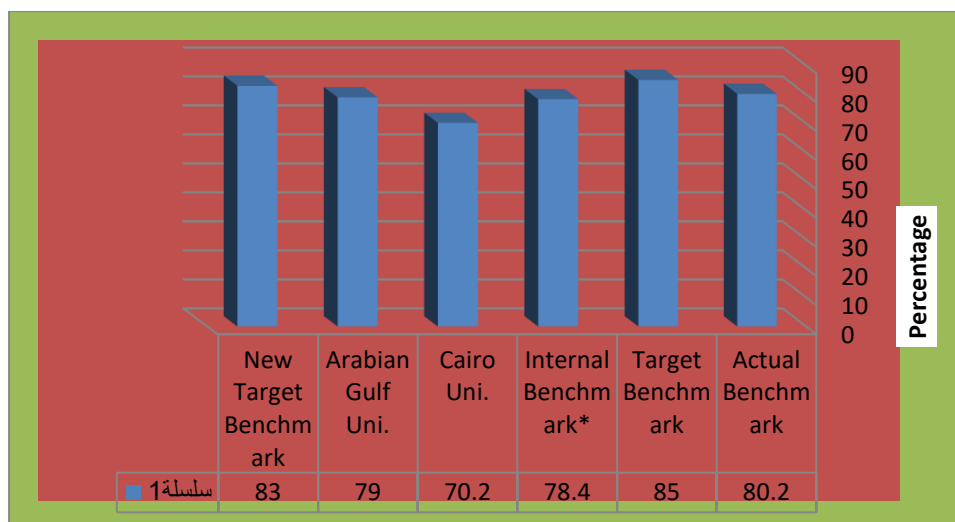
2. How was the benchmark calculated?(
The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the external benchmark provider.
-Arabian Gulf, Bahrain.
- Cairo University, Egypt.

Chart for Percentageof job satisfaction among teaching staff

	New Target Benchmark	Arabian Gulf Uni.	Cairo Uni.	Internal Benchmark*	Target Benchmark	Actual Benchmark
سلسلة1	83	79	70.2	78.4	85	80.2

NU 7.9: Percentageof job satisfaction among male and female administrative staff

KPI: Percentageof job satisfaction among male and female administrative staff NCAAA KPI Reference Number:_____ Institutional KPI Reference Number: NU 7.9						
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Uni.	Cairo Uni.	Arabian Gulf Uni.	
61.2%	80%	64%	-	65.4%	72%	70%

male	61.6
female	60.2

Analysis (list strengths and recommendations):

Percentageof job satisfaction among male and female administrative staff at Najran University rated (61.2%), which is lower than the target benchmark (80%), while it is close to the benchmark of Cairo University and lower than that of Arabian Gulf University. Thus, NU has formed several committees to improve degree of job satisfaction. They have started work and coordination has been established with the committee members to detect areas of dissatisfaction and define proper improvement measures to deal with them.

Degree of job satisfaction in 1438/1439 H. will be assessed according to these committees' accomplishments.

The highest satisfaction was reported for the relationship with colleagues (82.8%), while the lowest was for the suitability of bonuses and incentives, chance for training and improving skills and support for creativity and innovation (43.6%, 49.8% and 52.6% respectively). Regarding gender, the overall satisfaction of the female staff was slightly lower compared with their male counterparts but at the level of some areas the difference was more obvioue e.g chances for promotions and availability of facilities, equibments and stationery tools (47.6% and 57.6% respectively).

* 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 average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the internal benchmark provider.
Performance Measurement Unit

** 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?
The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the external benchmark provider.
Arabian Gulf University and Cairo University

Chart for

Chart for Percentageof of job satisfaction among male and female administrative staff
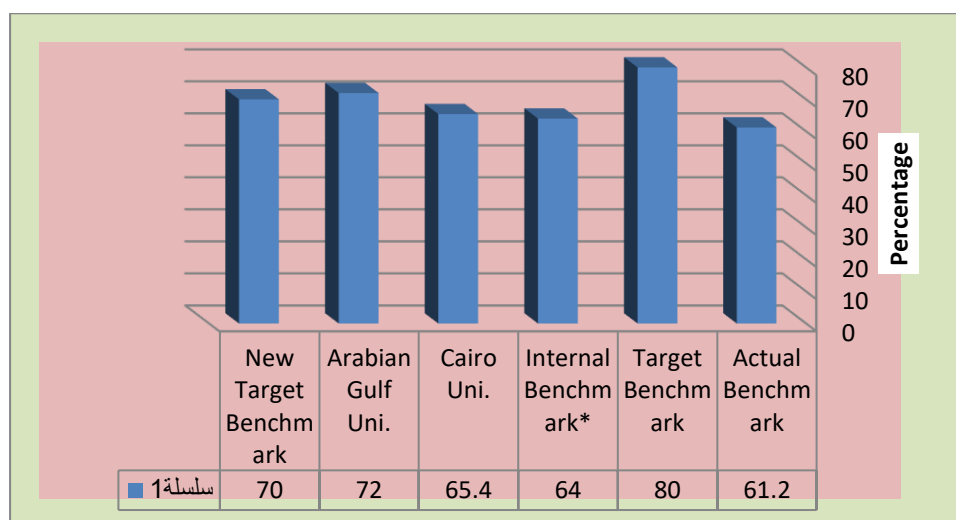
	New Target Benchmark	Arabian Gulf Uni.	Cairo Uni.	Internal Benchmark*	Target Benchmark	Actual Benchmark
■ سلسلة1	70	72	65.4	64	80	61.2

NU 3.8: Percentageof of faculty satisfaction with the adequacy and effectiveness of academic leaders (Deans).

KPI: Percentageof of faculty satisfaction with the adequacy and effectiveness of academic leaders (Deans).
NCAAA KPI Reference Number: __ ___ NU 3.8_____
Institutional KPI Reference Number:

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Uni.	Cairo Uni.	Arabian Gulf Uni.	
77.6%	80%	78.6%	-	-	-	80%

male	76.6%
female	78.1%

Analysis (list strengths and recommendations):
Overall (male and female) faculty satisfaction with the adequacy and effectiveness of academic leaders rated (77.6%), which is lower than the target benchmark (80%), and is also lower than the preceding

benchmark, rating (78.6%), in 1436/1437 H. This indicator requires further in-depth look at the detailed data and results at different levels to detect weak areas and areas of dissatisfaction, and define corrective and improvement measures to deal with.

The reported results showed the highest satisfaction with personal attribute and leadership features (81.2% and 79.4% respectively), while the least satisfaction was with the performance measures related to activation of governance (73.4%) especially the support provided to improve research (70.4%).

* 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 average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the internal benchmark provider.
Performance Measurement Unit

** Explain:
1. Why this external benchmark provider was chosen?
…………………
2. How was the benchmark calculated?
………………….
3. Name of the external benchmark provider.
Not available

Chart for Percentageof of faculty satisfaction with the adequacy and effectiveness of academic leaders

Faculty satisfaction with the adequacy and effectiveness of academic leaders

	New Target Benchmark	Internal Benchmark *	Target Benchmark	Actual Benchmark
سلسلة1	80	78.6	80	77.6

NU3.7: Percentageof of faculty satisfaction with the adequacy and effectiveness of academic leaders (Head of Departments)

KPI: Proportion of faculty satisfaction with the adequacy and effectiveness of academic leaders (Head of

Departments)

NCAAA KPI Reference Number: __ _____
Institutional KPI Reference Number: _ NU3.7__

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
77.6%	80%	-	-	-	-	80%

male	77.2%
female	79%

Analysis (list strengths and recommendations):

Overall faculty (male and female) satisfaction with the adequacy and effectiveness of academic leaders (Head of Departments) rated (77.6%), which is close to target benchmark (80%). The full report contains the detailed results at the level of college and gender and recommendations for improvement.

* Explain:

1. Why this internal benchmark provider was chosen?

………………………

2. How was the benchmark calculated?

The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the internal benchmark provider.

Performance Measurement Unit

** Explain:
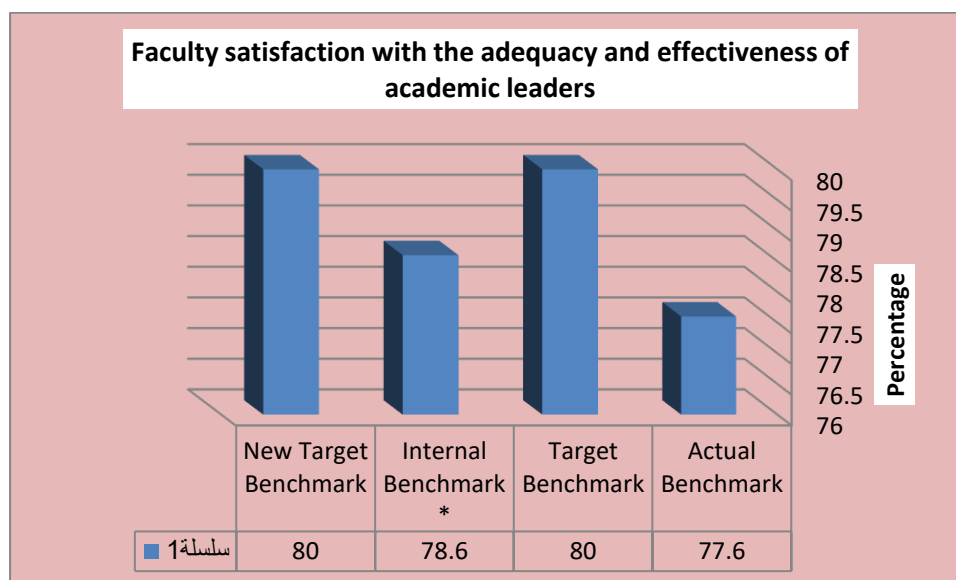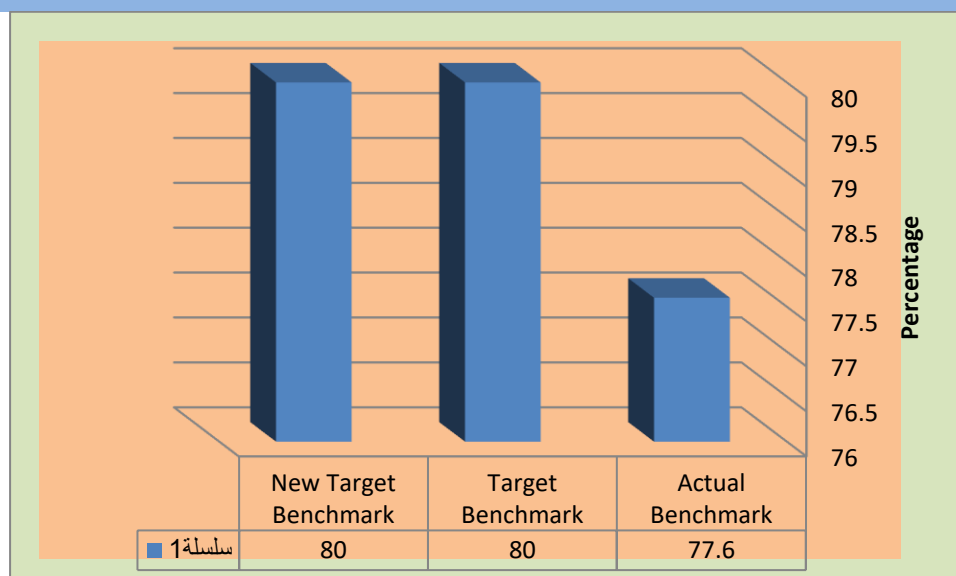
1. Why this external benchmark provider was chosen?

……………………..

2. How was the benchmark calculated?

……………………

3. Name of the external benchmark provider.

Not available

Chart for Percentageof of faculty satisfaction with the adequacy and effectiveness of academic leaders (Head of Departments)

	New Target Benchmark	Target Benchmark	Actual Benchmark
سلسلة1	80	80	77.6

KPI: Percentageof of academic leaders' satisfaction with the performance of Vice Rectorship for academic affairs

NCAAA KPI Reference Number: __ _____
Institutional KPI Reference Number: __ NU1.12_____

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
70.2%	80%	-	-	-	-	80%

male	69%
female	72.4%

Analysis (list strengths and recommendations):
Deans, Vice Deans and Department heads' satisfaction with the performance of Vice Rectorship for academic affairs rated (70.2%), which is satisfactory, but lower than the target benchmark (80%). The highest satisfaction was reported for the role of the rectorship in providing e- learning and distance learning (78.8%), while the least satisfaction (62.6%) was reported for the role of the rectorship in studying the challenges of academic performance and providing solutions and improvement measures for academic and educational domains. The response of the female leaders was generally higher on all items of the questionnaire except for the satisfaction with the role of the rectorship in launching new academic programs to cope with the needs of labor market, improving the educational services provided to the students, making use of different new technologies and its applications in education and research and finally collaboration with community sectors to improve study plans and academic programs (62.8%, 72.4%,69.6% and 64.8% respectively compared to 67.6%, 75.8%, 70% 67.2% for the male section).

* Explain:
1. Why this internal benchmark provider was chosen?
…………………..

2. How was the benchmark calculated?
The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)
3. Name of the internal benchmark provider.
Performance Measurement Unit

** Explain:
1. Why this external benchmark provider was chosen?
…………………
2. How was the benchmark calculated?
………………………

3. Name of the external benchmark provider.
Not available

Academic leaders' satisfaction with the performance of Vice Rectorship for academic affairs

	New Target Benchmark	Target Benchmark	Actual Benchmark
سلسلة1	80	80	70.2

NU 3.10: Percentage of faculty satisfaction with the usefulness and significance of training courses and workshops (Measuring the training effect)

KPI: Percentage of faculty satisfaction with the usefulness and significance of training courses and workshops (Measuring the training effect) NCAAA KPI Reference Number: __ _____ Institutional KPI Reference Number: NU3.10_ ___						
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
70%	80%	-	-	-	-	80%

male	70%
female	69.8%

Analysis (list strengths and recommendations):
Faculty (both male and female) satisfaction with the training effect of the courses they participated in rated (70%), which is satisfactory, but lower than the target benchmark (80%). The highest evaluation by teaching staff for the impact of training programs and workshop was for the workshops under the domain of quality management (71.6%), while the lowest was for the domain of scientific research (67%).

* Explain:
1. Why this internal benchmark provider was chosen?
………………………..

2. How was the benchmark calculated?
The average of the questionnaire is converted to a percentage weight by the following
equation: The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the internal benchmark provider.
Performance Measurement Unit

** Explain:

1. Why this external benchmark provider was chosen?
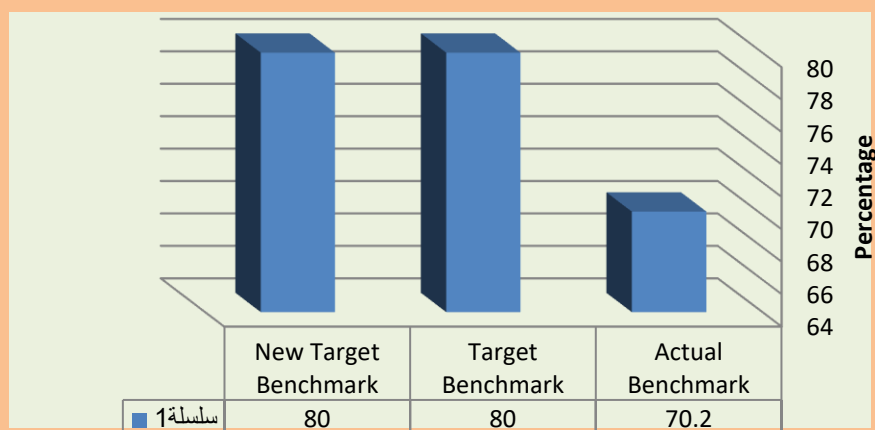………………………..

2. How was the benchmark calculated?
………………………..

3. Name of the external benchmark provider.
Not available

Chart for Percentage of faculty satisfaction with the usefulness and significance of training courses and workshops (Measuring the training effect)

	New Target Benchmark	Target Benchmark	Actual Benchmark
سلسلة1	80	80	70

NU3.11: Percentage of Department heads' satisfaction with the usefulness and significance of training courses and workshops (Measuring the training effect)

KPI: Percentage of Department heads' satisfaction with the usefulness and significance of training courses and workshops (Measuring the training effect)

NCAAA KPI Reference Number: __ _____

Institutional KPI Reference Number: ___ NU3.11_____

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
73.2%	80%	-	-	-	-	80%

Analysis (list strengths and recommendations):
Department heads' satisfaction with the training effect of the courses, which faculty members participated in, rated (73.2%), which is satisfactory, but lower than the target benchmark (80%).

* Explain:
1. Why this internal benchmark provider was chosen?
………………………..

2. How was the benchmark calculated?

The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the internal benchmark provider.

Performance Measurement Unit

** Explain:

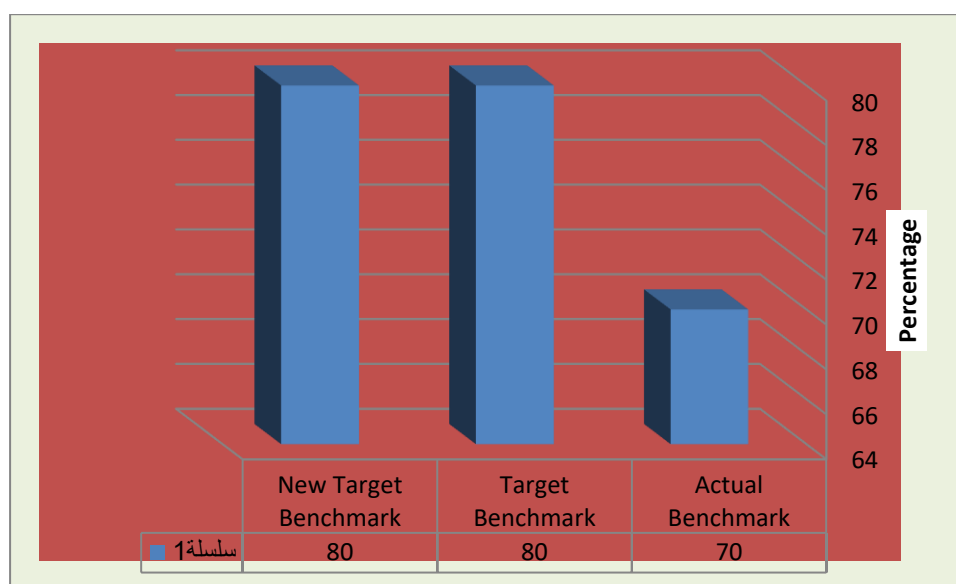1. Why this external benchmark provider was chosen?

………………………..

2. How was the benchmark calculated?

………………………..

3. Name of the external benchmark provider.

Not available

Chart for Percentage of Department heads' satisfaction with the usefulness and significance of training courses and workshops (Measuring the training effect)

	New Target Benchmark	Target Benchmark	Actual Benchmark
سلسلة1	80	80	73.2

Percentage (y-axis: 68, 70, 72, 74, 76, 78, 80)

NU 7.4: Percentage of administrative staff's satisfaction with the usefulness and significance of training courses and workshops (Measuring the training effect)

KPI: Percentage of administrative staff's satisfaction with the usefulness and significance of training courses and workshops (Measuring the training effect) NCAAA KPI Reference Number: __ _____ Institutional KPI Reference Number: __ NU 7.4_____				
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark

			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
72.8%	80%	-	-	-	-	80%

Analysis (list strengths and recommendations):
Administrative staff's satisfaction with the training effect of the courses, they participated in, rated (72.8 %), which is satisfactory, but lower than the target benchmark (80%).

*   Explain:
1. Why this internal benchmark provider was chosen?
…………………………..

2. How was the benchmark calculated?
The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)
3. Name of the internal benchmark provider.

3. Name of the internal benchmark provider.
Performance Measurement Unit

** Explain:
1. Why this external benchmark provider was chosen?
…………………………..

2. How was the benchmark calculated?
…………………………..

3. Name of the external benchmark provider.
Not available

Chart for Percentage of administrative staff's satisfaction with the usefulness and significance of training courses and workshops (Measuring the training effect)

	New Target Benchmark	Target Benchmark	Actual Benchmark
سلسلة1	80	80	72.8

NU 7.5: Percentage of administrative leaders' satisfaction with the usefulness and significance of training courses and workshops (Measuring the training effect)						

KPI: Percentage of administrative leaders' satisfaction with the usefulness and significance of training courses and workshops (Measuring the training effect)

NCAAA KPI Reference Number: __ _____

Institutional KPI Reference Number: __ NU 7.5_____

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
67.6%	80%	-	-	-	-	75%

Analysis (list strengths and recommendations):
Administrative leaders' satisfaction with the training effect of the courses, which the administrative staff participated in, rated (67.6 %), which is lower than the target benchmark (80%) and necessitates improvement.

* Explain:
1. Why this internal benchmark provider was chosen?
…………………………..

2. How was the benchmark calculated?
The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the internal benchmark provider.
Performance Measurement Unit

** Explain:
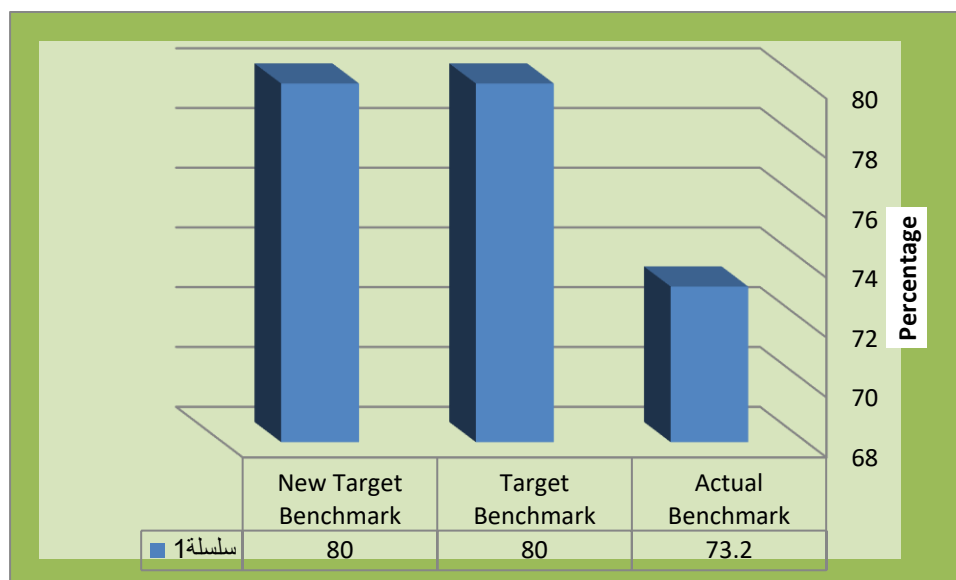1. Why this external benchmark provider was chosen?
…………………………..

2. How was the benchmark calculated?
…………………………..

3. Name of the external benchmark provider.
Not available

Chart for Percentage of administrative leaders' satisfaction with the usefulness and significance of training courses and workshops (Measuring the training effect)	

	New Target Benchmark	Target Benchmark	Actual Benchmark
سلسلة1	75	80	87.6

NU1.10: Percentage of faculty satisfaction with the performance of Vice Rectorship for Development and Quality

KPI: Percentage of faculty satisfaction with the performance of Vice Rector ship for Development and Quality
NCAAA KPI Reference Number: __ _____
Institutional KPI Reference Number: __ NU1.10_____

Actual Benchmark		Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
				King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
77.8%		80%	71.8%	-	-	-	80%
male	77.8%						
female	77%						

Analysis (list strengths and recommendations):

A questionnaire on faculty satisfaction with the performance of Vice Rectorship for Development and Quality at NU was applied to a sample of faculty members, it is also available on the University website:
https://docs.google.com/forms/d/e/1FAIpQLSeGaGrh8sRJS9K6XC3PcXB2pZC1Xn_TeNUTEpaS3Twu60JNag/viewform

Various administrative procedures were conducted to raise ratio of responses. It was statistically analyzed using SPSS. Results revealed that proportion of faculty satisfaction with the performance of Vice Rectorship for Development and Quality rated (77.8) in 1437/1438, with arithmetic mean (3.89) on five-point scale. It is higher than the benchmark of the preceding year 1436/1437, which rated (71.8%), but still lower than the target benchmark (80%).

The highest overall satisfaction (84.2%) was reported for the role of the vice rectorship in organizing training workshops for teaching staff on preparing program and course specifications and reports, while the least satisfaction (63.8%) was reported for the financial rewards provided by the rectorship for distinguished achievement.

The highest value for teaching staff satisfaction with the performance of the rectorship was reported for the male teaching staff of Arts and science college-Sharora (85.6%) and female faculty of Community college (85%), while the least satisfaction was for female faculty of Arts and science college- Sharora, Community services deanship and Administrative sciences (67.4%. 68.6% and 68.8% respectively). The detailed report (including results at the level of colleges and gender) was studied to define areas of weak performance and recommended measures for improvement.

* Explain:
1. Why this internal benchmark provider was chosen?

Since the organizational structure of the University does not include any branches, the current internal benchmark (71.8%) depended on the result of the past year.

2. How was the benchmark calculated?
The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the internal benchmark provider.
Performance Measurement Unit

** Explain:
1. Why this external benchmark provider was chosen?
………………………..

2. How was the benchmark calculated?
………………………..

3. Name of the external benchmark provider.
Not available

Chart for Percentage of faculty satisfaction with the performance of Vice Rectorship for Development and Quality

سلسلة1	New Target Benchmark	Internal Benchmark *	Target Benchmark	Actual Benchmark
	80	71.8	80	77.8
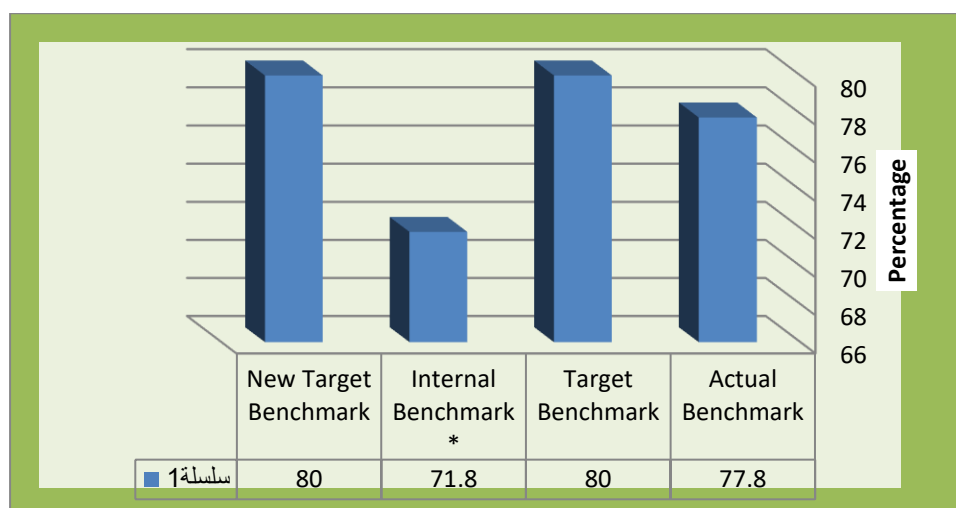
NU1. 9: **Percentage of faculty satisfaction with the performance of the units of Development and Quality**

KPI: Percentage of faculty satisfaction with the performance of the units of Development and Quality NCAAA KPI Reference Number: __ _____ Institutional KPI Reference Number: _ NU1. 9_____						
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
74.4%	%80	74.2%	-	-	-	80%

male	74%
female	75.2%

Analysis (list strengths and recommendations):
Proportion of faculty satisfaction with the performance of the development and quality units in their colleges rated

(74.4 %) in 1437/1438, which is lower than the target benchmark (80%) and slightly higher than that of the previous benchmark (74.2%) in 1436/1437.

The highest satisfaction value was reported for the roles of the unit to activate the internal quality system at all levels and to support programs to meet accreditation requirements (80.2% and 79.4% respectively), while the least satisfaction (67.6%) was for the role in improving research.

Full report was sent to the colleges to use the detailed results (at both male and female sections of the college) as indicators for the performance of the unit and its male/ female coordinators, corrective measures are recommended in the annual improvement plan of each unit according to the respective results.

---

* Explain:

1. Why this internal benchmark provider was chosen?

Since the organizational structure of the University does not include any branches, the current internal benchmark (74.2%) depended on the result of the past year.

2. How was the benchmark calculated?

The average of the questionnaire is converted to a percentage weight by the following equation:

The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the internal benchmark provider.

Performance Measurement Unit

** Explain:

1. Why this external benchmark provider was chosen?

………………………..

2. How was the benchmark calculated?

………………………..

3. Name of the external benchmark provider.

Not available

Chart for Percentage of faculty satisfaction with the performance of the units of Vice Rector ship for Development and Quality

	New Target Benchmark	Internal Benchmark *	Target Benchmark	Actual Benchmark
سلسلة1	80	74.2	80	74.4

NU1.11: Percentage of faculty satisfaction with the performance of Deanship for Development and Quality

KPI: Percentage of faculty satisfaction with the performance of Deanship for Development and Quality
NCAAA KPI Reference Number: __ _____
Institutional KPI Reference Number: _ NU1.11_____

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
74.6%	80%	70.8%	-	-	-	80%

Analysis (list strengths and recommendations):
Faculty satisfaction with the performance of Deanship for Development and Quality rated (74.6) in the third periodic benchmark, with arithmetic mean (3.73) on five-point scale. It is higher than the first benchmark of the academic year 1435/1436, rating (72.4%), and the second benchmark of the academic year 1436/1437, rating (70.8%).
The current benchmark is close to the target benchmark (80%).

* 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 (70.8%).

2. How was the benchmark calculated?
The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)
3. Name of the internal benchmark provider.
Performance Measurement Unit

** Explain:
1. Why this external benchmark provider was chosen?
………………………..

2. How was the benchmark calculated?
………………………..

3. Name of the external benchmark provider.
Not available

Chart for Percentage of faculty satisfaction with the performance of Deanship for Development and Quality

	New Target Benchmark	Internal Benchmark *	Target Benchmark	Actual Benchmark
سلسلة1	80	70.8	80	74.6
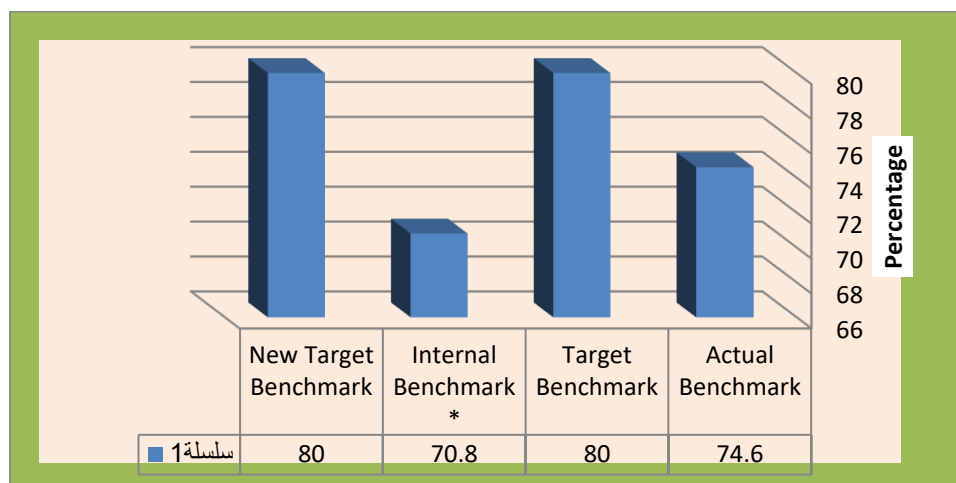
NU3.6: Percentage of faculty satisfaction with the quality of evaluation procedures adopted in NU

KPI: Percentage of faculty satisfaction with the quality of evaluation procedures adopted in NU

<div align="center">

NCAAA KPI Reference Number: __ _____
Institutional KPI Reference Number: __NU3.6_____

</div>

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
75.2%	80%	73.2%	-	97.2%	66%	80%

male	75.2
female	74.4

Analysis (list strengths and recommendations):
Faculty satisfaction with the quality of evaluation procedures adopted in NU rated (75.2%) in the third periodic benchmark, with arithmetic mean (3.76) on five-point scale. It is higher than the benchmark of the academic year 1436/1437, rating (73.2%), but it is lower than both of the target benchmark and that of Cairo University but higher than that of Arabian Gulf University.

The overall highest satisfaction was reported for the measures used for management of exams (79.8%), while the lowest was for the measures used for evaluation of teaching staff perforormance (67.4%).

Full report included variances at the level of colleges and gender; it was discussed to define areas of dissatisfaction as guides for improvement plans.

* Explain:
1. Why this internal benchmark provider was chosen?
Since the organizational structure of the University does not include any branches, the current internal benchmark (73.2%) depended on the result of the past year.

2. How was the benchmark calculated?
The average of the questionnaire is converted to a percentage weight by the following equation:
The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the internal benchmark provider.
Performance Measurement Unit

** 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?
The average of the questionnaire is converted to a percentage weight by the following equation:
The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the external benchmark provider.
Cairo University and Arabian Gulf University

Chart for Percentage of faculty satisfaction with the quality of evaluation procedures adopted in NU

	New Target Benchmark	Arabian Gulf Univ.	Cairo Univ.	Internal Benchmark*	Target Benchmark	Actual Benchmark
■ سلسلة1	80	66	97.2	73.2	80	75.2

NU 7.10: Percentage of administrative leaders' satisfaction with the standards that monitor and evaluate the performance of administrative staff

KPI: Percentage of administrative leaders' satisfaction with the standards that monitor and evaluate the performance of administrative staff. NCAAA KPI Reference Number: __ _____ Institutional KPI Reference Number: __ NU 7.10 _____						
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
76.6%	**80%**	**-**	**-**	**-**	**-**	**80%**

Analysis (list strengths and recommendations):
Administrative leaders' satisfaction with the standards that monitor and evaluate their performance is slightly lower than the target benchmark, points of dissatisfaction should be closely studied and results of this indicator should be discussed in the light of other results of the KPIs of the 7th strategic objective for Najran University.

* Explain:
1. Why this internal benchmark provider was chosen?
………………………..

2. How was the benchmark calculated?
The average of the questionnaire is converted to a percentage weight by the following equation:
The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the internal benchmark provider.
Performance Measurement Unit

** Explain:
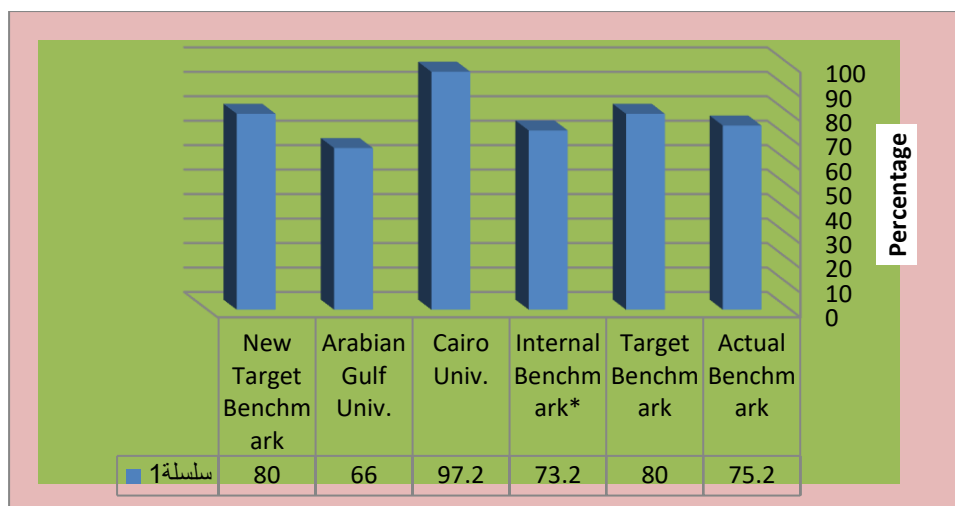1. Why this external benchmark provider was chosen?
………………………..

2. How was the benchmark calculated?
………………………..

3. Name of the external benchmark provider.	
Not available	

Chart for Percentage of administrative leaders' satisfaction with the standards that monitor and evaluate the performance of administrative staff

	New Target Benchmark	Target Benchmark	Actual Benchmark
■ سلسلة1	80	80	76.6

NU1.7: Percentage of academic programs evaluated by NU faculty

KPI: Percentage of academic programs evaluated by NU faculty
NCAAA KPI Reference Number: __ _____
Institutional KPI Reference Number: _____ NU1.7_____

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
75.2%	80%	66%	-	-	-	80%

male	75.8
female	73.4

Analysis (list strengths and recommendations):
Academic programs evaluated by NU faculty rated (75.2%) in the third periodic evaluation. The highest evaluation (84%) was reported for the administrative work, while the lowest was for the research activities (65.4%). The highest evaluation for the teaching environment was reported by female teaching staff in college of computer science (88.2%), male staff in community college (88%) and female staff in college of medicine; while the lowest was reported for the female staff of preparatory year and female staff of nursing college (63.8% and 72.8 respectively). Regarding the research activities, female staff reported overall lower evaluation (61.8%) compared to 67% for the male section with the lowest evaluation (35.8%) for the female staff of the preparatory year.
The full report including the detailed results was studied and recommended improvement measures were adopted in colleges.

* Explain:
1. Why this internal benchmark provider was chosen?
Since the organizational structure of the University does not include any branches, the current internal benchmark (66.6%) depended on the result of the past year.

2. How was the benchmark calculated?
Total average = Total average of the scale/no. of scale points
The average of the questionnaire is converted to a percentage weight by the following equation:
The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the internal benchmark provider.
Performance Measurement Unit

** Explain:
1. Why this external benchmark provider was chosen?
………………………..

2. How was the benchmark calculated?
………………………..

3. Name of the external benchmark provider.
………………………..

	New Target Benchmark	Internal Benchmark *	Target Benchmark	Actual Benchmark
سلسلة1	80	66	80	75.2
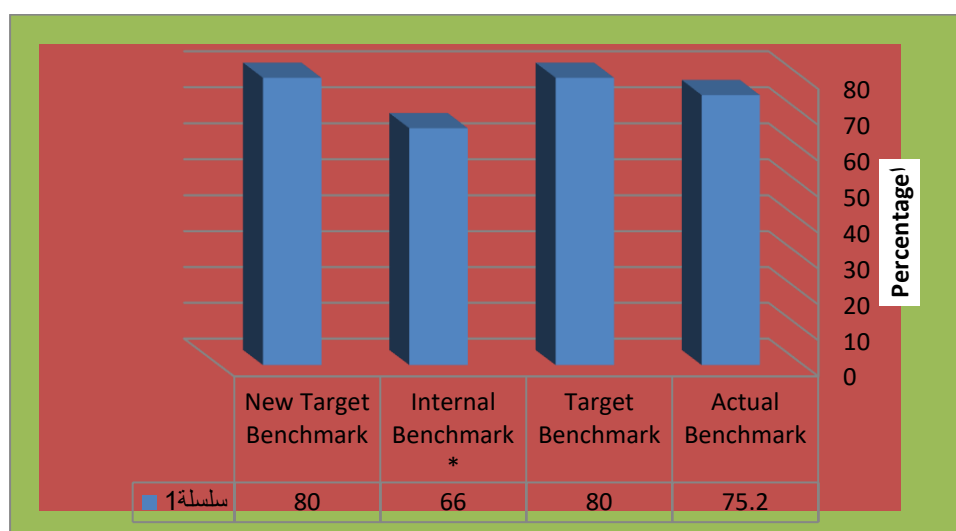
NU2.1: Percentage of quality of e-courses evaluated by NU students

KPI: Percentage of quality of e-courses evaluated by NU students NCAAA KPI Reference Number: __ _____ Institutional KPI Reference Number: __NU2.1_____						
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
76.9%	80%	70%	-	70.8%	95.8%	80%

Male	78.9
Female	76.3

Analysis (list strengths and recommendations):

Proportion of quality of e-courses evaluated by NU students rated (76.9%) in the first periodic benchmark, which is higher than the benchmark of Cairo University and lower than the benchmark of Arabian Gulf University. The internal benchmark, defined by Performance measurement Unit as a substantial standard, rated (70 %). <mark>Regarding gender, the highest variation was reported for the teaching performance as male students reported higher evaluation (80.3%) compared to 76.3% for thier female counterparts.</mark>

* Explain:
1. Why this internal benchmark provider was chosen?
Since the organizational structure of the University does not include any branches, the current internal benchmark (70%) depended on the result of the past year.

2. How was the benchmark calculated?
Total average = Total average of the scale/no. of scale points
The average of the questionnaire is converted to a percentage weight by the following equation:
The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the internal benchmark provider.
Performance measurement Unit

** Explain:
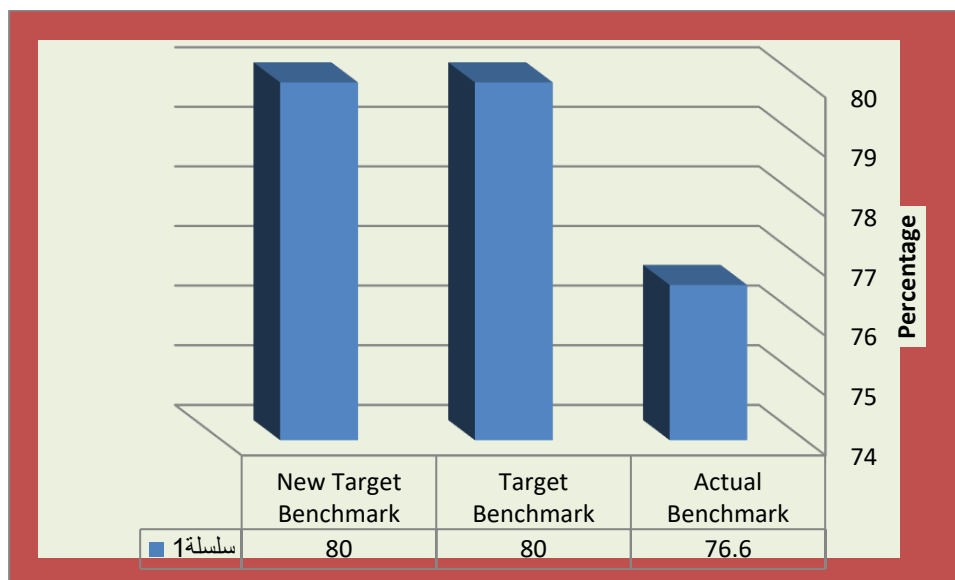1. Why this external benchmark provider was chosen?
These external benchmark providers were chosen because they share common characteristics with Najran university and they are well known and well organized universities.

2. How was the benchmark calculated?
Total average = Total average of the scale/no. of scale points
The average of the questionnaire is converted to a percentage weight by the following equation:
The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the external benchmark provider.
Cairo University and Arabian Gulf University

Chart for Percentage of quality of e-courses evaluated by NU students

	New Target Benchmark	Arabian Gulf Univ.	Cairo Univ.	Internal Benchmark*	Target Benchmark	Actual Benchmark
سلسلة1	80	95.8	70.8	70	80	76.9

NU6.6: Percentage of student satisfaction with the services provided by Deanship of Admission and Registration

KPI: Percentage of student satisfaction with the services provided by Deanship of Admission and

Registration						
NCAAA KPI Reference Number: __ _____						
Institutional KPI Reference Number: NU6.6_____						
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
74.2%	80%	72.4%	-	72.5%	75%	80%
male	77.6					
female	73.2					

Analysis (list strengths and recommendations):

Proportion of student satisfaction with the services provided by Deanship of Admission and Registration at NU rated (74.2%) in the third periodic benchmark, with arithmetic mean (3.71) on five-point scale. It is higher than the internal benchmark (72.4%) as well as the benchmark of Cairo University and close to the benchmark of Arabian Gulf University, but still lower than the target bench mark which requires examination for the weak points and areas of dissatisfaction to design improvement plan for the services provided by the deanship.

The highest satisfaction was policies and procedures (75.6%), while the least (67.6% and 69.2%) was for providing suitable equibments and computer labs for the students for e- registration and system dealing with student complains respectively. The least satisfaction of female students (72.2%) was for facilities and equipments and for the availability of technical staff, while for the male section the least (76.6%) was for the availability of technical staff. The full report was sent for the deanship of admission and registration for corrective actions and improvement measures.

* Explain:

1. Why this internal benchmark provider was chosen?

Since the organizational structure of the University does not include any branches, the current internal benchmark (72.4%) depended on the result of the past year.

2. How was the benchmark calculated?

Total average = Total average of the scale/no. of scale points

Percentage= Total average of the scale/no. of scale points *100

3. Name of the internal benchmark provider.

Performance Measurement Unit

** 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 = Total average of the scale/no. of scale points

Percentage= Total average of the scale/no. of scale points *100

3. Name of the external benchmark provider.

Cairo University and Arabian Gulf University

Chart for Percentage of student satisfaction with the services provided by Deanship of Admission and Registration

	New Target Benchmark	Arabian Gulf Univ.	Cairo Univ.	Internal Benchmark*	Target Benchmark	Actual Benchmark
سلسلة1	80	75	72.5	72.4	80	74.2

NU8.1: Percentage of stakeholders and labor market satisfaction with the level of alumni skills

KPI: Percentage of stakeholders and labor market satisfaction with the level of alumni skills
NCAAA KPI Reference Number: __ _____
Institutional KPI Reference Number: __NU8.1_____

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
83.5%	85%	83.2%	-	-	-	85%

Analysis (list strengths and recommendations):
Stakeholders and labor market satisfaction with the level of alumni skills rated (83.5%) in the third periodic benchmark, it is still lower compared to the target bench mark. It is highly recommended to give a closer look and examination for the results to detect areas of dissatisfaction in alumni skills.

* Explain:
1. Why this internal benchmark provider was chosen?
Since the organizational structure of the University does not include any branches, the current internal benchmark (83.2%) depended on the result of the past year.

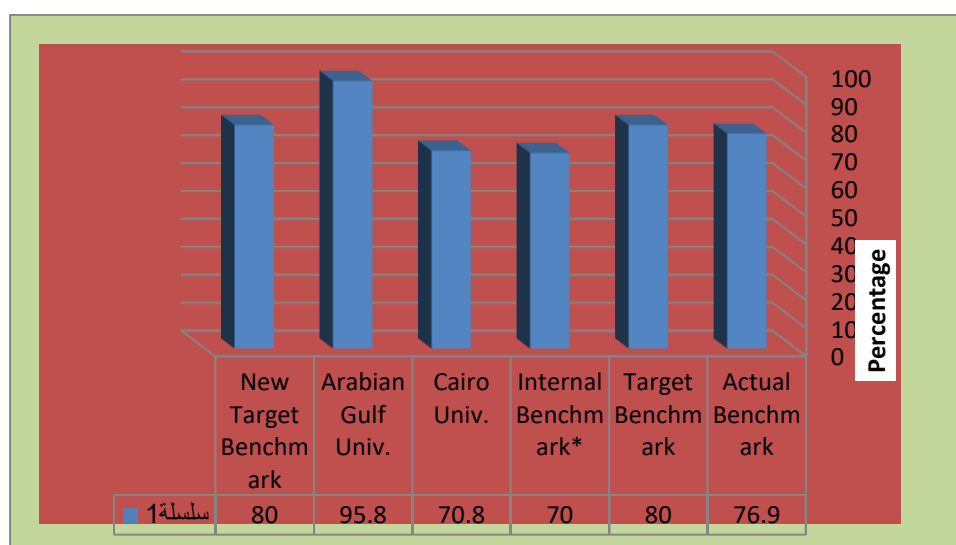2. How was the benchmark calculated?
The average of the questionnaire is converted to a percentage weight by the following equation:
The total mean of the scale / number of the scale items multiplied by (100)
The average of the questionnaire is converted to a percentage weight by the following equation:
The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the internal benchmark provider.
Performance measurement Unit

** Explain:
1. Why this external benchmark provider was chosen?
………………………..

2. How was the benchmark calculated?
………………………..

3. Name of the external benchmark provider. Not available	

Chart for Percentage of stakeholders and labor market satisfaction with the level of alumni skills

	New Target Benchmark	Internal Benchmark *	Target Benchmark	Actual Benchmark
سلسلة1	85	83.2	85	83.5

NU4.2: **Percentage of administrative leaders' satisfaction with facilities and equipment**

KPI: Percentage of administrative leaders' satisfaction with facilities and equipment
NCAAA KPI Reference Number: __ _____
Institutional KPI Reference Number: ___ NU4.2 _____

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
65.4%	**80%**	**66.8%**	**-**	**76.3%**	**-**	**70%**

Analysis (list strengths and recommendations):
Administrative leaders' satisfaction with facilities and equipment at NU rated (65.4%), which is an average value. The recorded value for this indicator is much lower than the target benchmark, improvement actions should be defined in the light of the results of other indicators for the 4th strategic objective of Najran University "including NU4.1, NU4.3, S7.1 and S7.3".

* Explain:
1. Why this internal benchmark provider was chosen?
Since the organizational structure of the University does not include any branches, the current internal benchmark of administrative leaders' satisfaction with NU facilities and equipment, rating (66.8%) depended on the result of the past year.

2. How was the benchmark calculated?
Total average = Total average of the scale/no. of scale points
The average of the questionnaire is converted to a percentage weight by the following equation:
The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the internal benchmark provider.
Performance measurement Unit

** Explain:
1. Why this external benchmark provider was chosen?
This external benchmark provider was chosen because it shares common characteristics with Najran university and it is well known and well organized university.

2. How was the benchmark calculated?
Total average = Total average of the scale/no. of scale points
The average of the questionnaire is converted to a percentage weight by the following equation:
The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the external benchmark provider.
Cairo University

Percentage of administrative leaders' satisfaction with facilities and equipment

	New Target Benchmark	fffff	Internal Benchmark*	Target Benchmark	Actual Benchmark
سلسلة1	70	76.3	66.8	80	65.4
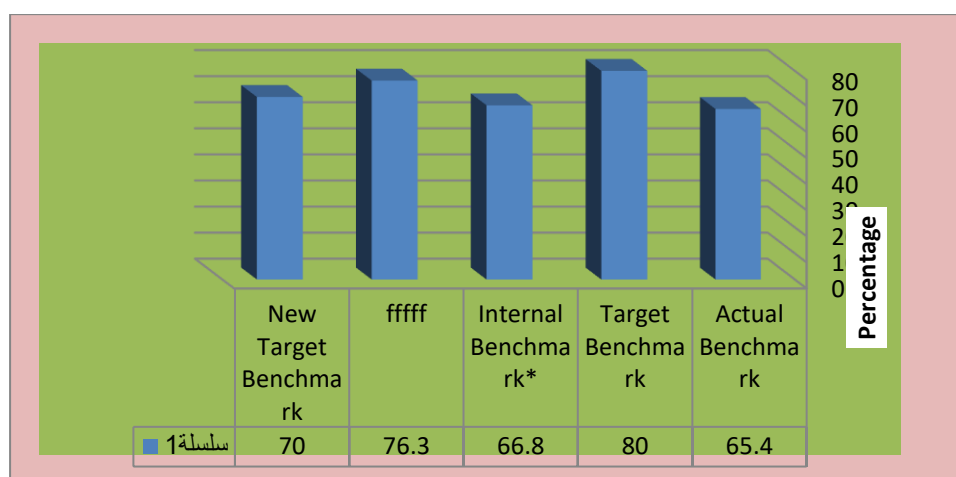
NU4.3: **Percentage of academic leaders' satisfaction with facilities and equipment**

KPI: Percentage of academic leaders' satisfaction with facilities and equipment
NCAAA KPI Reference Number: __ _____
Institutional KPI Reference Number: ____ NU4.3 _____

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
66.8%	**80%**	**65.4%**	-	-	-	**70%**

Analysis (list strengths and recommendations):
Academic leaders' satisfaction with NU facilities and equipment rated (66.8%), which is average value. The current actual benchmark for this indicator is much lower than the target benchmark, improvement actions should be defined in the light of the results of other indicators for the 4th strategic objective of Najran University "including NU4.1, NU4.2, S7.1 and S7.3".

* Explain:
1. Why this internal benchmark provider was chosen?
Since the organizational structure of the University does not include any branches, the current internal

benchmark of academic leaders' satisfaction with NU facilities and equipment, rating (66.8%), depended on the result of the past year.

2. How was the benchmark calculated?
Total average = Total average of the scale/no. of scale points
The average of the questionnaire is converted to a percentage weight by the following equation:
The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the internal benchmark provider.
Performance measurement Unit

** Explain:
1. Why this external benchmark provider was chosen?
………………………..

2. How was the benchmark calculated?
………………………..

3. Name of the external benchmark provider.
Not available

Chart for Percentage of academic leaders' satisfaction with facilities and equipment

	New Target Benchmark	Internal Benchmark *	Target Benchmark	Actual Benchmark
سلسلة1	70	65.4	80	66.8

NU3.9: Percentage of evaluating NU role in encouraging scientific research from the perspective of faculty

KPI: Percentage of evaluating NU role in encouraging scientific research from the perspective of faculty
NCAAA KPI Reference Number: __ _____
Institutional KPI Reference Number: _NU3.9 _____

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
72.4%	**80%**	**67%**	**-**	**-**	**-**	**75%**
male	**74.8%**					
female	**68.4%**					
Analysis (list strengths and recommendations):						

Faculty rated their satisfaction with NU role in encouraging scientific research rated (72.4%) in the fifth periodic benchmark of 1437/1438 on five-point scale, which is higher than the previous benchmarks: the first (72%) in 1433/1434; the second (64.33%) in 1434/1435; the third (63.8%) in 1435/1436, and the fourth (67%) in 1436/1437.

The highest overall satisfaction (78.8%) was reported for the role of the support provided by the university for the teaching staff to improve their research projects; while the lowest was for the support provided for mutual collaboration with other national and international institutions and opportunities for participation in scientific symposiums and conferences (66.8% and 67.8% respectively).

Regarding the gender, female teaching staff were less satisfied with the role of the university for providing opportunities for participation in scientific events, mutual research activities, required equipments and facilities for scientific research compared to their counterparts from the male section. The full report also includes details at the college level.

---

* Explain:

1. Why this internal benchmark provider was chosen?

Since the organizational structure of the University does not include any branches, the current internal benchmark (67%) depended on the result of the past year.

2. How was the benchmark calculated?

Total average = Total average of the scale/no. of scale points

The average of the questionnaire is converted to a percentage weight by the following equation:

The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the internal benchmark provider.

Performance measurement Unit

** Explain:

1. Why this external benchmark provider was chosen?

………………………..

2. How was the benchmark calculated?

………………………..

3. Name of the external benchmark provider.

Not available

Chart for Percentage of evaluating NU role in encouraging scientific research from the perspective of faculty

	New Target Benchmark	Internal Benchmark *	Target Benchmark	Actual Benchmark
سلسلة1	75	67	80	72.4

NU11.3: Percentage of University investment of its potential in community service from the perspective of academic leaders

KPI: Proportion of University investment of its potential in community service from the perspective of academic leaders
NCAAA KPI Reference Number: __ _____
Institutional KPI Reference Number: ____ NU11.3 _____

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
74%	80%	66.2%	-	-	-	80%

Analysis (list strengths and recommendations):
A questionnaire on satisfaction with the University investment of its potential in community service was applied to a sample of academic leaders, it is also available on the University website:
https://docs.google.com/forms/d/e/1FAIpQLSeGaGrh8sRJS9K6XC3PcXB2pZC1Xn_TeNUTEpaS3Twu60JNag/viewform
Various administrative procedures were conducted to raise ratio of responses. It was statistically analyzed using SPSS. Results revealed that satisfaction with the University investment of its potential in community service rated (74 %), with arithmetic mean (3.70) on five-point scale. From the perspective of academic leaders, it is higher than the preceding benchmark (66.2%) but still lower than the target benchmark.

* Explain:
1. Why this internal benchmark provider was chosen?
Since the organizational structure of the University does not include any branches, the current internal benchmark (66.2%) depended on the result of the past year.

2. How was the benchmark calculated?
The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the internal benchmark provider.
Performance measurement Unit

** Explain:
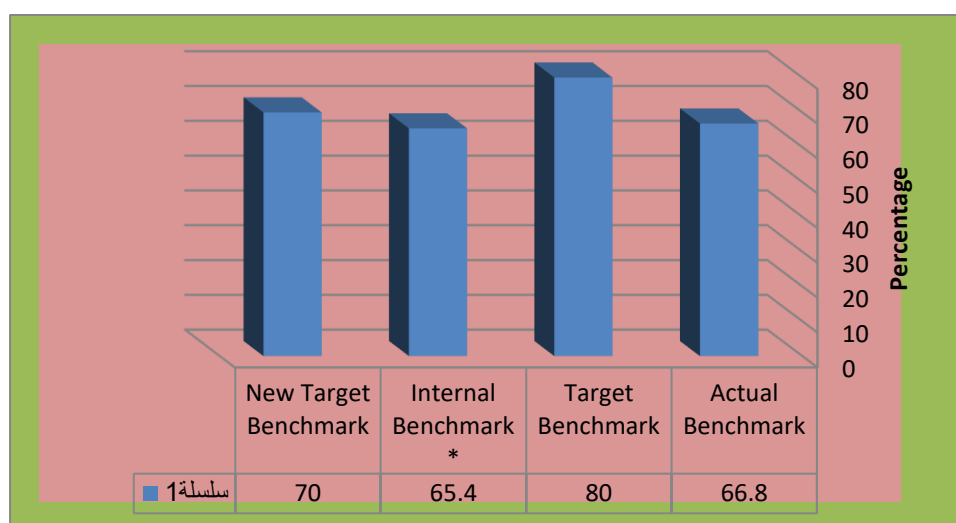1. Why this external benchmark provider was chosen?
………………………..

2. How was the benchmark calculated?
………………………..

3. Name of the external benchmark provider.
Not available

Chart for Percentage of University investment of its potential in community service from the perspective of academic leaders

	New Target Benchmark	Internal Benchmark *	Target Benchmark	Actual Benchmark
سلسلة1	80	66.2	80	74

NU11.2: Percentage of University investment of its potential in community service from the perspective of administrative leaders

KPI: Proportion of University investment of its potential in community service from the perspective of administrative leaders

NCAAA KPI Reference Number: __ _____
Institutional KPI Reference Number: __ NU11.2_____

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
71.2%	80%	64.6%	-	-	-	80%

Analysis (list strengths and recommendations):
A questionnaire on satisfaction with the University investment of its potential in community service was applied to a sample of administrative leaders, it is also available on the University website:
https://docs.google.com/forms/d/e/1FAIpQLSeGaGrh8sRJS9K6XC3PcXB2pZC1Xn_TeNUTEpaS3Twu60JNag/viewform
Various administrative procedures were conducted to raise ratio of responses. It was statistically analyzed using SPSS. Results revealed that satisfaction with University investment of its potential in community service rated (71.2 %), with arithmetic mean (3.56) on five-point scale. The current value is higher than the preceding benchmark, but it is still lower than the target benchmark indicating need for improvement actions.

* Explain:
1. Why this internal benchmark provider was chosen?
Since the organizational structure of the University does not include any branches, the current internal benchmark (64.6%) depended on the result of the past year.

2. How was the benchmark calculated?
Total average = Total average of the scale/no. of scale points
Percentage= Total average of the scale/no. of scale points *100

3. Name of the internal benchmark provider.
Performance measurement Unit

** Explain:
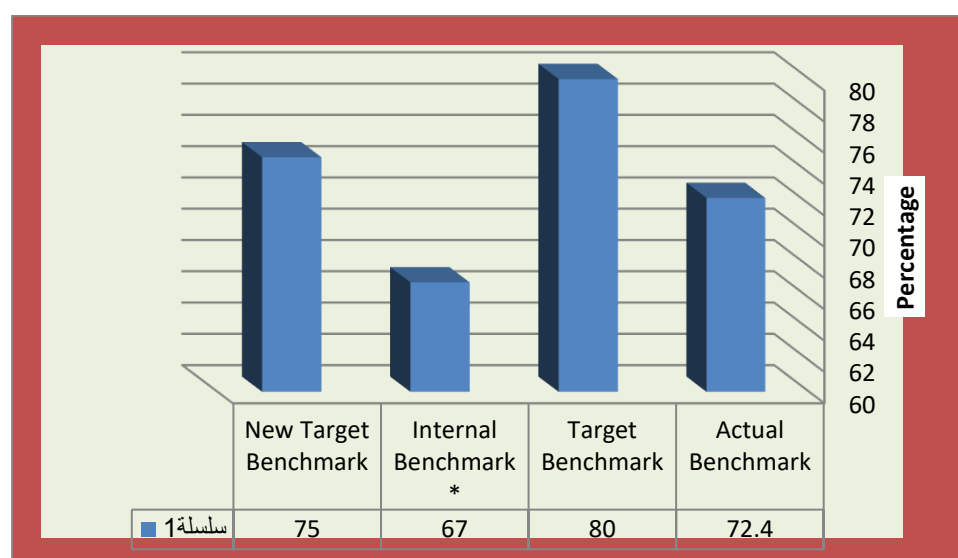1. Why this external benchmark provider was chosen?
……………………..

2. How was the benchmark calculated?
………………………..

3. Name of the external benchmark provider.
Not available

	New Target Benchmark	Internal Benchmark *	Target Benchmark	Actual Benchmark
سلسلة1	80	64.6	80	71.2

NU11.1: Percentage of University investment of its potential in community service from the perspective of faculty members

KPI: Percentage of University investment of its potential in community service from the perspective of faculty members

NCAAA KPI Reference Number: __ _____
Institutional KPI Reference Number: ___ NU11.1 _____

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
69.6%	**80%**	**70%**	**-**	**-**	**40%**	**80%**

male	**70.8%**
female	**66.8%**

Analysis (list strengths and recommendations):
Satisfaction of faculty members with the University investment of its potential in community service rated (69.6%) in the second periodic benchmark, with arithmetic mean (3.48) on five-point scale. It is higher than the benchmark of Arabian Gulf University, but still lower than the target benchmark.

The highest satisfaction was reported for the investment in activities of continuous improvement (71.6%), while the least (66.6%) was for the investment in communication with alumni as it was 64.8% for the female sector and 67.8% for the male section.

* Explain:
1. Why this internal benchmark provider was chosen?
Since the organizational structure of the University does not include any branches, the current internal benchmark (70%) depended on the result of the past year.

2. How was the benchmark calculated?

Total average = Total average of the scale/no. of scale points
The average of the questionnaire is converted to a percentage weight by the following equation:
The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the internal benchmark provider.
Performance measurement Unit

** Explain:
1. Why this external benchmark provider was chosen?
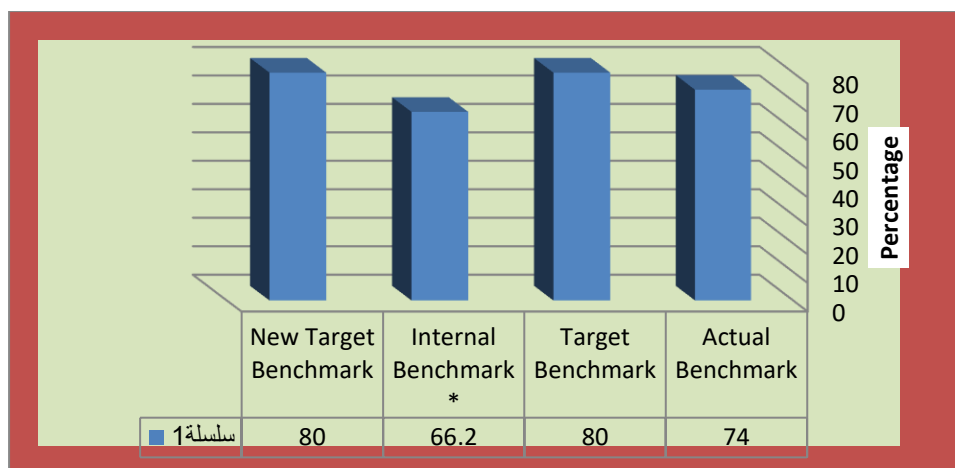This external benchmark provider was chosen because it shares common characteristics with Najran university and it is well known and well organized university.

2. How was the benchmark calculated?
Total average = Total average of the scale/no. of scale points
The average of the questionnaire is converted to a percentage weight by the following equation:
The total mean of the scale / number of the scale items multiplied by (100)
3. Name of the external benchmark provider.
Arabian Gulf University.

Chart for Percentage of University investment of its potential in community service from the perspective of faculty members

	New Target Benchmark	Arabian Gulf Univ.	Internal Benchmark*	Target Benchmark	Actual Benchmark
سلسلة1	80	40	70	80	69.6

NU6.5: Percentage of faculty satisfaction with the availability of requirements of effective teaching strategies

KPI: Percentage of faculty satisfaction with the availability of requirements of effective teaching strategies NCAAA KPI Reference Number: __ _____ Institutional KPI Reference Number: ___ NU6.5 _____						
Actual Benchmark		Target Benchmark	Internal Benchmark*	External Benchmark**		New Target Benchmark
				King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
69.8%		%80	76.4%	-	75.4%	79%	80%
male	71.6%						
female	63.4%						
Analysis (list strengths and recommendations):							

Faculty satisfaction with the availability of requirements of effective teaching strategies rated (69.8%), with arithmetic mean (3.77) on five-point scale. It is lower than the target benchmarks. Improvement actions are required to improve services and support for male and female students "the 6th strategic objective for Najran University".

The highest satisfaction was for the clarity of the study plan (85%); while the least satisfaction was reported for providing maintenance and technical support for the teaching equipments, institutional centre for improving academic performance (teaching and administrative),training programs on using recent teaching strategies and technologies (67.8%, 69.8 and 74.4% respectively), female teaching staff were less satisfied with all of the three mentioned areas compared to their counterparts in the male section.

* Explain:

1. Why this internal benchmark provider was chosen?

Since the organizational structure of the University does not include any branches, the current internal benchmark (76.4%) depended on the result of the past year.

2. How was the benchmark calculated?

Total average = Total average of the scale/no. of scale points

The average of the questionnaire is converted to a percentage weight by the following equation:

The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the internal benchmark provider.

Performance measurement Unit

** Explain:
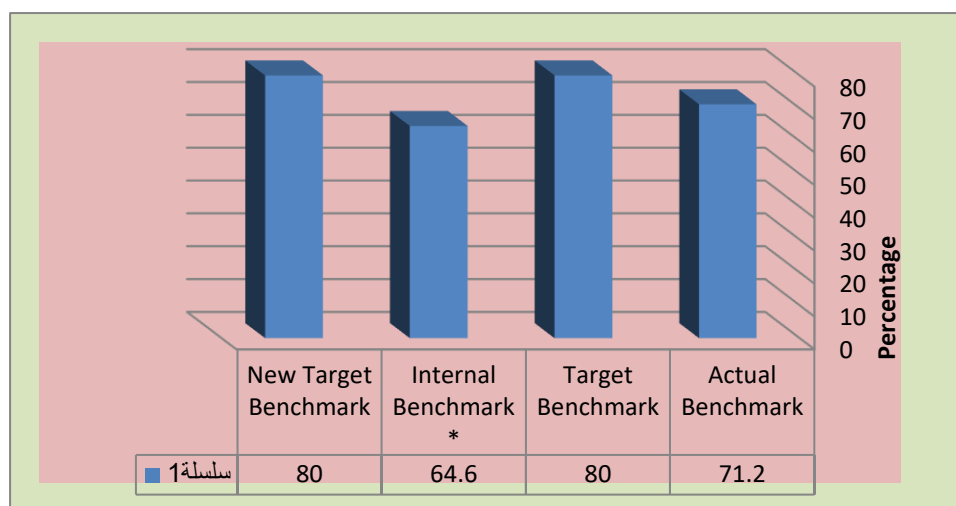
1. Why this external benchmark provider was chosen?

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 = Total average of the scale/no. of scale points

The average of the questionnaire is converted to a percentage weight by the following equation:

The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the external benchmark provider.

Cairo University and Arabian Gulf University

Chart for Percentage of Proportion of faculty satisfaction with the availability of requirements of effective teaching strategies

	New Target Benchmark	Arabian Gulf Univ.	Cairo Univ.	Internal Benchmark*	Target Benchmark	Actual Benchmark
■ سلسلة1	80	79	75.4	76.4	80	75.4

NU 3.1: **Percentage of evaluating attitudes of using effective teaching methods from the perspective of faculty**

KPI: Percentage of evaluating attitudes of using effective teaching methods from the perspective of faculty
NCAAA KPI Reference Number: __ _____
Institutional KPI Reference Number: __ NU 3.1_____

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
90.6%	**95%**	**92%**	**-**	**-**	**-**	**95%**
male **89.4%**						
female **91.6%**						

Analysis (list strengths and recommendations):
Evaluating attitudes of using effective teaching methods from the perspective of both male and female faculty at NU rated very high (90.6%), with arithmetic mean (4.53).

* Explain:
1. Why this internal benchmark provider was chosen?
Since the organizational structure of the University does not include any branches, the current internal benchmark (92%) depended on the result of the past year.

2. How was the benchmark calculated?
The average of the questionnaire is converted to a percentage weight by the following equation:
The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the internal benchmark provider.
Performance measurement Unit

** Explain:
1. Why this external benchmark provider was chosen?
………………………..

2. How was the benchmark calculated?
………………………..

3. Name of the external benchmark provider.
Not available

Chart for Percentage of evaluating attitudes of using effective teaching methods from the perspective of faculty

	New Target Benchmark	Internal Benchmark *	Target Benchmark	Actual Benchmark
سلسلة1	95	92	95	90.6

NU6.2: Percentage of practicing effective teaching activities by faculty from the perspective of students

KPI: Percentage of practicing effective teaching activities by faculty from the perspective of students
NCAAA KPI Reference Number: __ _____
Institutional KPI Reference Number: __ NU6.2____

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
73.6%	80%	71.2%	-	76.3%	80%	80%

male	77.6%
female	72.2%

Analysis (list strengths and recommendations):

Results indicated that satisfaction of the students with the practicing effective teaching activities by faculty at NU is (73.6%) in the second benchmark of the academic year 1437/1438, and it is close to the benchmark of Arabian Gulf University, but still lower than the target benchmark indicating the need for further improvement actions.

The results showed that students see that used teaching activities had the highest impact (77.8%) on encouraging discussion and active participation of students in the learning experience, while they had the least impact (70.2%) on problem-solving and critical thinking.

Male students were least satisfied (72%) with the impact of the teaching activities on critical thinking, while the female section had the least satisfaction (66.8%) with focusing of the teaching activities on contemporary problems.

* Explain:
1. Why this internal benchmark provider was chosen?
Since the organizational structure of the University does not include any branches, the current internal benchmark (71.2%) depended on the result of the past year.
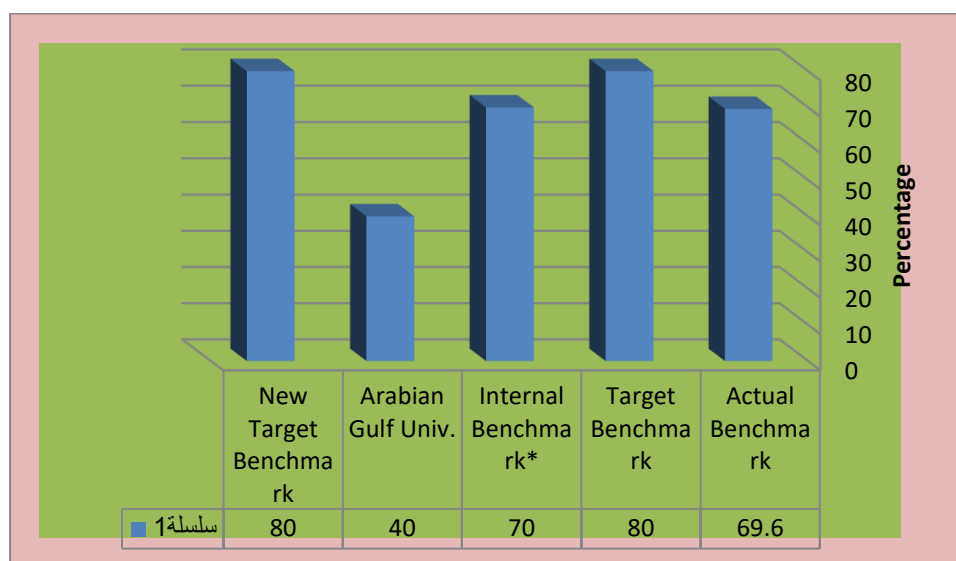
2. How was the benchmark calculated?
The average of the questionnaire is converted to a percentage weight by the following equation:
The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the internal benchmark provider.
Performance measurement Unit

**** 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 = Total average of the scale/no. of scale points
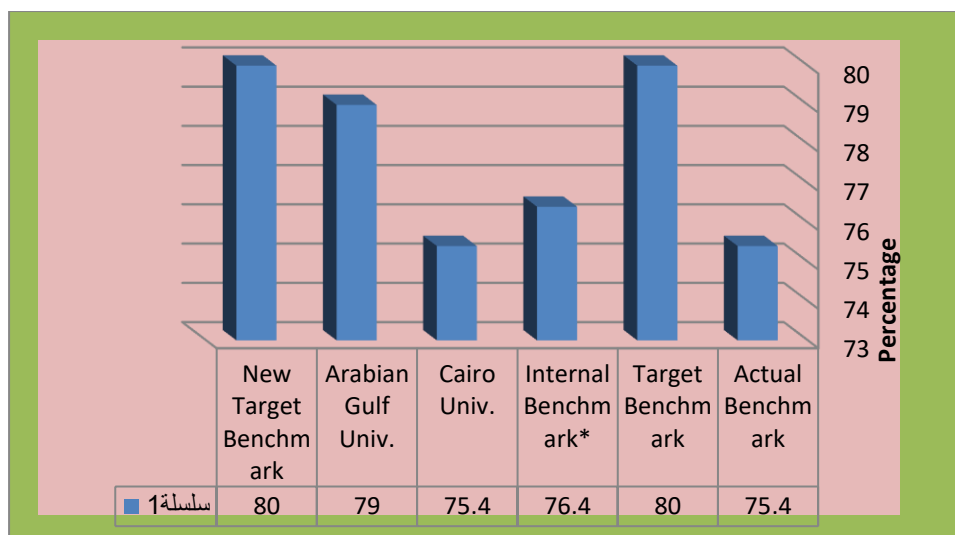The average of the questionnaire is converted to a percentage weight by the following equation:
The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the external benchmark provider.
Cairo University and Arabian Gulf University

Chart for Percentage of practicing effective teaching activities by faculty from the perspective of students

	New Target Benchmark	Arabian Gulf Univ.	Cairo Univ.	Internal Benchmark*	Target Benchmark	Actual Benchmark
سلسلة1	80	80	76.3	71.2	80	73.6

NU7.6: Percentage of efficacy of financial resources from the perspective of faculty

KPI: Percentage of efficacy of financial resources from the perspective of faculty
NCAAA KPI Reference Number: __ _____
Institutional KPI Reference Number: ___ NU7.6 _____

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	

73.2%	80%	69.6%	-	60.5%	-	80%

male	73.8%
female	70.8%

Analysis (list strengths and recommendations):

Satisfaction of the faculty with the efficacy of financial resources rated (73.2%) in the fifth periodic benchmark of 1437/1438, with arithmetic mean (3.66) on five-point scale. It is higher than the previous benchmarks: the first (65.2%) in 1433/1434; the second (64.4%) in 1434/1435; the third (68.2%) in 1435/1436, and the fourth (69.6%) in 1436/1437. Although the current value for this indicator is higher than that of the external benchmark but it is still lower than the target bench mark indicating the need for further improvement actions.

Faculty members are highly satisfied (82%) with the investments of the university in digital library, but the least satisfaction was reported for the investments in facilities and equipments of extracuricullar activities (65.8%).

Compared to their male counterparts the female faculty were less satisfied with the investments in lecture halls with international specifications (67% compared to 75.8%). More details at the level of colleges and gender is provided in the full report.

* Explain:

1. Why this internal benchmark provider was chosen?

Since the organizational structure of the University does not include any branches, the current internal benchmark (69.6%) depended on the result of the past year.

2. How was the benchmark calculated?

Total average = Total average of the scale/no. of scale points

The average of the questionnaire is converted to a percentage weight by the following equation:

The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the internal benchmark provider.

Performance measurement Unit

** Explain:

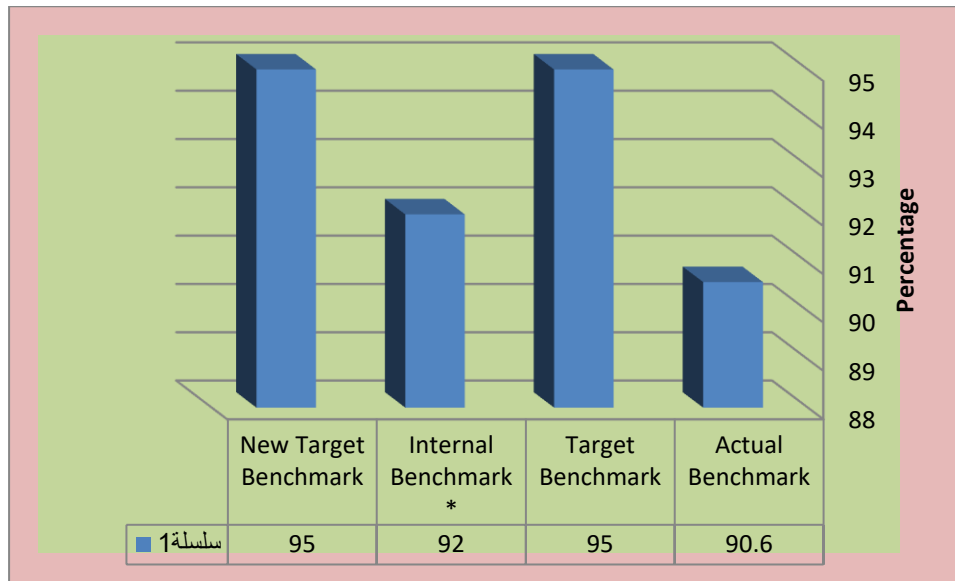1. Why this external benchmark provider was chosen?

This external benchmark provider was chosen because it shares common characteristics with Najran university and it is well known and well organized university.

2. How was the benchmark calculated?

Total average = Total average of the scale/no. of scale points

The average of the questionnaire is converted to a percentage weight by the following equation:

The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the external benchmark provider.

Cairo University

Chart for Percentage of efficacy of financial resources from the perspective of faculty

	New Target Benchmark	Cairo Univ.	Internal Benchmark*	Target Benchmark	Actual Benchmark
سلسلة1	80	60.5	69.6	80	73.2

NU6.4: Percentage of student satisfaction with health services

KPI: Percentage of student satisfaction with health services
NCAAA KPI Reference Number: __ _____
Institutional KPI Reference Number: ___ NU6.4 _____

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
78%	80%	71.4%	-	-	-	80%

male	77.2%
female	80%

Analysis (list strengths and recommendations):
Student satisfaction with health services in the fourth periodic benchmark rated (78%), with arithmetic mean (3.90) on five-point scale, and it is close to target benchmark. The table and chart blow illustrate this result.

Students highest satisfaction (80%) was for the availability of the clinics, while the least (74.4%) was for the university turns patients with critical conditions into specialized hospitals and pays for treatment.
Female students had higher satisfaction with all the items of the questionnaire compared to their male counterparts.

* Explain:
1. Why this internal benchmark provider was chosen?
Since the organizational structure of the University does not include any branches, the current internal benchmark (71.4%) depended on the result of the past year.

2. How was the benchmark calculated?
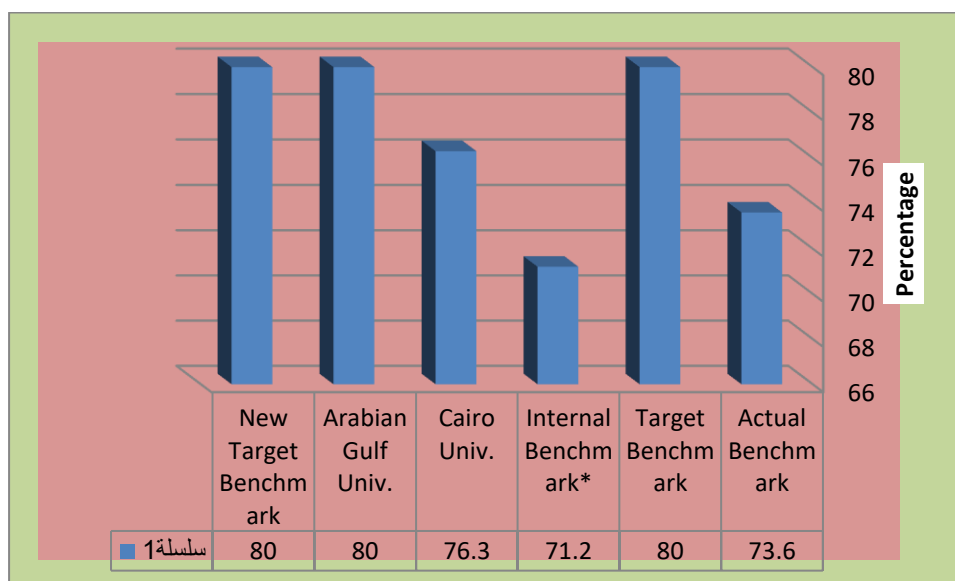Total average = Total average of the scale/no. of scale points
The average of the questionnaire is converted to a percentage weight by the following equation:
The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the internal benchmark provider.
Performance measurement Unit

** Explain:
1. Why this external benchmark provider was chosen?
………………………..

2. How was the benchmark calculated?

……………………..

3. Name of the external benchmark provider.

Not available

	New Target Benchmark	Internal Benchmark *	Target Benchmark	Actual Benchmark
■ سلسلة1	80	71.4	80	78

NU7.7: Percentage of administrative staff's satisfaction with the standards that monitor and evaluate their performance

KPI: Percentage of administrative staff's satisfaction with the standards that monitor and evaluate their performance

NCAAA KPI Reference Number: __ _____

Institutional KPI Reference Number: ___ NU7.7 _____

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
88%	**90%**	**81.2%**	-	-	-	**90%**

Analysis (list strengths and recommendations):

Administrative staff's satisfaction with the standards that monitor and evaluate their performance at NU rated high (88%) in the current third benchmark of 1437/1438, with arithmetic mean (4.40) on five-point scale. It is higher than the first benchmark (83.2%) in 1435/1436 and the second (81.2 %) in 1436/1437, while it is still lower than the target benchmark.

* Explain:

1. Why this internal benchmark provider was chosen?

Since the organizational structure of the University does not include any branches, the current internal benchmark (81.2%) depended on the result of the past year.

2. How was the benchmark calculated?

Total average = Total average of the scale/no. of scale points
The average of the questionnaire is converted to a percentage weight by the following equation:
The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the internal benchmark provider.
Performance measurement Unit

** Explain:
1. Why this external benchmark provider was chosen?
………………………..

2. How was the benchmark calculated?
………………………..

3. Name of the external benchmark provider.
Not available

Chart for Percentage of administrative staff's satisfaction with the standards that monitor and evaluate their performance

	New Target Benchmark	Internal Benchmark *	Target Benchmark	Actual Benchmark
■ سلسلة1	90	81.2	90	88

S9.1: Percentage of teaching staff leaving the institution in the past year for reasons other than age retirement

KPI: Percentage of teaching staff leaving the institution in the past year for reasons other than age retirement

NCAAA KPI Reference Number: __S9.1 _____
Institutional KPI Reference Number: _____

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
0.05	Up to 10 %	0.02	0.19	-	-	0.03

Analysis (list strengths and recommendations):
Proportion of teaching staff leaving the institution in the past year for reasons other than age retirement rated (0.05), which is low. This reveals that NU achieved a higher level of employment stability for

faculty members than King Khalid University.
* Explain: 1. Why this internal benchmark provider was chosen? 2. How was the benchmark calculated? Total number of teaching staff leaving the institution in the past year for reasons other than age retirement/ Total number of faculty. 3. Name of the internal benchmark provider. Performance measurement Unit
** Explain: 1. Why this external benchmark provider was chosen? This external benchmark provider was chosen because it shares common characteristics with Najran university and it is well known and well organized university. 2. How was the benchmark calculated? Total number of teaching staff leaving the institution in the past year for reasons other than age retirement/ Total number of faculty. 3. Name of the external benchmark provider. King Khalid University

Chart for Percentage of teaching staff leaving the institution in the past year for reasons other than age retirement

سلسلة1	New Target Benchmark	King Khalid Univ.	Internal Benchmark*	Target Benchmark	Actual Benchmark
	0.03	0.19	0.02	0.1	0.05

S10.3: Proportion of full time member of teaching staff with at least one refereed publication during the previous year

KPI: Proportion of full time member of teaching staff with at least one refereed publication during the previous year

NCAAA KPI Reference Number: __S10.3 _____
Institutional KPI Reference Number: _____

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	

15.5%	50%	22.5%	-	-	-	**50%**

Analysis (list strengths and recommendations):
Proportion of full time member of teaching staff with at least one refereed publication during the previous year is (15.5).

* Explain:
1. Why this internal benchmark provider was chosen?
2. How was the benchmark calculated?
Total number of teaching staff members with at least one refereed publication during the previous year/ Total number of teaching staff members.
3. Name of the internal benchmark provider.
Performance Measurement Unit

** Explain:
1. Why this external benchmark provider was chosen?
………………………..

2. How was the benchmark calculated?
………………………..

3. Name of the external benchmark provider.
Not available

Chart for proportion of of teaching staff members with at least one refereed publication during the previous year

Proportion of teaching staff members with at least one refereed publication during the previous year

	Internal Benchmark*	Target Benchmark	Actual Benchmark
سلسلة1	22.5	50	15.5
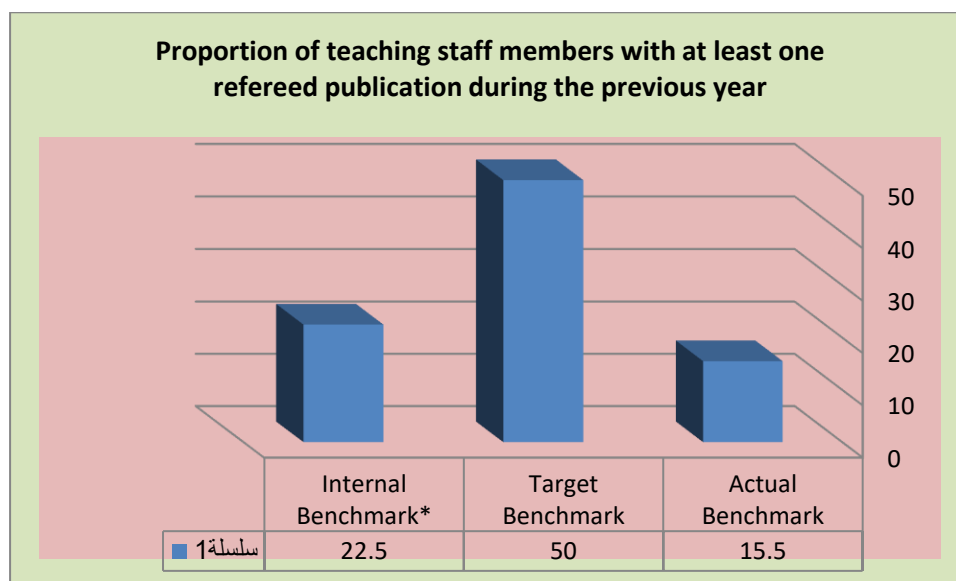
NU7.2: Percentage of job description clarity for all NU employees

KPI: Percentage of job description clarity for all NU employees
NCAAA KPI Reference Number: __ _____
Institutional KPI Reference Number: ___NU7.2_____

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**		New Target Benchmark

			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
83.6%	80%	77.2%	-	-	-	**85%**

male	83.2%
female	84.4%

Analysis (list strengths and recommendations):

Proportion of job description clarity for all NU employees rated (83.6%) in the second periodic benchmark, with arithmetic mean (4.18) on five-point scale. It is higher than the target benchmark.

* Explain:

1. Why this internal benchmark provider was chosen?

Since the organizational structure of the University does not include any branches, the current internal benchmark (77.2%) depended on the result of the past year.

2. How was the benchmark calculated?

The average of the questionnaire is converted to a percentage weight by the following equation:

The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the internal benchmark provider.

Performance measurement Unit

** Explain:

1. Why this external benchmark provider was chosen?

………………………..

2. How was the benchmark calculated?

………………………..

3. Name of the external benchmark provider.

Not available

Chart for Percentage of job description clarity for all NU employees

	New Target Benchmark	Internal Benchmark *	Target Benchmark	Actual Benchmark
سلسلة1	85	77.2	80	83.6

NU 4.1: Percentage of faculty satisfaction with facilities and equipment

KPI: Percentage of faculty satisfaction with facilities and equipment

NCAAA KPI Reference Number: _____						
Institutional KPI Reference Number: NU4.1						
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
72.2%	%80	%72.16	-	%74.80	%71.7	%75

male	75.4
female	67

Analysis (list strengths and recommendations):

Performance benchmark of NU is higher than that of Arabian Gulf University, but lower than that of Cairo university and target benchmark.

The University is well-equipped according to the latest international standards.

NU attempts to raise satisfaction to achieve the target.

The lowest evaluation was reported for the availability of elevators to serve the teaching staff (57.2%). Lower evaluation from the female section is due to the fact that some colleges have moved to the new campus just recently and they have not settle down yet (e.g. colleges of medicine, applied medical sciences and Nursing). Corrective actions and measures are taken with the administration of these colleges to provide the required support for quick adjustments.

* Explain:

1. Why this internal benchmark provider was chosen?

Since the organizational structure of the University does not include any branches, the current internal benchmark depended on the result of the past year.

2. How was the benchmark calculated?

The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the internal benchmark provider.

Performance Measurement Unit- Najran University.

** Explain:

1. Why this external benchmark provider was chosen?

An external well-reputed benchmark, whose circumstances and outcomes are similar to those of Najran University, was selected. Also, another one, whose environment and origin are different from those of NU, was selected.

2. How was the benchmark calculated?

The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the external benchmark provider.

1-Arbian Gulf University, Bahrain.

2- Cairo University, Egypt.

Chart for Percentage of faculty satisfaction with facilities and equipment

	New Target Benchmark	Arabian Gulf Univ.	Cairo Univ.	Internal Benchmark*	Target Benchmark	Actual Benchmark
■ سلسلة1	75	71.7	74.8	72.16	80	72.2

NU 1.8: Percentage of final-year students' satisfaction with programs' evaluation

KPI: Percentage of final-year students' satisfaction with programs' evaluation

NCAAA KPI Reference Number: _____

Institutional KPI Reference Number: NU1.8

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
75.4%	80%	72.8%	-	-	-	80%

male	74.2%
female	76.2%

Analysis (list strengths and recommendations):

The current value is higher than the previous result. Generally, results of the questionnaire items reveal that **the final-year students' satisfaction** is about average. It is good value and close to the target benchmark (80%). Accordingly, more improvements should be implemented to reach the target.

Both male and female students agreed on the highest and lowest areas of satisfaction with their programs. The highest area for satisfaction was with the learning experience (79.4% and 77.8% for female and male students respectively); while the least satisfaction was with the academic advising and support (73.8% and 70.8% for female and male students respectively). Results were reported at the level of colleges and final report was sent for the colleges to design plans or make corrective actions to improve areas of less satisfaction.

Recommendations:

Continuity of improving the program quality at NU and taking the measures essential for achieving such improvements.

* Explain:

1. Why this internal benchmark provider was chosen?
The current internal benchmark depended on the result of the past year.

2. How was the benchmark calculated?
The average of the questionnaire is converted to a percentage weight by the following equation: The total mean of the scale / number of the scale items multiplied by (100)

3. Name of the internal benchmark provider.
Performance Measurement Unit- Najran University.

** Explain:
1. Why this external benchmark provider was chosen?
………………………..

2. How was the benchmark calculated?
………………………..

3. Name of the external benchmark provider.
Not available

Chart for Percentage of final-year students' satisfaction with programs' evaluation

	New Target Benchmark	Internal Benchmark*	Target Benchmark	Actual Benchmark
سلسلة1	80	72.8	80	75.4

NU7.1: Rate of approved organizational structures to administrative and academic units of NU

KPI: Rate of approved organizational structures to administrative and academic units of NU
NCAAA KPI Reference Number: _____
Institutional KPI Reference Number: NU7.1

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
100%	100%	100%	-	-	-	100%

Analysis (list strengths and recommendations):
Rate of approved organizational structures to administrative and academic units of NU is (100%), which is one of NU strengths and indicates that organizational structures are approved to the whole academic and administrative units.

* Explain:
1. Why this internal benchmark provider was chosen?
The current internal benchmark depended on the result of the past year.

2. How was the benchmark calculated?
Number of approved organizational structures to administrative and academic units / Number of administrative and academic units at the University * 100.

3. Name of the internal benchmark provider.
Performance Measurement Unit- Najran University.

** Explain:
1. Why this external benchmark provider was chosen?
………………………..

2. How was the benchmark calculated?
………………………..

3. Name of the external benchmark provider.
Not available

Chart for rate of approved organizational structures to administrative and academic units

Rate of approved organizational structures to administrative and academic units

	New Target Benchmark	Internal Benchmark*	Target Benchmark	Actual Benchmark
سلسلة1	100	100	100	100

Y-axis: 0, 20, 40, 60, 80, 100

NU3.4: Rate of Full Professors to Associate Professors to Assistant Professors

KPI: Rate of Full Professors to Associate Professors to Assistant Professors
NCAAA KPI Reference Number: _____
Institutional KPI Reference Number: NU3.4

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
Prof.:Associate Prof. 1:4.51 Prof.:Assistant Prof. 1:13.21 Associate Prof.: Assistant Prof. 1:2.93	Prof.:Associate Prof. 1:2 Prof.:Assistant Prof. 1:3 Associate Prof.: Assistant Prof. 1:1.5	Prof.:Associate Prof. 1:4.17 Prof.:Assistant Prof. 1:2.33 Associate Prof.: Assistant Prof. 1:2.34	-	-	-	Prof.:Associate Prof. 1:2 Prof.:Assistant Prof. 1:3 Associate Prof.: Assistant Prof. 1:1.5

Analysis (list strengths and recommendations):

Proportion of professor to associate professor is (1:4.51), Professor to Assistant Professor is (1:13.21) and Associate Professor to Assistant Professor is

(1:2.93), while such proportions have not achieved the target.

Recommendations:

It is necessary to appoint or contract with faculty members, such as a professor and associate professor.

* Explain:

1. Why this internal benchmark provider was chosen?

The current internal benchmark depended on the result of the past year

2. How was the benchmark calculated?

Number of Associate professors/ Number of professors

3. Name of the internal benchmark provider.

Performance Measurement Unit- Najran University.

** Explain:

1. Why this external benchmark provider was chosen?

………………………..

2. How was the benchmark calculated?

………………………..

3. Name of the external benchmark provider.

Not available.

KPI: NU5.3 Number of book titles to students
NCAAA KPI Reference Number: _____
Institutional KPI Reference Number: NU5.3

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
1.5 :1	1 :10	1.2 :1	-	-	-	2 :1

Analysis (list strengths and recommendations):
Number of book titles to students is (1.5:1), which is higher than the target benchmark.

* Explain:
1. Why this internal benchmark provider was chosen?
The current internal benchmark depended on the result of the past year.

2. How was the benchmark calculated?
Number of book titles/no. of students

3. Name of the internal benchmark provider.
Performance Measurement Unit- Najran University.

** Explain:
1. Why this external benchmark provider was chosen?
………………………..

2. How was the benchmark calculated?
………………………..

3. Name of the external benchmark provider.
Not available

Chart for Number of book titles to students
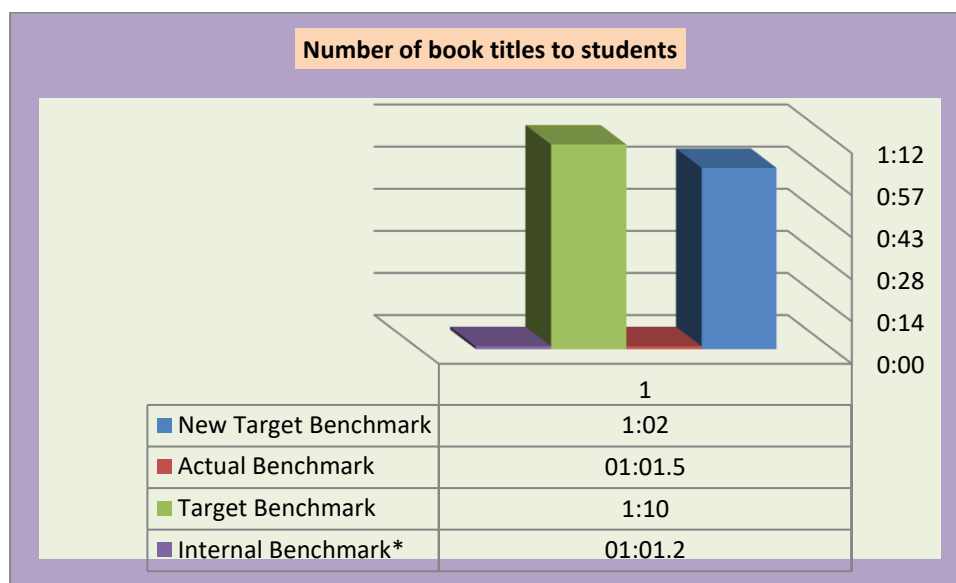
Number of book titles to students

New Target Benchmark	1:02
Actual Benchmark	01:01.5
Target Benchmark	1:10
Internal Benchmark*	01:01.2

NU3.3: Proportion of training courses held annually by the University to improve the skills of faculty

KPI: Proportion of training courses held annually by the University to improve the skills of faculty
NCAAA KPI Reference Number: _____
Institutional KPI Reference Number: NU3.3

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	

112 courses in 1438/1439	10% annual increase	97 courses in 1437/1438	-	-	-	20%

Analysis (list strengths and recommendations):

Proportion of training courses held annually by the University to improve the skills of faculty rated (15.46%) in 1438/1439 compared to the proportion of the last year, which is higher than the target benchmark.

Strengths:

Courses related to the improvement of faculty capabilities increased. As a result, their competence and teaching process will be positively influenced.

Recommendations:

Raising this proportion throughout next year in order to enable more faculty members to take these courses as well as update the contents and objectives of such courses regularly and periodically.

* Explain:
1. Why this internal benchmark provider was chosen?

2. How was the benchmark calculated?
3. Name of the internal benchmark provider.
 Performance Measurement Unit- Najran University.

** Explain:
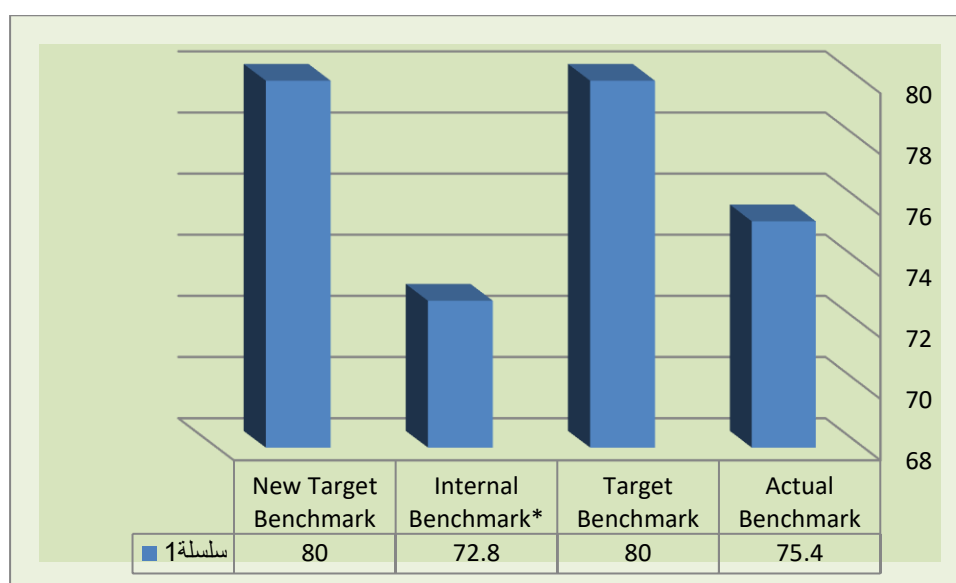1. Why this external benchmark provider was chosen?
………………………..

2. How was the benchmark calculated?
………………………..

3. Name of the external benchmark provider.

Not available

NU5.1 Proportion of increase in the rate of borrowing books

KPI: NU5.1 Proportion of increase in the rate of borrowing books
NCAAA KPI Reference Number: _____
Institutional KPI Reference Number: NU5.1

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
79.6%	20% annual increase	0%	-	-	-	

Analysis (list strengths and recommendations):
The proportion of increase in the rate of borrowing books rated (79.6 %), which surpassed the target benchmark.
Strengths
NU library holds (129580) volumes, (264) periodicals, (165) governmental publications, (60) dissertations and (200000000) titles for the digital library according to the statistics of the library holdings for the academic year 1437/1438H.
Recommendations:

Motivating the students to conduct research and investigative studies from books, volumes and periodicals available on the Internet, as well as holding symposia for them on the way to log in and browse the digital library.

* 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?
Difference in the number of borrowings from the previous consecutive two years/ number of borrowings from the previous year $\times$ (100)
3. Name of the internal benchmark provider.
Performance Measurement Unit- Najran University.

** Explain:
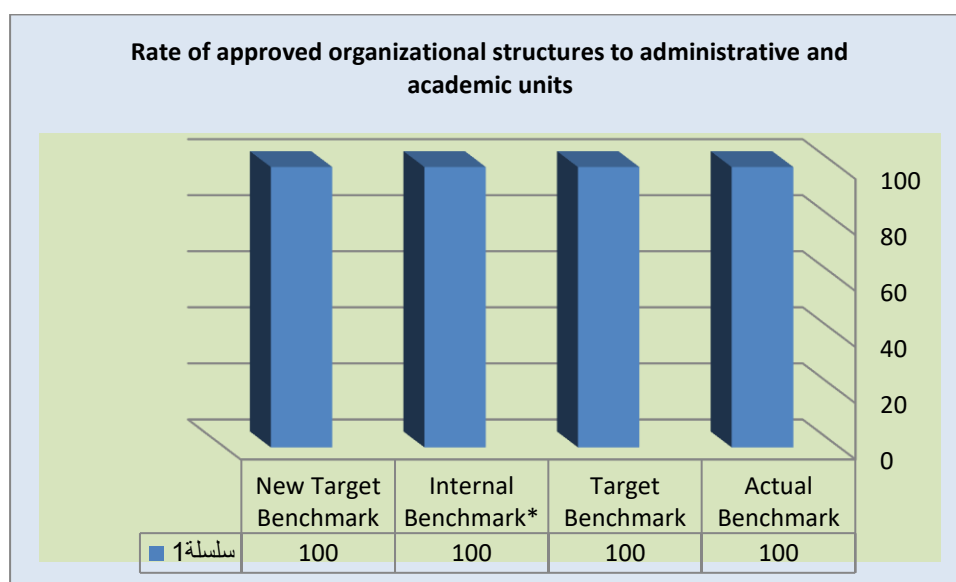1. Why this external benchmark provider was chosen?
………………………..

2. How was the benchmark calculated?
………………………..

3. Name of the external benchmark provider.
Not available

NU3.2 The rate of violations for which disciplinary action has been taken.

KPI: NU3.2 The rate of violations for which disciplinary action has been taken.
NCAAA KPI Reference Number: _____
Institutional KPI Reference Number: NU3.2

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
89.8%	100%	48.5%	-	-	-	100%

Analysis (list strengths and recommendations):
The rate of violations for which disciplinary action has been taken rated (89.8%), which surpassed the previous evaluation but less than the target benchmark.
Recommendations:
Activating the application of disciplinary actions to the violations according to the University rules and regulations and holding education symposia for the students on the disciplinary action in the university rules and regulations.

* 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 disciplinary actions that have been taken/ no. of violation.
3. Name of the internal benchmark provider.
Performance Measurement Unit- Najran University.

** Explain:
1. Why this external benchmark provider was chosen?
………………………..

2. How was the benchmark calculated?

3. Name of the external benchmark provider.
Not available

Chart for The rate of violations for which disciplinary action has been taken

The rate of violations for which disciplinary action has been taken

	Actual Benchmark	Target Benchmark	Internal Benchmark *	New Target Benchmark
■ سلسلة1	89.8	100	48.5	100

Indicators of Afaq Plan

A1.1 Rate of enrollment in programs of science and technology.

KPI: Rate of enrollment in programs of science and technology.
NCAAA KPI Reference Number: __ _____
Institutional KPI Reference Number: ___ A1.1_____

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
42.7%	40%	32.5%	-	-	-	**45%**

Analysis (list strengths and recommendations):
Rate of enrollment in programs of science and technology rated (42.7%); it is higher than the

target bench mark and the internal benchmark for the previous year.

* 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 enrolled students in programs of science and technology/ Total number of enrolled
students for the same year)

3. Name of the internal benchmark provider.

| Performance Measurement Unit |
| --- |
| **** Explain**:
1. Why this external benchmark provider was chosen?
………………………..

2. How was the benchmark calculated?
………………………..

3. Name of the external benchmark provider.
Not available |

Rate of enrollment in programs of science and technology

	Internal Benchmark*	Target Benchmark	Actual Benchmark
■ سلسلة1	32.5	40	42.7
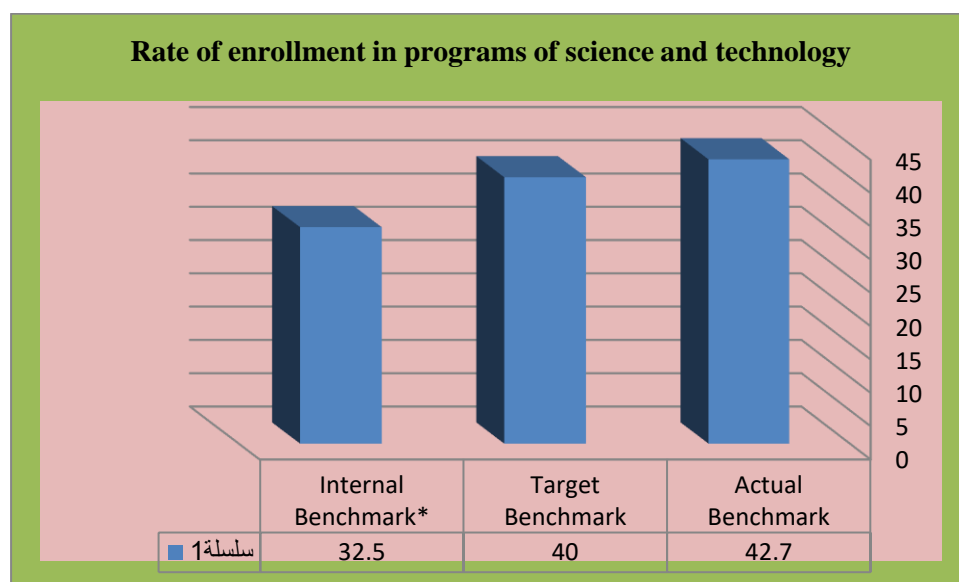
A2.1 Rate of faculty in specializations of Science and Technology

KPI: Rate of faculty in specializations of Science and Technology
NCAAA KPI Reference Number: __ _____
Institutional KPI Reference Number: _____ A2.1 _____

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
45.5%	50%	34.5%	-	-	-	**45%**

Analysis (list strengths and recommendations):

Rate of faculty in specializations of Science and Technology rated (45.5%) which is close to the target benchmark and higher than the value reported for the previous year, indicating progress towards achievement of the target value.

* **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 faculty in specializations of Science and Technology/ Total number of faculty
3. Name of the internal benchmark provider.
Performance Measurement Unit

** **Explain**:
1. Why this external benchmark provider was chosen?
………………………..
2. How was the benchmark calculated?
………………………..
3. Name of the external benchmark provider.
Not available

Chart for rate of faculty in specializations of Science and Technology

Rate of faculty in specializations of Science and Technology

	Internal Benchmark*	Target Benchmark	Actual Benchmark
■ سلسلة1	34.5	50	45.5
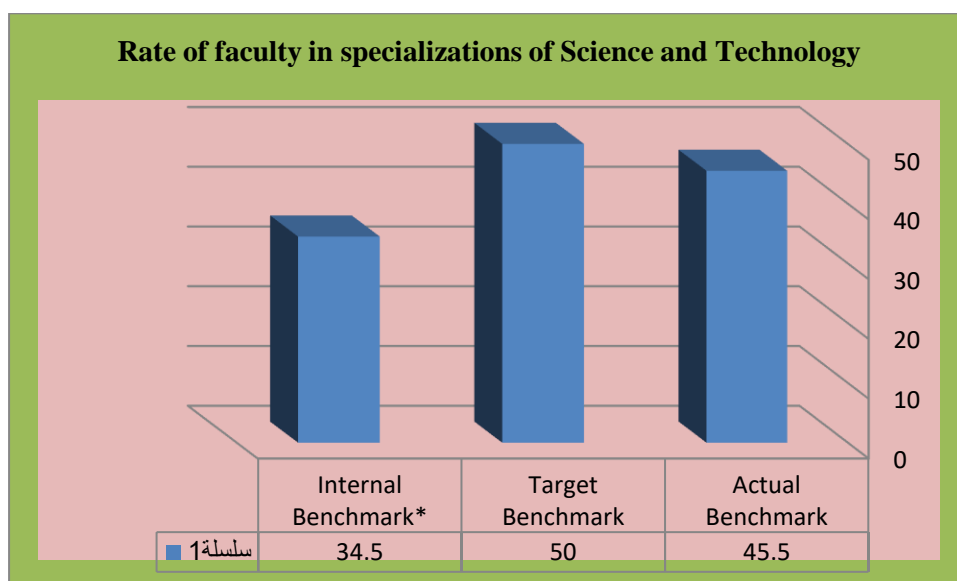
A2.2 Rate of faculty holding Ph. D

KPI: Rate of faculty holding Ph. D
NCAAA KPI Reference Number: __ _____
Institutional KPI Reference Number: ___ A2.2_____

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark

			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
46.2%	70%	42.4%	-	-	-	**45%**

Analysis (list strengths and recommendations):
Rate of faculty holding Ph. D rated (46.2%) which is higher than the internal benchmark of the previous year (42.4%), but much lower than the target benchmark which requires improvement actions and plans to ensure progress in achieving this indicator.

* 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 faculty holding Ph.D./ Total number of faculty).

3. Name of the internal benchmark provider.
Performance Measurement Unit

** Explain:
1. Why this external benchmark provider was chosen?
………………………..

2. How was the benchmark calculated?
………………………..

3. Name of the external benchmark provider.
Not available

Chart for rate of faculty holding Ph. D

Rate of faculty holding Ph. D

	Internal Benchmark*	Target Benchmark	Actual Benchmark
ساسلة1	42.4	70	46.2
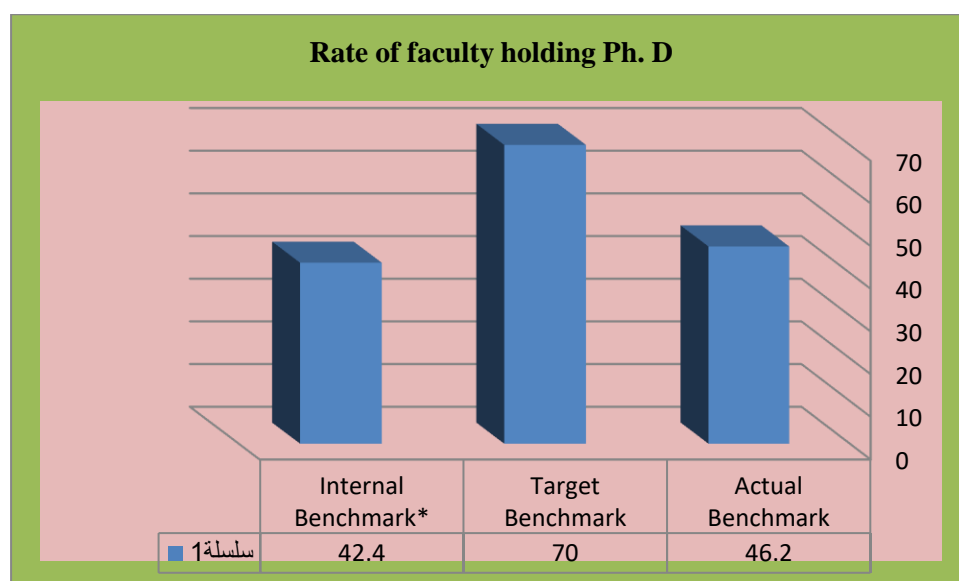
A2.3 Rate of contractees faculty (Non-Saudis)

KPI: Rate of contractees faculty (Non-Saudis)
NCAAA KPI Reference Number: __ _____
Institutional KPI Reference Number: ___A2.3_____

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
52.9%	35%	56.4%	-	-	-	

Analysis (list strengths and recommendations):
Rate of contractees faculty (Non-Saudis) rated (52.9%) which is lower than the internal benchmark of the previous year (56.4%), illustrating the availability of academic positions for the Saudi faculty and returning from scholarships to pursue their teaching works and activities (a strength for Najran University).

* 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. Rate of contractees faculty (Non-Saudis)/ Total number of faculty)
3. Name of the internal benchmark provider.
Performance Measurement Unit

** Explain:
1. Why this external benchmark provider was chosen?
………………………..

2. How was the benchmark calculated?
………………………..

3. Name of the external benchmark provider.
Not available

Chart for rate of contractees faculty (Non-Saudis)

Rate of contractees faculty (Non-Saudis)

	Internal Benchmark*	Target Benchmark	Actual Benchmark
■ سلسلة1	56.4	35	52.9
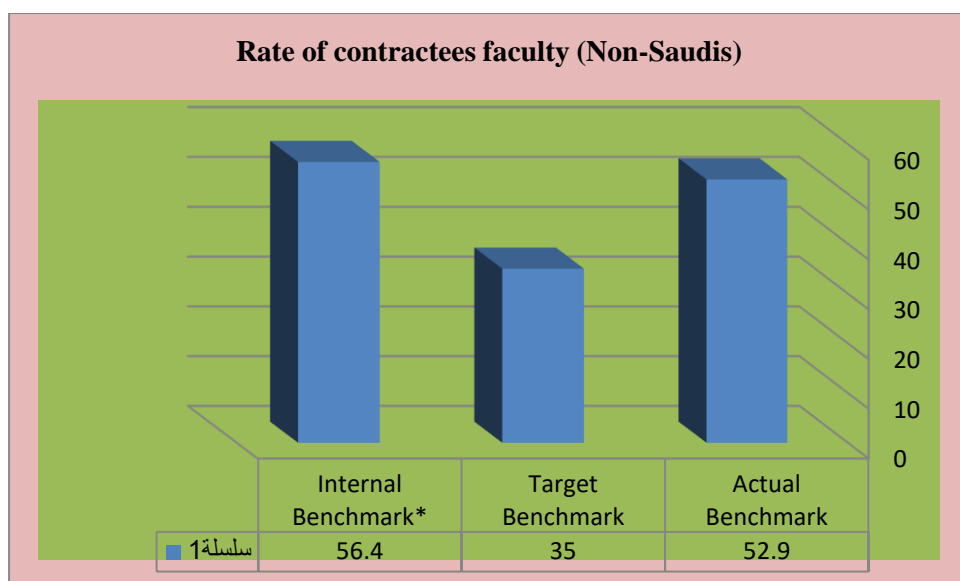
A2.4 Rate of administrative staff that are holding post-secondary certificates

KPI: Rate of administrative staff that are holding post-secondary certificates
NCAAA KPI Reference Number: __ _____
Institutional KPI Reference Number: ___A2.4_____

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
75.9%	85%	53.5%	-	-	-	-

Analysis (list strengths and recommendations):
Rate of administrative staff that are holding post-secondary certificates rated (75.9%) which surpassed the internal benchmark of the previous year (53.3%), illustrating the occupational development of Najran University regarding the availability of opportunities for the administrative staff to pursue their post-secondary education or that the University is keen on recruiting qualified applicants for the new positions.

* 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 administrative staff that are holding post-secondary certificates/ Total no. of administrative staff)
3. Name of the internal benchmark provider.
Performance Measurement Unit

** Explain:
1. Why this external benchmark provider was chosen?
………………………..

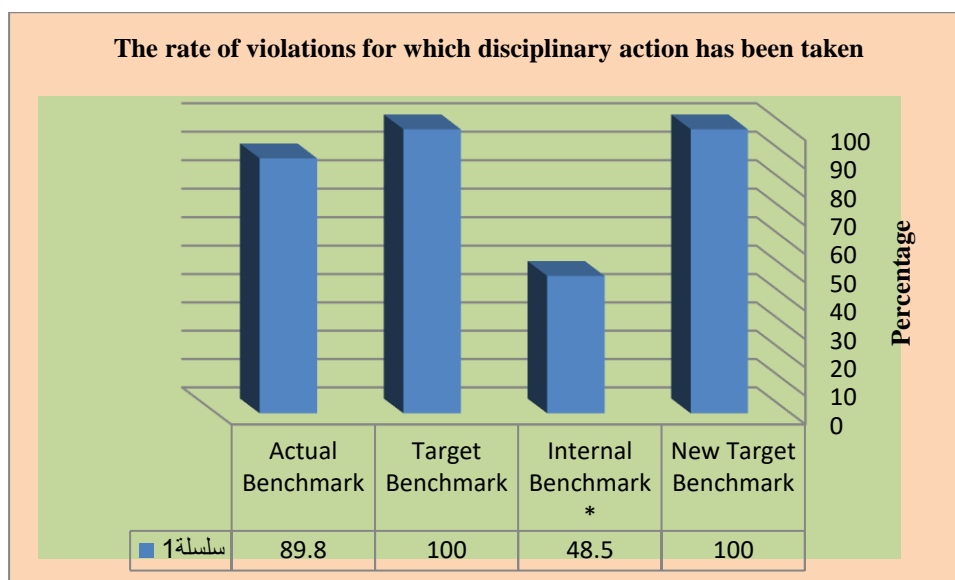2. How was the benchmark calculated?
………………………..

3. Name of the external benchmark provider.

Not available

Chart for rate of administrative staff that are holding post-secondary certificates

Rate of administrative staff that are holding post-secondary certificates

	Internal Benchmark*	Target Benchmark	Actual Benchmark
■ سلسلة1	53.5	85	75.9
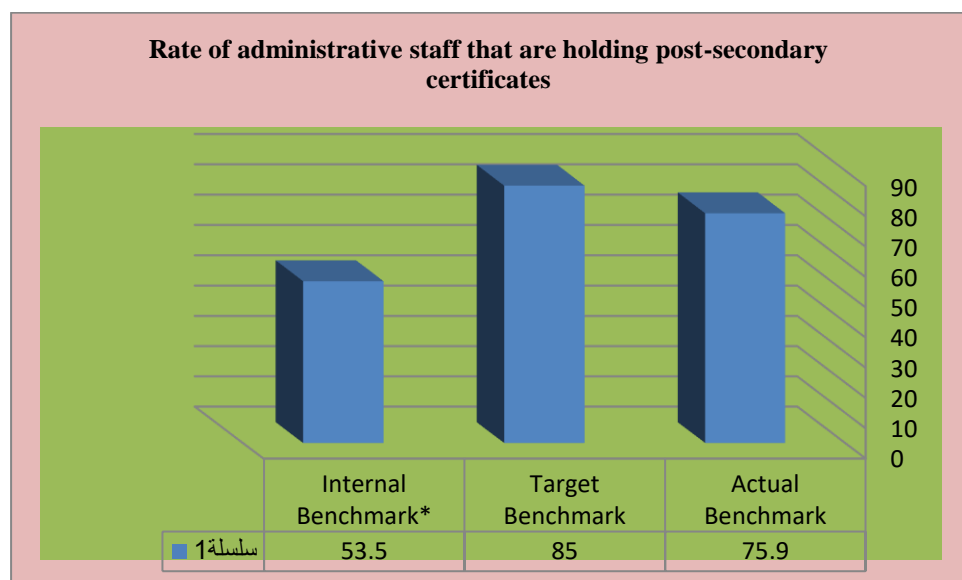
A2.5 Rate of Saudi technicians

KPI: Rate of Saudi technicians
NCAAA KPI Reference Number: __ _____
Institutional KPI Reference Number: __A2.5_____

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
100%	80%	94.1%	-	-	-	

Analysis (list strengths and recommendations):

Rate of Saudi technicians rated (100%) which is very high and surpassed the target benchmark of the plan for 2029.

* 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 Saudi technicians/ Total no. of administrative staff) .

3. Name of the internal benchmark provider.
Performance Measurement Unit

** Explain:
1. Why this external benchmark provider was chosen?

…………………………..

2. How was the benchmark calculated?
………………………..

3. Name of the external benchmark provider.
Not available

Chart for Rate of Saudi technicians

Rate of Saudi technicians

	Internal Benchmark*	Target Benchmark	Actual Benchmark
سلسلة1	94.1	80	100
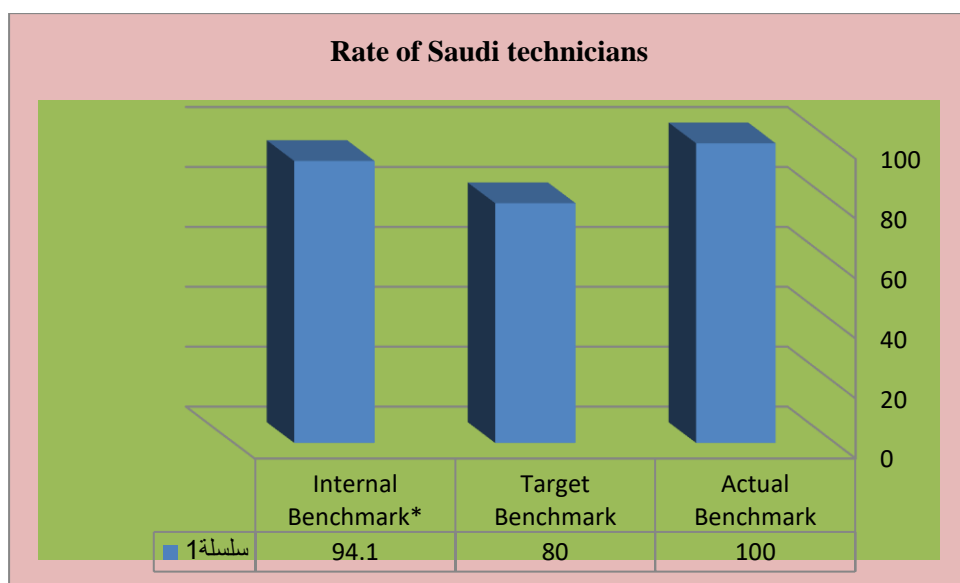
A2.6 Rate of students speaking more than language

KPI: Rate of students speaking more than language
NCAAA KPI Reference Number: __ _____
Institutional KPI Reference Number: __A2.6_____

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
42.1%	80%	45.8%	-	-	-	

Analysis (list strengths and recommendations):
Rate of students speaking more than language rated (42.1%) which is lower than the internal benchmark of the previous year (45.8%).

* 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 students speaking more than language/ Total no. of students) .

3. Name of the internal benchmark provider.
Performance Measurement Unit

** Explain:
1. Why this external benchmark provider was chosen?
………………………..

2. How was the benchmark calculated?
………………………..

3. Name of the external benchmark provider.
Not available

Rate of students speaking more than language

	Internal Benchmark*	Target Benchmark	Actual Benchmark
سلسلة1	45.8	80	42.1
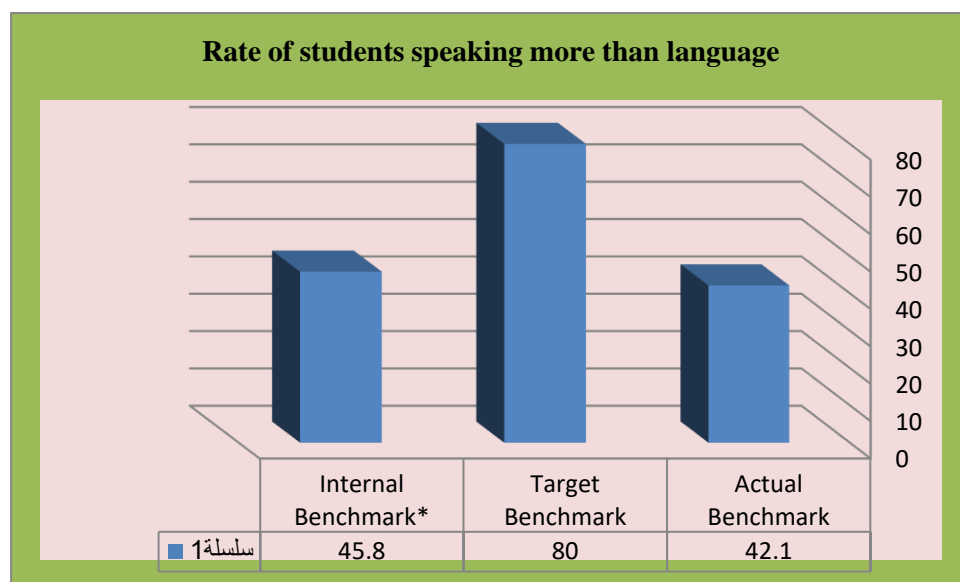
A3.3 Rate of accredited programs

KPI: Rate of accredited programs
NCAAA KPI Reference Number: __ _____
Institutional KPI Reference Number: ___A3.3_____

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
11.1%	85%	13.8%	-	-	-	

Analysis (list strengths and recommendations):
Rate of accredited programs rated (11.1%) which is lower than the internal benchmark of the

| previous year (13.8%) due to the introduction of new programs. |
|---|
| ***   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 accredited programs/ total no. of programs)

 3. Name of the internal benchmark provider.
 Performance Measurement Unit |
| **** Explain**:
 1. Why this external benchmark provider was chosen?
 ………………………..

 2. How was the benchmark calculated?
 ………………………..

 3. Name of the external benchmark provider.
 Not available |

Chart for Rate of accredited programs

Rate of accredited programs

	Internal Benchmark*	Target Benchmark	Actual Benchmark
سلسلة1	13.8	85	11.1
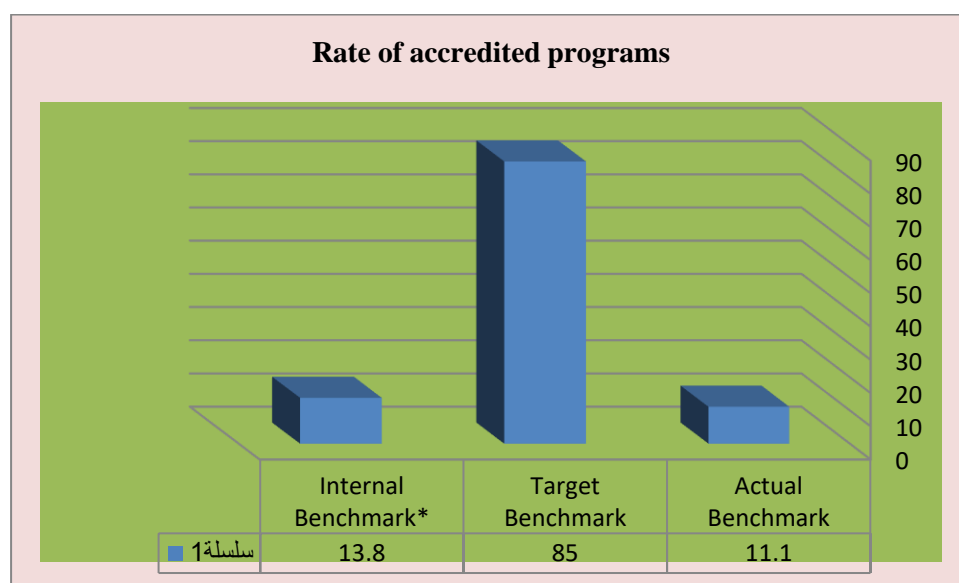
A3.4 Rate of post-graduate students and fellowships to total number of students

KPI: Rate of post-graduate students and fellowships to total number of students
NCAAA KPI Reference Number: __ _____
Institutional KPI Reference Number: ___ A3.4_____

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark

			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
1.6%	10%	1.5%	-	-	-	

Analysis (list strengths and recommendations):
Rate of post-graduate students and fellowships to total number of students rated (1.6%) which is higher the previous evaluation (1.5%), but much lower than the target benchmark. Improvement actions are required to increase value of this indicator and other indicators for the 10th strategic objective of Najran University "Enhancement of post graduate programs".

* 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 number of post-graduate students and fellowships / total no. of students)

3. Name of the internal benchmark provider.
Performance Measurement Unit

** Explain:
1. Why this external benchmark provider was chosen?
………………………..

2. How was the benchmark calculated?
………………………..

3. Name of the external benchmark provider.
Not available

Chart for rate of post-graduate students and fellowships to total number of students

Rate of post-graduate students and fellowships to total number of students

	Internal Benchmark*	Target Benchmark	Actual Benchmark
سلسلة1	1.5	10	1.6
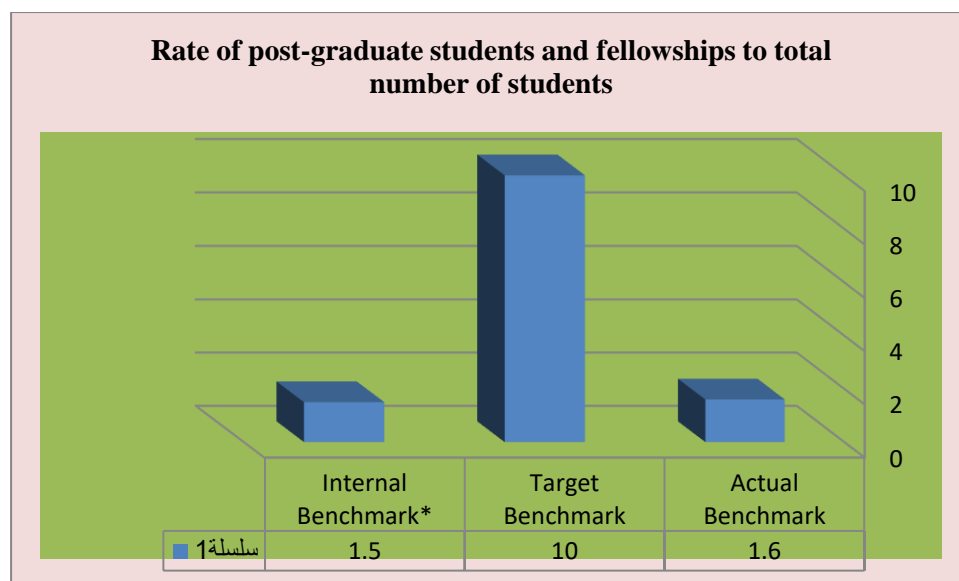
A2.9 Ratio of students to faculty in specializations of Science and Technology

KPI: Ratio of students to faculty in specializations of Science and Technology
NCAAA KPI Reference Number: __ _____
Institutional KPI Reference Number: ____ A2.9_____

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
17 : 1	17 : 1	16 : 1	-	-	-	

Analysis (list strengths and recommendations):
Rate of students to faculty in specializations of Science and Technology rated (17:1) which matches the target benchmark of the plan for 2029.

* 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 students in specializations of Science and Technology/ No. of faculty in specializations of Science and Technology)

3. Name of the internal benchmark provider.
Performance Measurement Unit

** Explain:
1. Why this external benchmark provider was chosen?
………………………..

2. How was the benchmark calculated?
………………………..

3. Name of the external benchmark provider.
Not available

Chart for rate of students to faculty in specializations of Science and Technology

Ratio of students to faculty in specializations of Science and Technology

	1
■ Actual Benchmark	1:17
■ Target Benchmark	1:17
Internal Benchmark*	1:16
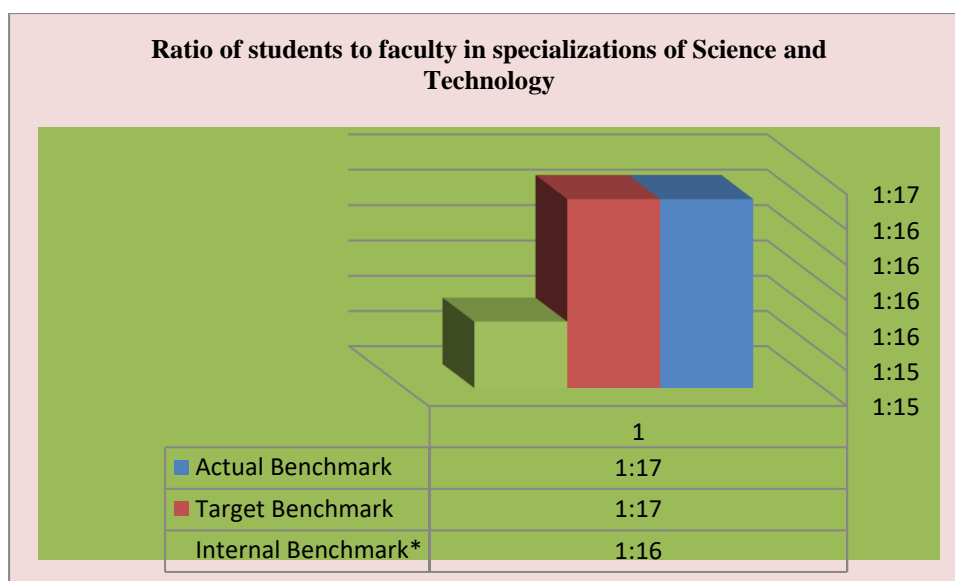
A2.8 Ratio of students to faculty in specialization of Medicine

KPI: Ratio of students to faculty in specialization of Medicine
NCAAA KPI Reference Number: __ _____
Institutional KPI Reference Number: _____ A2.8_____

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
5 : 1	10 : 1	1 : 1	-	-	-	

Analysis (list strengths and recommendations):
Rate of students to faculty in specialization of Medicine rated (5:1) which indicates that Najran University have more faculty members in specialization of medicine than required for the number of students in this specialization according to the target benchmark of the plan for 2029.

* 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 students in specialization of Medicine/No. of faculty at the College of Medicine)

3. Name of the internal benchmark provider.
Performance Measurement Unit

** Explain:
1. Why this external benchmark provider was chosen?
………………………..

2. How was the benchmark calculated?
………………………..

3. Name of the external benchmark provider.
Not available

Ratio of students to faculty in specialization of Medicine

	1
■ Actual Benchmark	1:05
■ Target Benchmark	1:10
■ Internal Benchmark*	1:01

Chart axis values: 1:12, 1:09, 1:06, 1:03, 1:00, 0:57, 0:54

A2.10 Ratio of students to faculty in other specializations

KPI: Ratio of students to faculty in other specializations
NCAAA KPI Reference Number: __ _____
Institutional KPI Reference Number: ___ A2.10_____

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
20 : 1	22 : 1	18 : 1	-	-	-	

Analysis (list strengths and recommendations):
Rate of students to faculty in other specializations rated (20:1) which means that Najran University have more faculty per student ratio than recommended according to AFAQ.

* 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 students in other specializations/ no. of faculty at the competent colleges).
3. Name of the internal benchmark provider.
Performance Measurement Unit

** Explain:

1. Why this external benchmark provider was chosen?

………………………..

2. How was the benchmark calculated?

………………………..

3. Name of the external benchmark provider.

Not available

Chart for rate of students to faculty in other specializations

Ratio of students to faculty in other specializations

	1:22
	1:20
	1:19
	1:17
	1:16
	1:14
	1
■ Actual Benchmark	1:20
■ Target Benchmark	1:22
■ Internal Benchmark*	1:18
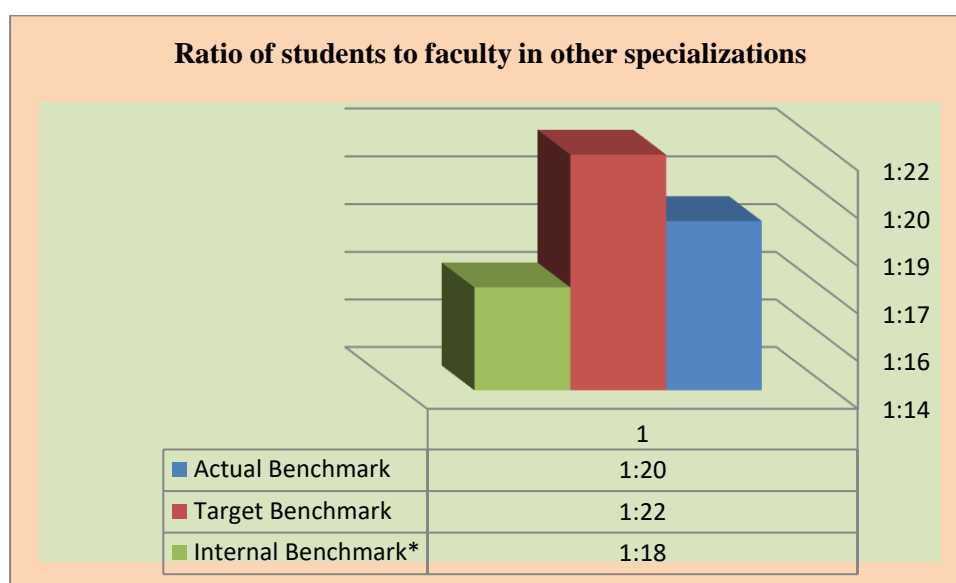
A3.1 Rate of faculty trained on the latest teaching methods and strategies

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KPI: Rate of faculty trained on the latest teaching methods and strategies
NCAAA KPI Reference Number: __ _____
Institutional KPI Reference Number: ___ A3.1 _____

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
34%	35%	53.3%	-	-	-	

Analysis (list strengths and recommendations):
Rate of faculty trained on the latest teaching methods and strategies rated (34%) which matches the target benchmark of the plan for 2029.

* 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 no. of faculty trained on the latest teaching methods and strategies/ total no. of faculty)

3. Name of the internal benchmark provider.
Performance Measurement Unit

** Explain:
1. Why this external benchmark provider was chosen?
………………………..

2. How was the benchmark calculated?
………………………..

3. Name of the external benchmark provider.
Not available

Rate of faculty trained on the latest teaching methods and strategies

	Internal Benchmark*	Target Benchmark	Actual Benchmark
سلسلة1	53.3	35	34
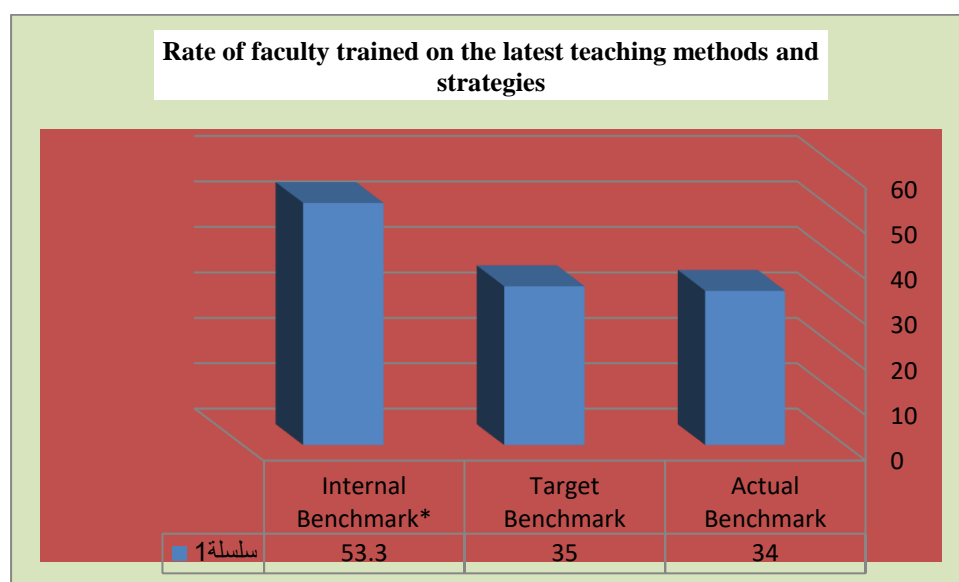
A2.7 Rate of total students to total faculty

KPI: Rate of total students to total faculty
NCAAA KPI Reference Number: __ _____
Institutional KPI Reference Number: ___ A2.7 _____

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
18 :1	20 : 1	17 : 1	-	-	-	-

Analysis (list strengths and recommendations):
Rate of total students to total faculty rated (18:1) which matches the target benchmark of the plan for 2029.

* 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 no. of students / Total no. of faculty).

3. Name of the internal benchmark provider.
Performance Measurement Unit

** Explain:
1. Why this external benchmark provider was chosen?
………………………..

2. How was the benchmark calculated?
………………………..

3. Name of the external benchmark provider.
Not available

Chart for rate of total students to total faculty
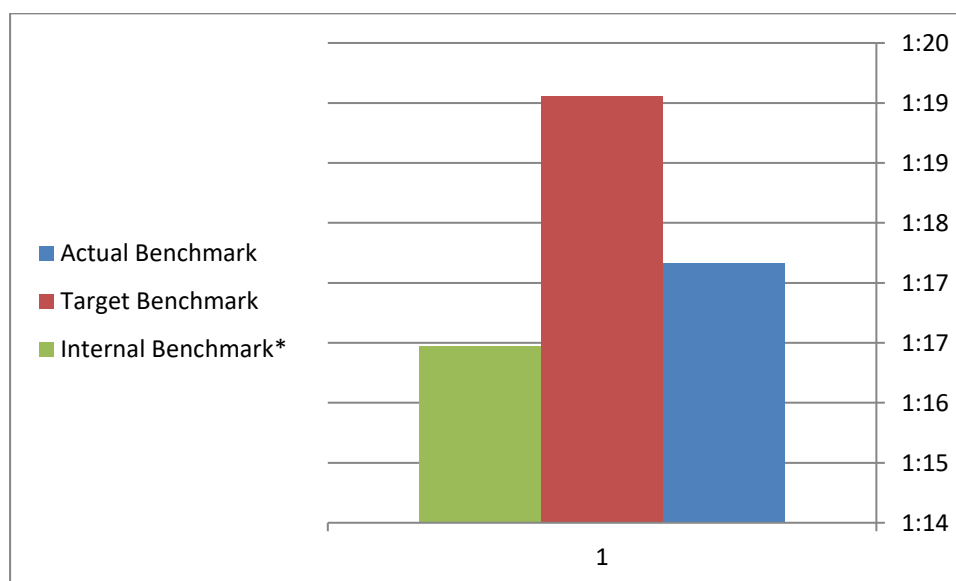
A3.2 Proportion of programs that conduct assessment tests for learning outcomes

KPI: Proportion of programs that conduct assessment tests for learning outcomes
NCAAA KPI Reference Number: __ _____
Institutional KPI Reference Number: ___A3.2_____

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	

30%	70%	29%	-	-	-	

Analysis (list strengths and recommendations):

Rate of students speaking more than language rated (30%) which is lower than the national level of the plan in 2029.

* 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?

(Proportion of programs that conduct assessment tests for learning outcomes/ total no. of programs)

3. Name of the internal benchmark provider.

Performance Measurement Unit

** Explain:

1. Why this external benchmark provider was chosen?

………………………..
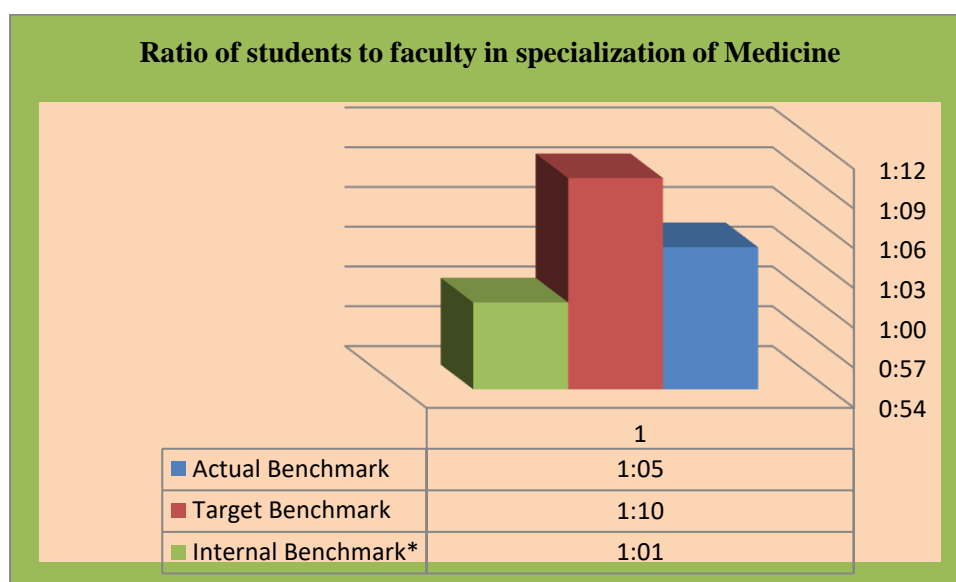
2. How was the benchmark calculated?

………………………..

3. Name of the external benchmark provider.

Not available

Chart for rate of students speaking more than language

Proportion of programs that conduct assessment tests for learning outcomes

	Internal Benchmark*	Target Benchmark	Actual Benchmark
سلسلة1	29%	70%	30%
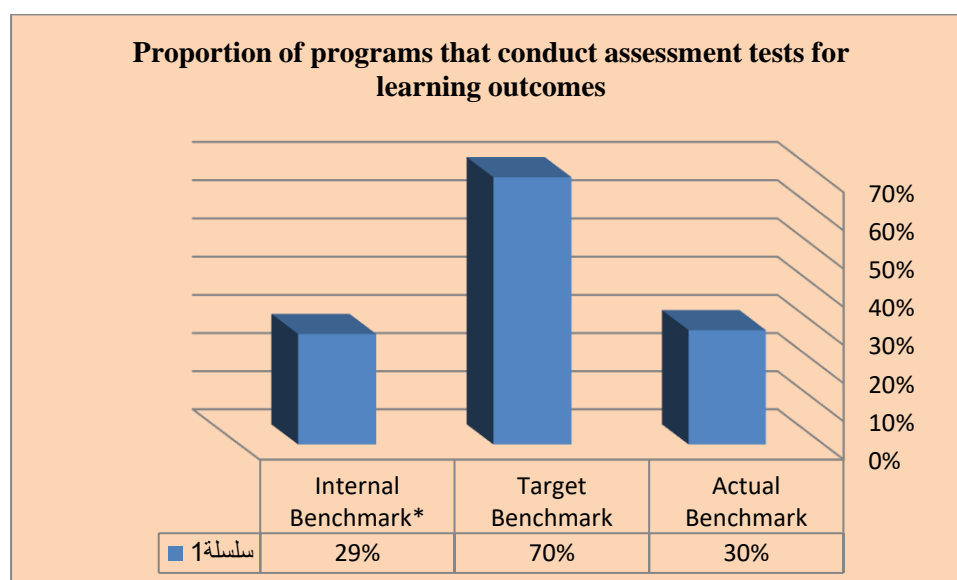
Strengths:

KPIs that achieved the target benchmark and surpassed the external/internal benchmark:

- Nu mission is greatly commenced by the beneficiaries, whether faculty, administrative staff or students.
- The administrative and academic staff are greatly satisfied with the efficiency and effectiveness of NU organizational structure.
- NU has an e-system that allows students to evaluate faculty members. It provides the faculty with the results of evaluation to be used in writing the course report and making improvement plans according to the template of the Deanship of Development and Quality.
- The learning resources (digital library) of Najran University are broadly available, supporting the scientific, mental, intellectual and cultural development of the faculty and students in the various academic programs.
- All the faculty of Najran University are Ph. D. holders who granted their Ph.D. degrees from reputable and recognized universities.
- IT services are highly commenced by the stakeholders, whether students, faculty or administrative staff.
- Facilities and equipment are broadly available according to the evaluation of stakeholders.
- The administration of scientific councils receives a high degree from the perspective of the faculty regarding the support offered to the different specializations, control making the scientific and technical decisions and fairly and objectively discussion of the issues of the departments.
- Continuous progress in achieving NU missions through the implemented projects.
- Student satisfaction with the evaluation of their academic performance was high because of fairness and objectivity.
- The faculty members of the University have a high degree of job satisfaction which positively affects their performance.
- The effectiveness of the performance of academic leaders, whether deans or heads of departments, as well as that of the administrative leaders increased, indicating adequacy of selection.
- The academic and administrative staff are satisfied with the quality of their job performance evaluation mechanisms.
- The faculty are satisfied with the performance of the Vice Rectorship, Deanship of Development and Quality and their units that are keen on assuming their assigned responsibilities according to quality standards set by the National Center for Academic Accreditation and Assessment.
- The recruiters are satisfied with the professional and personal skills of NU graduates.
- The percentage of the attitudes and requirements of using effective learning methods increased, ensuring the achievement of educational objectives and the quality of educational outcomes from the perspective of the faculty.
- Student satisfaction with health services increased.
- The decrease of the proportion of faculty who left the University for age retirement continued, indicating job stability.
- The clarity of the organizational handbook increased for NU employees.
- The percentage of the approved organizational structures of the academic and administrative units increased.
- The number of book titles to students in the libraries are available.
- The rate of borrowing books by the University stakeholders increased.

- The rate of violations for which disciplinary action has been taken increased, indicating that the University is keen on applying the policy of reward and sanction.
- The number of training courses on the development of faculty skills and knowledge increased, causing the development of their level and improvement of the educational environment at Najran University.
- The rate of student enrollment in programs of science and technology increased.
- The rate of administrative staff that are holding post-secondary certificates increased, illustrating the occupational development to which NU aspires. Additionally, the University is keen on recruiting qualified employees with a high educational level to hold positions according to their specializations.
- The rate of Saudi technicians increased compared to other nationalities, illustrating that the University is keen on empowering the Saudis to achieve Saudization in the field.
- The University is keen on developing the faculty by holding training courses on modern teaching methods.

Weaknesses

KPIs that did not achieve the target benchmark and are less than the external/internal benchmark:

- Low percentage of programs that adopt the independent opinion by experts from the University regarding the academic achievement standards during the academic year rating (33.3%), but it is higher than the preceding year (23.3%), indicating improvement to achieve the target benchmark.
- Low percentage of students entering programs who successfully completed first year and those who completed those programs in minimum time.
- Low percentage of students enrolled in post-graduate programs who completed their researches within the established time frame.
- Low percentage of student satisfaction with the library services. While the current benchmark rated (68.8%), that of the preceding year rated (57%), indicating improvement in the field.
- Low percentage of faculty participating in professional development activities at Najran University.
- Low number of faculty who published one scientific paper at least the preceding year.
- Low number and percentage of faculty participating in community service activities.
- Low percentage of the male and female administrative staff satisfaction.
- Low degree of the University investment of its facilities for community service.
- Low rate of accredited programs at the University.

Recommendations

- Activating the independent opinion system the University adopted by on-campus experts.
- Motivating the students enrolled in post-graduate programs to complete their researches within the established time frame.
- Motivating the faculty to conduct academic research in their specializations.
- Motivating the faculty to participate in community service activities through allocating a reward and distinguishing them from the other faculty by the University.
- Increasing the University investment of its facilities for community service.
- Increasing the number of the accredited programs at the University.

- **KPIs that achieved and did not achieved the target benchmark**

Code	Indicator	Actual Benchmark	Target Benchmark	Target Achieved	Improved performance	Target Not achieved
S1.1a	Teaching staff's awareness ratings of the Mission Statement	83.6%	80%	✓		
S1.1b	Students' awareness ratings of the Mission Statement	75.6%	80%			×
S1.1c	Administrative staff's awareness ratings of the Mission Statement	76.2%	80%			×
S1.1	Stakeholders' awareness ratings of the Mission Statement and Objectives (Average rating on how well the mission is known to teaching staff, and undergraduate and graduate students)	79.6%	80%			×
S2.1	Stakeholders' evaluation of the Policy Handbook, including administrative flow chart and job responsibilities.	4.18= (83.6%)	(80%) = 4	✓		
S3.1	Students' overall evaluation on the quality of their learning experiences.	3.54= 70.8%	4= 80%			×
S3.2	Proportion of courses in which student evaluations were conducted during the year.	%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%	75%			×
S4.1	Ratio of students to teaching staff (based on full time equivalent)	15:1 (average)	15: 1 (average)	✓		
S4.2	Students overall rating on the quality of their courses	77.2 %	80%			×
S4.3	Proportion of the teaching staff with verified doctoral qualifications	100%	100%	✓		
S4.4	Percentage of students entering programs who successfully complete first year.	41%	60%			×
S4.5	Proportion of students entering undergraduate programs who complete those programs in minimum time.	23.52%	50%			×
S4.6	Proportion of students entering post graduate programs who complete those programs in specified time.	18.88%	50%			×
S5.1	Ratio of students to administrative staff.	21 : 1	20 : 1			×
S5.2	Proportion of total operating funds (other than accommodation and student allowances) allocated to provision of student services	0.0007	0.0050			×
S5.3	Student evaluation of academic and career counselling.	70%	80%			×
S6.1	Stakeholder evaluation of library and media center	68.8%	80%			×
S6.3	Stakeholder evaluation of the digital library. (Learning resources)	77.8%	80%			×

Code	Indicator	Actual Benchmark	Target Benchmark	Target Achieved	Improved performance	Target Not achieved
S7.1	Annual expenditure on IT budget	4.28%	5%			×
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%	80%			×
S7.3	Stakeholder evaluation of facilities & equipment	72.2%	80%			×
S8.1	total operating expenditure (other than accommodation and student allowances) per student	15,122 SAR	20,000 SAR			×
S9.1	proportion of teaching staff leaving the institution in the past year for reasons other than age retirement	0.05	up to 10%	✓		
S9.2	Proportion of teaching staff participating in professional development activities during the past year	35.6%	50%			×
S10.2	Number of citations in refereed journals in the previous year per full time equivalent faculty members	1:1.57 =(0.63)	1:1 =(100%)			×
S10.3	Proportion of full time member of teaching staff with at least one refereed publication during the previous year.	15.5%	50%			×
S10.4	Number of papers or reports presented at academic conferences during the past year per full time equivalent faculty members	(.06)	(0.20)			×
S10.6	Proportion of the total, annual operational budget dedicated to research	0.50%	1.0%			×
S11.1	Proportion of full time teaching and other staff actively engaged in community service activities	26.4%	50.0%			×
S11.2	Number of community education programs provided as a proportion of the Number of department	1:1.36 = (.74)	2:1 = (2.0)	✓		
NU1.1	Percentage of faculty satisfaction with NU mission and objectives.	86.2%	80%	✓		
NU1.2	Proportion of administrative staff's satisfaction with NU mission.	87.17%	80%	✓		
NU1.3	Proportion of student satisfaction with NU mission.	88.44%	80%	✓		
NU1.4	Proportion of stakeholders' satisfaction with NU mission.	95.8%	80%	✓		
Nu7.2	Proportion of job description clarity for all NU employees.	(83.6%)	(85%)			×
NU7.3	Proportion of male and female administrative staff satisfaction with adequacy and effectiveness of administrative leaders.	70.8%	75%			×
NU3.5	Proportion of faculty satisfaction with the scientific councils' performance	90.6%	90%	✓		
NU1.5	Proportion of annual increase in achieving NU mission through the proportion of achieving NU strategic objectives.	17.9%	15%	✓		
NU1.6	Proportion of academic programs that measure the skills of undergraduate students before graduation.	30 %	50%			×
NU2.2	Satisfaction of students with the fairness and objectivity of Exams	78.2 %	80%			×
NU6.3	Proportion of students that evaluated their courses	100 %	100%	✓		

Code	Indicator	Actual Benchmark	Target Benchmark	Target Achieved	Improved performance	Target Not achieved
NU3.3	Proportion of faculty trained on the latest teaching methods and strategies.	36%	50%			×
NU7.8	Proportion of job satisfaction among teaching staff.	80.2%	85%			×
NU7.9	Proportion of job satisfaction among male and female administrative staff.	61.2%	80%			×
NU3.8	Proportion of faculty satisfaction with the adequacy and effectiveness of academic leaders (Deans).	77.6%	80%			×
NU3.7	Proportion of faculty satisfaction with the adequacy and effectiveness of academic leaders (Head of Departments).	77.6%	80%			×
NU1.10	Proportion of faculty satisfaction with the performance of Vice Rector ship for Development and Quality	77.8%	80%			×
NU1. 9	Proportion of faculty satisfaction with the performance of the units of Vice Rector ship for Development and Quality	74.4%	%80			×
NU1.11	Proportion of faculty satisfaction with the performance of Deanship for Development and Quality	74.6%	80%			×
NU3.6	Proportion of faculty satisfaction with the quality of evaluation procedures adopted in NU.	75.2%	80%			×
NU1.7	Proportion of academic programs evaluated by NU faculty.	75.2%	80%			×
NU2.1	Proportion of quality of e-courses evaluated by NU students.	76.9%	80%			×
NU6.6	Proportion of student satisfaction with the services provided by Deanship of Admission and Registration.	74.2%	80%			×
NU8.1	Proportion of stakeholders' satisfaction and labor market with the level of alumni skills.	83.5%	85%			×
NU4.2	Proportion of administrative leaders' satisfaction with facilities and equipment.	65.4%	80%			×
NU4.3	Proportion of academic leaders' satisfaction with facilities and equipment.	66.8%	80%			×
NU3.9	Proportion of evaluating NU role in encouraging scientific research from the perspective of faculty.	72.4%	80%			×
NU11.3	Proportion of University investment of its potential in community service from the perspective of academic leaders.	74%	80%			×
NU11.2	Proportion of University investment of its potential in community service from the perspective of administrative leaders.	71.2%	80%			×
NU11.1	Proportion of University investment of its potential in community service from the perspective of faculty members.	69.6%	80%			×
NU6.5	Proportion of faculty satisfaction with the availability of requirements effective teaching strategies.	75.4%	%80			×
NU3.1	Proportion of evaluating of attitudes of using effective teaching methods from the perspective of faculty.	90.6%	95%			×
NU6.2	Proportion of practicing effective teaching activities by faculty from the perspective of students.	73.6%	80%			×
NU7.6	Proportion of efficacy of financial resources from the perspective of faculty.	73.2%	80%			×
NU1.12	Proportion of academic leaders' satisfaction with the performance of vice rector ship for academic affairs.	70.2%	80%			×
NU6.4	Proportion of student satisfaction with health services.	78%	80%			×

Code	Indicator	Actual Benchmark	Target Benchmark	Target Achieved	Improved performance	Target Not achieved
Nu7.3	Proportion of administrative staff's satisfaction with the effectiveness of administrative leadership.	74.6%	75%			×
NU7.7	Proportion of administrative staff's satisfaction with the standards that monitor and evaluate their performance.	88%	90%			×
NU3.10	Proportion of faculty satisfaction with the usefulness and significance of training courses and workshops (Measuring the training effect)	70%	80%			×
NU3.11	Proportion of Department heads' satisfaction with the usefulness and significance of training courses and workshops (Measuring the training effect)	73.2%	80%			×
NU7.4	Proportion of administrative staff's satisfaction with the usefulness and significance of training courses and workshops (Measuring the training effect)	72.8%	80%			×
NU7.5	Proportion of administrative leaders' satisfaction with the usefulness and significance of training courses and workshops (Measuring the training effect)	67.6%	80%			×
NU7.11	Proportion of administrative leaders' satisfaction with the standards that monitor and evaluate the performance of administrative staff.	76.6%	80%			×
NU4.1	Proportion of faculty satisfaction with facilities and equipment.	72.2%	%80			×
NU1.8	Proportion of final-year students' satisfaction with programs' evaluation.	75.4%	80%			×
NU7.1	Rate of approved organizational structures to administrative and academic units of NU.	100%	100%	✓		
NU3.4	Rate of Full Professors to Associate Professors to Assistant Professors.	Professor : Associate Professor 1:4.51 Professor : Assist. Professor 1:13.21 Associate Professor : Assist. Professor 1 : 2.93	Professor: Associate Professor 1 : 2 Professor: Assist. Professor 1 : 3 Associate Professor: Assist. Professor 1 : 1.5			×
NU5.3	Number of book titles to students	1.5 :1	1 :10	✓		
NU3.3	Proportion of training courses held annually by the University to improve the skills of faculty.	322%	10% annual increase	✓		
NU5.1	Proportion of increase in the rate of borrowing books.	79.6%	Annual 20% increase	✓		
NU3.2	The rate of violations for which disciplinary action has been taken.	89.8%	100%			×
NU7.2	Indicator for clarity rate of the organizational handbook for NU employees.	83.6%	80%	✓		
A1.1	Rate of enrollment in programs of science and technology.	42.7%	40%	✓		
A2.1	Rate of faculty in specializations of Science and Technology	45.5%	50%			×

Code	Indicator	Actual Benchmark	Target Benchmark	Target Achieved	Improved performance	Target Not achieved
A2.2	Rate of faculty holding Ph. D.	46.2%	70%			×
A2.3	Rate of contractees faculty (Non-Saudis)	52.9%	35%			×
A2.4	Rate of administrative staff that are holding post-secondary certificates.	75.9%	85%			×
A2.5	Rate of Saudi technicians.	100%	80%	✓		
A2.6	Rate of students speaking more than language.	42.1%	80%			×
A3.3	Rate of accredited programs.	11.1%	85%			×
A3.4	Rate of post-graduate students and fellowships to total number of students.	1.6%	10%			×
A2.9	Rate of students to faculty in specializations of Science and Technology.	17 : 1	17 : 1	✓		
A2.8	Rate of students to faculty in specialization of Medicine.	5 : 1	10 : 1			×
A2.10	Rate of students to faculty in other specializations.	20 : 1	22 : 1			×
A3.1	Rate of faculty trained on the latest teaching methods and strategies.	34%	35%			×
A3.2	Proportion of programs that conduct assessment tests for learning outcomes.	30%	70%			×
A2.7	Rate of total students to total faculty.	18 : 1	20 : 1			×

- **Gender differences in some performance indicators (KPIs)**

Code	Indicator	Actual Benchmark	Target Benchmark	male	female
S1.1a	Teaching staff's awareness ratings of the Mission Statement	83.6%	80%	83.8	82.6
S1.1b	Students' awareness ratings of the Mission Statement	75.6%	80%	75.2	76.6
S1.1c	Administrative staff's awareness ratings of the Mission Statement	76.2%	80%	76.4	75.2
S2.1	Stakeholders' evaluation of the Policy Handbook, including administrative flow chart and job responsibilities.	4.18= (83.6%)	(80%) = 4	83.2	84.4
S3.1	Students' overall evaluation on the quality of their learning experiences.	3.54= 70.8%	4= 80%	71.4	70.6
S4.2	Students overall rating on the quality of their courses	77.2 %	80%	79.6	75.8
S5.3	Student evaluation of academic and career counselling.	70%	80%	73.6	65.2
S6.1	Stakeholder evaluation of library and media center	68.8%	80%	65.8	70
S6.3	Stakeholder evaluation of the digital library. (Learning resources)	77.8%	80%	78.2	76.6
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%	80%	79.6	79.4
S7.3	Stakeholder evaluation of facilities & equipment	72.2%	80%	75.4	67

Nu7.2	Proportion of job description clarity for all NU employees.	(83.6%)	(85%)	83.2	84.4
NU7.3	Proportion of male and female administrative staff satisfaction with adequacy and effectiveness of administrative leaders.	74.6%	75%	74.8	74.6
NU3.5	Proportion of faculty satisfaction with the scientific councils' performance	90.6%	90%	91.6	87.6
NU7.8	Proportion of job satisfaction among teaching staff.	80.2%	85%	81.4	77.2
NU7.9	Proportion of job satisfaction among male and female administrative staff.	61.2%	80%	61.6	60.2
NU3.8	Proportion of faculty satisfaction with the adequacy and effectiveness of academic leaders (Deans).	77.6%	80%	77.6	78.6
NU3.7	Proportion of faculty satisfaction with the adequacy and effectiveness of academic leaders (Head of Departments).	77.6%	80%	77.2	79
NU1.10	Proportion of faculty satisfaction with the performance of Vice Rector ship for Development and Quality	77.8%	80%	77.8	77
NU1. 9	Proportion of faculty satisfaction with the performance of the units of Vice Rector ship for Development and Quality	74.4%	%80	74	75.2
NU1.11	Proportion of faculty satisfaction with the performance of Deanship for Development and Quality	74.6%	80%	75	73
NU3.6	Proportion of faculty satisfaction with the quality of evaluation procedures adopted in NU.	75.2%	80%	75.6	74.4
NU2.1	Proportion of quality of e-courses evaluated by NU students.	76.9%	80%	78.9	76.3
NU6.6	Proportion of student satisfaction with the services provided by Deanship of Admission and Registration.	74.2%	80%	77.6	73.2
NU3.9	Proportion of evaluating NU role in encouraging scientific research from the perspective of faculty.	72.4%	80%	74.8	68.4
NU11.1	Proportion of University investment of its potential in community service from the perspective of faculty members.	69.6%	80%	70.8	66.8
NU6.5	Proportion of faculty satisfaction with the availability of requirements effective teaching strategies.	69.8%	%80	71.6	63.8
NU3.1	Proportion of evaluating of attitudes of using effective teaching methods from the perspective of faculty.	90.6%	95%	89.4	91.6
NU6.2	Proportion of practicing effective teaching activities by faculty from the perspective of students.	73.6%	80%	77.6	72.2
NU7.6	Proportion of efficacy of financial resources from the perspective of faculty.	73.2%	80%	73.8	70.8
NU1.12	Proportion of academic leaders' satisfaction with the performance of vice rector ship for academic affairs.	70.2%	80%	69	71.4
NU6.4	Proportion of student satisfaction with health services.	78%	80%	77.2	80
NU3.10	Proportion of faculty satisfaction with the usefulness and significance of training courses and workshops (Measuring the training effect)	70%	80%	70	69.8
NU4.1	Proportion of faculty satisfaction with facilities and equipment.	72.2%	%80	75.4	67
NU1.8	Proportion of final-year students' satisfaction with programs' evaluation.	75.4%	80%	74.2	76.2
NU1.7	Proportion of academic programs evaluated by NU faculty.	75.2	80%	75.8	73.2

Comparison of Key Performance Indicators in Najran and Sharoura Campuses

Program of Mathematics

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark**	New Target Benchmark
S1.1	Stakeholders' awareness ratings of the Mission Statement and Objectives (average rating on how well the mission is known to teaching staff, and undergraduate and graduate students, respectively, on a five-point scale in an annual survey).	Najran	Mathematics	Males	74.8				
				Females	70				
				Total	73	85	77.7	-	-
		Sharoura	Mathematics	Males	80				
				Females	80				
				Total	80	80	80	-	85

Analysis (list strengths and recommendations):

Stakeholders' awareness of the mission statement and objective rated (73%) in Najran which was lower than stakeholders' awareness of the mission statement and objective in Sharoura that rated (80%). Therefore, more actions shall be taken to enhance the awareness of the mission statement and objectives at Najran University compared to Najran campus, utilizing all possible means, whether electronic via e-publishing to the University website or paper (flayers, banners... etc.). As a strength, all the employees of the program participated in formulating the mission statement and objectives. In addition, the stakeholders were surveyed to make sure that the university statement meets their needs and desires. A plan was made to circulate the mission to all university employees and making an annual report submitted to the department council on all achievements of circulating the mission. Regarding the differences between the males and females, they were in favor of the males. The table shows that the males rated (74.8%) and the females rated (70%). However, there were no differences between the males and the females in Sharoura.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark**	New Target Benchmark
S2.1	Stakeholder	Najran	Mathematic	Males	70				

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
	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).		s	Females	73				
				Total	72	80	74.6	-	80
		Sharoura	Mathematics	Males	80				
				Females	80				
				Total	80	-	-	-	-

Analysis (list strengths and recommendations):

Stakeholder evaluation of the policy handbook, including administrative flow chart and job responsibilities rated (72%) in Najran that was lower than this evaluation in Sharoura campus that rated (80%). Therefore, further measures shall be taken to improve stakeholder evaluation of the policy handbook, including administrative flow chart and job responsibilities in Najran campus, utilizing all possible means, whether electronic via e-publishing to the University website or paper (flayers, banners...etc.). Male and female differences were in favor of females. The table shows that the females achieved (73%), while males achieved (70%) in Najran campus. There were no differences in Sharoura campus.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S3.1	Students' overall evaluation on the quality of	Najran	Mathematics	Males	79				
				Females	65				
				Total	72	85	78.8	-	85
		Sharour	Mathematic	Males	75				

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark**	New Target Benchmark
	their learning experiences (average rating of the overall quality on a five-point scale in an annual survey of final year students)	a	s	Females	68				
				Total	72	75	68	-	80

Analysis (list strengths and recommendations):

Students' overall evaluation on the quality of their learning experiences rated (72%) in Najran campus, which agreed with the percentage of evaluation in Sharoura. However, it did not achieve the target benchmark of (80%). Accordingly, further actions shall be taken to activate the satisfactory measurement of the learning outcomes to early determine the imbalance in the experiences of the students during their study period. Additionally, academic advising shall be activated, facilities and equipment shall be utilized in the educational process, and the theoretical aspects shall be employed as life situations to give students learning experience and to make learning meaningful. Male and female differences were in favor of the males, as shown in the table where males achieved (79%) and females achieved (65%) in Najran campus. In Sharoura campus, the differences favored the males who achieved (75%), while the females achieved (69%).

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark**	New Target Benchmark
S3.2	Proportion of courses in which student evaluations were conducted during the year.	Najran	Mathematics	Males	100%				
				Females	100%				
				Total	100%	100%	100%	-	100%
		Sharoura	Mathematics	Males	100%				
				Females	100%				
				Total	100%	100%	100%	-	100%

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark

Analysis (list strengths and recommendations):

Student evaluation of the courses rated (100%) in all courses, colleges, and programs of the university, which is a strength in this indicator. The university adopted a package of measures after many meetings and studies that student evaluation of the courses and teaching performance of the faculty in the academic system at the Deanship of Admission and Registration. That is, obtaining the result of the course was related to the evaluation of the course taught, stressing the importance and effective role of evaluation in improving the teaching process, either in the course, approach, methods of teaching and evaluation, and equipment required for improving the teaching process through educational publications for students of the faculty members.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S4.1	Ratio of students to teaching staff (based on full time equivalents)	Najran	Mathematics	Males	1: 37				
				Females	1: 54				
				Total	1: 45	1: 30	1: 17	-	1: 30
		Sharoura	Mathematics	Males	1: 7				
				Females	1: No. 4				
				Total	1: 6	1: 25	1: No. 4	-	1: 8

Analysis (list strengths and recommendations):

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark**	New Target Benchmark

The ratio of students to faculty in Najran campus was (45:1) which is incompatible with the ratio of the general indicator of courses (15: 1), which was negatively reflected on the role of the faculty in offering effective learning. In turn, it was reflected on student acquisition of the required professional and educational competences to obtain the competence of the educational process and distinctiveness of students and graduates. In Sharoura, it rated (6: 1) which is compatible with the target benchmark. In the female section, the ratio was (4: 1) which is compatible with the target benchmark, while it rated (7: 1) for the males in Sharoura. In Najran, the males rated (37: 1) which is incompatible with the target benchmark and the same applies for the females.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S4.2	Students overall rating on the quality of their courses (average rating of students on a five-point scale on overall	Najran	Mathematics	Males	60				
				Females	80				
				Total	70	80	75.8	-	80
		Sharoura	Mathematics	Males	86.4				
				Females	76.4				
				Total	81.4	80	81.4	-	81.2

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
	evaluation of courses.)								

Analysis (list strengths and recommendations):

Students overall rating on the quality of their courses achieved (70%) in Najran campus which is not less than the rating in Sharoura that rated (81.4%). Therefore, further measures shall be taken to enhance this ration in Najran campus to achieve the target benchmark. Male and female differences were in favor of the females, as shown in the table where females rated (80%) and males rated (60%) in Najran campus. In Sharoura campus, the differences favored the males who rated (86.4%), while the females rated (76.4%).

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S4.3	Proportion of teaching staff with verified doctoral qualifications.	Najran	Mathematics	Males	95				
				Females	-				
				Total	67	80	44.4	-	80
		Sharoura	Mathematics	Males	63				
				Females	11				
				Total	37	70	39	-	45

Analysis (list strengths and recommendations):

The proportion of faculty members with verified doctoral qualifications rated (67%) in Najran campus, which is higher the same proportion in Sharoura campus that rated (37%). As a result,

Cod e	KPI	Locatio n	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k

further measures shall be taken to increase this proportion in Sharoura campus. Male and female differences were in favor of the males, as shown in the table where the males achieved (95%) and the females achieved nothing in Najran campus. In Sharoura campus, the differences favored the males who achieved (63%), while the females achieved (11%).

Cod e	KPI	Locatio n	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
S4.4	Percentage of students entering programs who successfull y complete first year.	Najran	Mathematic s	Males	12%				
				Female s	32%				
				Total	22%	30%	20%	-	30%
		Sharour a	Mathematic s	Males	40%				
				Female s	90%				
				Total	65%	80%	60%	-	80%

Analysis (list strengths and recommendations):

The percentage of students entering programs who successfully complete first year was (22%) in Najran campus which was significantly less the same percentage in Sharoura campus that rated (65%). This may be due to the situations in the Southern Border. Accordingly, further measures shall be taken to increase the percentage of students who successfully complete first year in Najran campus. Male and female differences were in favor of the females, as shown in the table where females achieved (32%) and males achieved (12%) in Najran campus. In Sharoura campus, the differences favored the females who achieved (90%), while the males achieved (40%).

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark**	New Target Benchmark

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark**	New Target Benchmark
S4.5	Graduation rate for undergraduate students: Proportion of students entering undergraduate programs who complete those programs in minimum time.	Najran	Mathematics	Males	20%				
				Females	15%				
				Total	18%	25%	12%	-	25%
		Sharoura	Mathematics	Males	-				
				Females	90%				
				Total	90%	70%	90%	-	-

Analysis (list strengths and recommendations):

The proportion of students entering undergraduate programs who complete those programs in minimum time was (18%) in Najran campus, which was less than the same proportion in Sharoura campus that rated (90%). Therefore, further measures shall be taken to increase the proportion of students entering undergraduate programs who complete those programs in minimum time in Najran campus and to reduce the negative effects of the current situation in the Northern border that primarily caused this decrease. Male and female differences were in favor of the males, as shown in the table where males achieved (20%) and females achieved (15%) in Najran campus. In Sharoura campus, the differences favored the females who achieved

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark

(90%), while the males achieved nothing.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S5.3	Student evaluation of academic and career counselling (average rating on the adequacy of academic and career counselling on a five- point scale in an annual survey of final year students.)	Najran	Mathematics	Males	79.4				
				Females	78				
				Total	79	80	89	-	85
		Sharoura	Mathematics	Males	82				
				Females	90				
				Total	86	80	86	-	90

Analysis (list strengths and recommendations):

The student evaluation of academic and career counselling rated (79%) which was lower than student evaluation of academic and career counselling in Sharoura campus that rated (86%). Both were higher than the target benchmark that rated (80%) in Sharoura campus. However, further measures shall be taken to maintain this high high ration in Najran or Sharoura campus. Male and female differences were in favor of the males, as shown in the table where males achieved (79.4%) and females achieved (78%) in Najran

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark

campus. In Sharoura campus, the differences favored the males who achieved (90%), while the females achieved (82%).

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S.6.3	Stakeholder evaluation of the digital library (average overall rating of the adequacy of the digital library).	Najran	Mathematics	Males	30.27				
				Females	59				
				Total	45	60	76.6	-	60
		Sharoura	Mathematics	Males	62				
				Females	90				
				Total	76	75	76	-	80

Analysis (list strengths and recommendations):

Stakeholder evaluation of the digital library rated (45%) in Najran campus which was lower than stakeholder evaluation of the digital library in Sharoura campus that rated (76%). Both were lower than the target benchmark. Therefore, further measures shall be taken in Najran and Sharoura campuses by holding training courses for the stakeholders that may help give them skills that help benefit and utilize the digital library. Male and female differences were in favor of the females, as shown in the table where females achieved (59%) and males achieved (30.27%) in Najran campus. In Sharoura campus, the differences favored the males who achieved (90%), while the females achieved (62%).
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Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark**	New Target Benchmark

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark**	New Target Benchmark
S7.3	Stakeholder evaluation of facilities & equipment	Najran	Mathematics	Males	85				
				Females	75				
				Total	80	90	75.7	-	95
		Sharoura	Mathematics	Males	67				
				Females	90				
				Total	79	80	79	-	80

Analysis (list strengths and recommendations):
stakeholder evaluation of facilities and equipment rated (80%) in Najran campus which surpassed stakeholder evaluation in Sharoura campus that rated (79%). Therefore, further measures shall be taken to increase this percentage, especially in Sharoura campus to achieve the target benchmark of (80%). Male and female differences were in favor of the males, as shown in the table where males achieved (85%) and females achieved (75%) in Najran campus. In Sharoura campus, the differences favored the females who achieved (90%), while the males achieved (67%).

Cod e	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark**	New Target Benchmark
S9.1	Proportion of teaching staff leaving the institution in the past year for reasons other than age of retirement .	Najran	Mathematics	Males	0				
				Females	8%				
				Total	8%	0	0	-	0
		Sharoura	Mathematics	Males	11%				
				Females	0				
				Total	11%	Less than 10%	11%	-	10%

Analysis (list strengths and recommendations):
The proportion of faculty leaving the institution in the past year for reasons other than the age of retirement was (8%) in Najran campus, which was lower than the proportion of the faculty leaving the institution in the past year for reasons other than the age of retirement in Sharoura campus that rated (11%). Consequently, further measures shall be taken to reduce this proportion in Sharoura campus and to determine the other reasons in Sharoura campus. While male and female differences favored the females in Najran campus, they favored the males in Sharoura campus.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark**	New Target Benchmark
S9.2	Proportion of teaching staff participating in professional development activities during the past year.	Najran	Mathematics	Males	100				
				Females	100%				
				Total	100%	100%	76.6%	-	100%
		Sharoura	Mathematics	Males	-				
				Females	-				
				Total	-	-			

Analysis (list strengths and recommendations):
The faculty participating in professional development activities during the past year rated (100%) in Najran campus, while the faculty of Sharoura campus did not achieve any significant proportion in this indicator. This was particular to the members of this program. Therefore, further measures shall be taken to enhance the participation of the faculty in Sharoura campus. Furthermore, there were no differences between the males and females.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark**	New Target Benchmark
S10.1	Number of refereed publications in the previous year per full time equivalent teaching staff	Najran	Mathematics	Males	21				
				Females	0				
				Total	21	17	20	-	25
		Sharoura	Mathematics	Males	1				
				Females	0				
				Total	1	2: 1	3: 1	-	2: 1

Analysis (list strengths and recommendations):

Refereed publications in the previous year per full-time faculty numbered (21) in Najran campus and this was higher than the number of referred publications in Sharoura campus (1 only). Accordingly, further measures shall be taken to increase this number in Sharoura campus. The table shows that male and female differences were in favor of the males who scored (21), while the females scored none in both Najran and Sharoura campuses.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark**	New Target Benchmark
S10.2	Number of citations in refereed journals in the	Najran	Mathematics	Males	36				
				Females	0				
				Total	36	21	36	-	40
		Sharoura	Mathematics	Males					
				Females					

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark**	New Target Benchmark
	previous year per full time equivalent faculty members			Total					

Analysis (list strengths and recommendations):

The citations in refereed journals in the previous year per full-time equivalent faculty members numbered (36) in Najran campus that was higher than the citations in refereed journals in the previous year per full-time equivalent faculty members in Sharoura campus where no citations were registered. Accordingly, further measures shall be taken to increase this ratio, especially in Sharoura campus. The table shows that male and female differences were in favor of the males who scored (36), while the females scored (3).

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark**	New Target Benchmark
S10.3	Proportion of full-time member of teaching staff with at least one refereed	Najran	Mathematics	Males	70%				
				Females	0				
				Total	70%	60%	60%	-	75%
		Sharoura	Mathematics	Males					
				Females					
				Total					

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
	publication during the previous year.								

Analysis (list strengths and recommendations):

The proportion of full-time member faculty members with at least one refereed publication during the previous year rated (60%) in Najran campus which was higher than that of Sharoura campus. Therefore, further measures shall be taken to increase this proportion in Sharoura campus. The table shows that male and female differences were in favor of the males who achieved (70%), while the females scored none.

Arabic Language Program

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S1.1	Stakeholders' awareness ratings of the Mission Statement and Objectives (average	Najran	Arabic Language	Males	78.73	80	72.8		80
				Females	76.2				
				Total	77.47				
		Sharoura	Arabic Language	Males	-				
				Females	-				
				Total	77.47	80	75	-	80

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark**	New Target Benchmark
	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).								

Analysis (list strengths and recommendations):

Stakeholders' awareness of the mission statement and objective rated (77.47%) in both Najran and Sharoura campuses, but they were lower than the target benchmark (80%). Therefore, further measures shall be taken to enhance the awareness of the mission statement and objectives at Najran University, utilizing all possible means, whether electronic via e-publishing to the University website or paper (flayers, banners...etc.) . The table shows that male and female differences were in favor of the males who achieved (78.73%), while the females achieved (76.2%).

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark**	New Target Benchmark
S2.1	Stakeholder evaluation of the Policy Handbook, including administrative flow chart and job responsibilities (average rating on the adequacy of	Najran	Arabic Language	Males	73.85	75	88	-	75
				Females	68.81				
				Total	71.33				
		Sharoura	Arabic Language	Males	-				
				Females	-				
				Total	80	80	80.5	-	85

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark**	New Target Benchmark
	the Policy Handbook on a five-point scale in an annual survey of teaching staff and final year students).								

Analysis (list strengths and recommendations):

Stakeholder evaluation of the policy handbook, including administrative flow chart and job responsibilities rated (71.33%) in Najran campus, while it rated (80%) in Sharoura campus. Therefore, more actions shall be taken to improve stakeholder evaluation of the policy handbook, including administrative flow chart and job responsibilities in Najran campus, utilizing all possible means, whether electronic via e-publishing to the University website or paper (flayers, banners...etc.).   The table shows that male and female differences were in favor of the males who achieved (73.85%), while the females achieved (68.33%).

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S3.1	Students' overall evaluation on the quality of their learning experiences (average rating of the overall quality on a five-point	Najran	Arabic Language	Males	84.3	80	76	-	80
				Females	65.31				
				Total	74.76				
		Sharoura	Arabic Language	Males	-				
				Females	-				
				Total	80	80	90	-	85

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
	scale in an annual survey of final year students)								

Analysis (list strengths and recommendations):

Students' overall evaluation on the quality of their learning experiences rated (74.76%) in Najran campus, which was lower than the percentage of evaluation in Sharoura campus that rated (80%). Accordingly, further measures shall be taken to activate the satisfactory measurement of the learning outcomes to early determine the imbalance in the experiences of the students during their study period. Additionally, academic advising shall be activated, facilities and equipment shall be utilized in the educational process, and the theoretical aspects shall be employed as life situations to give students learning experience and to make learning meaningful. The table shows that male and female differences were in favor of the males who achieved (84.3%), while the females achieved (65.31%).

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S3.2	Proportion of courses in which student evaluations were conducted during the year.	Najran	Arabic Language	Males	100%	100%	100%		100%
				Females	100%				
				Total	100%				
		Sharoura	Arabic Language	Males	100%				
				Females	100%	100%	100%		100%
				Total	100%				

Analysis (list strengths and recommendations):

Student evaluation of the courses rated (100%) in all courses, colleges, and programs of the university,

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark

which is a strength in this indicator. The university adopted a package of measures after many meetings and studies that student evaluation of the courses and teaching performance of the faculty in the academic system at the Deanship of Admission and Registration. That is, obtaining the result of the course was related to the evaluation of the course taught, stressing the importance and effective role of evaluation in improving the teaching process, either in the course, approach, methods of teaching and evaluation, and equipment required for improving the teaching process through educational publications for students of the faculty members.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S4.1	Ratio of students to teaching staff (based on full-time equivalents)	Najran	Arabic Language	Males	1: 14	1: 20	1: 10		1: 20
				Females	1: 17				
				Total	1: 15				
		Sharoura	Arabic Language	Males	-				
				Females	-	1: 10	1: 6		1: 10
				Total	1: 10				

Analysis (list strengths and recommendations):

The ratio of students to faculty in Najran campus was (14:1) which compatible with the ratio of the target benchmark of courses (15: 1), that allows the faculty to offer effective learning. In turn, it was reflected on student acquisition of the required professional and educational competences to obtain the competence of the educational process and distinctiveness of students and graduates. In Sharoura, it rated (10: 1) which

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark

matched the target benchmark. In the female section, the ratio was (17: 1) and it was (14: 1) for the males and both are compatible with the target benchmark.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S4.2	Students overall rating on the quality of their courses (average rating of students on a five-point scale on overall evaluation of	Najran	Arabic Language	Males	86	80	82.2	-	80
				Females	76.6				
				Total	81.3				
		Sharoura	Arabic Language	Males	-				
				Females	-				
				Total	75	80	90	-	80

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
	courses.)								

Analysis (list strengths and recommendations):

Students evaluation of their courses rated (81.3%) in Najran campus that surpassed their evaluation in Sharoura campus that rated (75%). However, it was noted that the evaluation was higher for the basic lines of the course objectives among most students, the office hours of the faculty were announced and clear to all students, the faculty existed and were committed to these hours, the references and sources related to the course were available, and the faculty members were aware of the content of courses they teach. The table shows that male and female differences were in favor of the males who rated (86%), while the females rated (76.6%).

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S4.3	Proportion of teaching staff with verified doctoral qualifications.	Najran	Arabic Language	Males	85.7	85	33.3	-	85
				Females	52.94				
				Total	69.3				
		Sharoura	Arabic Language	Males	-				
				Females	-				
				Total	89	89	65.28	-	89

Analysis (list strengths and recommendations):
The proportion of faculty members with verified doctoral qualifications rated (69.3%) in Najran campus, which was lower than the same proportion in Sharoura campus that rated (89%). As a result, further measures shall be taken to increase this proportion in Najran campus. The table shows that male and female differences were in favor of the males who achieved (85.7%), while the females achieved (52.94%).

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S4.4	Percentage of students entering programs who successfully complete first year.	Najran	Arabic Language						
				Males	19%	80	50	-	50
				Females	43%				
				Total	31%				
		Sharoura	Arabic Language	Males	-				
				Females	-				
				Total	75%	75	69	-	80

Analysis (list strengths and recommendations):

The percentage of students entering programs who successfully complete first year rated (31%) in Najran campus which is significantly less the same percentage in Sharoura campus that rated (75%). This may be due to the situations in the Southern Border. Accordingly, further measures shall be taken to increase the percentage of students who successfully complete first year in Najran campus. The table shows that male and female differences were in favor of the females who achieved (31%), while the males achieved (19%).

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S4.5	Graduation rate for undergraduate students: Proportion of students entering undergraduate programs who complete those programs in minimum time.	Najran	Arabic Language	Males	22.2	70	24.61	-	30
				Females	20.2				
				Total	21.2				
		Sharoura	Arabic Language	Males	-				
				Females	-				
				Total	70	70	70	-	80

Analysis (list strengths and recommendations):
The proportion of students entering undergraduate programs who complete those programs in minimum time was (21.2%) in Najran campus, which was less than the same proportion in Sharoura campus that was (70%). Therefore, further measures shall be taken to increase the proportion of students entering undergraduate programs who complete those programs in minimum time in Najran campus and to reduce the negative effects of the current situation in the southern border that primarily caused this decrease. The table shows that male and female differences were in favor of the males who achieved (22.2%), while the females achieved (20.2%).

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S5.3	Student evaluation of academic and career counselling (Average)	Najran	Arabic Language	Males	88				
				Females	81.4				
				Total	84.7	80	75.75	-	85
		Sharoura	Arabic Language	Males	-				
				Females	-				
				Total	80	80	99	-	85

Analysis (list strengths and recommendations):

The student evaluation of academic and career counselling rated (84.7%) which surpassed student evaluation of academic and career counselling in Sharoura campus that rated (80%). Both were higher than the target benchmark that rated (80%). However, further measures shall be taken to maintain this high ratio in Najran or Sharoura campus. The table shows that male and female differences were in favor of the males who achieved (88%), while the females achieved (81.4%).

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S.6.3	Stakeholder evaluation of the digital library (average overall rating of the adequacy of the digital library).	Najran	Arabic Language	Males	69.48				
				Females	67.36				
				Total	68.42	70	68	-	70
		Sharoura	Arabic Language	Males	-				
				Females	-				
				Total	68	70	-	-	70

Analysis (list strengths and recommendations):

Stakeholder evaluation of the digital library rated (68.42%) in Najran campus which surpassed stakeholder evaluation of the digital library in Sharoura campus that rated (68%). Both were lower than the target benchmark. Therefore, further measures shall be taken in Najran and Sharoura campuses by holding training courses for the stakeholders that may help give them the skills that help benefit and utilize the digital library. The table shows that male and female differences were in favor of the males who achieved (69.48%), while the females achieved (67.36%).

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S7.3	Stakeholder evaluation of facilities & equipment	Najran	Arabic Language	Males	84.2				
				Females	72				
				Total	78.1	80	76	-	75
		Sharoura	Arabic Language	Males	-				
				Females	-				
				Total	70	75	91	-	80

Analysis (list strengths and recommendations):

Stakeholder evaluation of facilities and equipment rated (78.1%) in Najran campus which was higher than their evaluation in Sharoura campus that rated (70%). Therefore, further measures shall be taken to increase this percentage in both campuses. The table shows that male and female differences were in favor of the males who achieved (84.2%), while the females achieved (72%).

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S9.1	Proportion of teaching staff leaving the institution in the past year for reasons other than age of retirement.	Najran	Arabic Language	Males	0	Less than 10%	-	-	Less than 10%
				Females	10.52				
				Total	10.52				
		Sharoura	Arabic Language	Males	-				
				Females	-				
				Total	0	Less than 10%	6.6	-	Less than 10%

Analysis (list strengths and recommendations):

The proportion of faculty leaving the institution in the past year for reasons other than the age of retirement rated (10.52%%) in Najran campus, but in Sharoura campus no faculty left. Consequently, further measures shall be taken to reduce this proportion in Najran campus. The table shows that male and female differences were in favor of the males that no faculty left the university, while the females achieved (10.52%).

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S9.2	Proportion of teaching staff participating in	Najran	Arabic Language		2: 1				
				Males					

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
	professional development activities during the past year.			Females	2: 1				
				Total	2: 1	1: 1	2: 1	-	1: 1
		Sharoura	Arabic Language	Males	-				
				Females	-				
				Total	1: 1	1: 1	1: 1	-	1: 1

Analysis (list strengths and recommendations):

The faculty participating in professional development activities during the past year scored (2-1) in Najran campus, while the faculty of Sharoura campus scored (1:1). Therefore, further measures shall be taken to enhance the participation of the faculty in Sharoura campus. Furthermore, there were no differences between the males and females.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S10.1	Number of refereed publications in the previous year per full time equivalent teaching	Najran	Arabic Language	Males	6: 1				

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
	staff								
				Females	2.66: 1				
				Total	5: 1	1: 1	5: 1	-	1: 1
		Sharoura	Arabic Language	Males	-				
				Females	-				
				Total	5: 1	3: 1	0.57: 1	-	5: 1

Analysis (list strengths and recommendations):

Refereed publications in the previous year per full-time faculty were (5-1) in Najran campus and this was consistent with Sharoura campus (5-1). Accordingly, further measures shall be taken to increase this number in Najran and Sharoura campuses. The table shows that male and female differences were in favor of the males who scored (2.66-1), while the females scored (6-1).

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S10.3	Proportion of full-time member of teaching staff with at least one refereed publication during the previous year.	Najran	Arabic Language	Males	%16.66				
				Females	%13.33				
				Total	%15	20%	13.3%	-	15%
		Sharoura	Arabic Language	Males	-				
				Females	-				
				Total	3%	2%	-	-	3%

Analysis (list strengths and recommendations):

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark

The proportion of full-time faculty members with at least one refereed publication during the previous year rated (15%) in Najran campus which was higher than that of Sharoura campus that rated (3%). Therefore, further measures shall be taken to increase this proportion in Najran and Sharoura campuses. The table shows that male and female differences were in favor of the males who achieved (3%), while the females achieved (13.33%).

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S10.4	Number of papers or reports presented at academic conferences during the past year per full-time equivalent faculty members	Najran	Arabic Language	Males	1				
				Females	1				
				Total	2	5	3	-	2
		Sharoura	Arabic Language	Males	-				
				Females	-				
				Total	1	1	-	-	1

Analysis (list strengths and recommendations):

The papers or reports presented at academic conferences during the past year per full-time equivalent faculty members were (2) in Najran campus that were than Sharoura campus that numbered (1). Therefore, further

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark

measures shall be taken to increase the number of papers or reports presented at academic conferences during the past year per full-time equivalent faculty members in both Najran and Sharoura campuses. Furthermore, there were no differences between the males and the females.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S11.1	Proportion of full-time teaching and other staff actively engaged in community service activities	Najran	Arabic Language	Males	16.66				
				Females	20%				
				Total	18.33%	30	7.81	-	25
		Sharoura	Arabic Language	Males	-				
				Females	-				
				Total	13%	30	-	-	20

Analysis (list strengths and recommendations):

The proportion of full-time faculty who are actively engaged in community service activities rated (18.33%) in Najran campus which was higher than the same proportion in Sharoura campus that rated (13%). Therefore, further measures shall be taken to increase this proportion in both campuses in order to achieve the target benchmark of (30%) by enhancing faculty awareness of the importance of actively engagement in community service activities and meeting community needs. The table shows that male and female differences were in favor of the females who achieved (20%), while the males achieved (16.16%).

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark

English Language Program

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S1.1	Stakeholders' awareness ratings of the Mission Statement and Objectives (average rating on how well the mission is known to teaching staff, and undergraduate and graduate students, respectively, on a five-point scale in an annual	Najran	English language	Males	77.79				
				Females	80				
				Total	80	75%	77.46%		80%
		Sharoura	English language	Males	-				
				Females	-				
				Total	75%	80%	77.5%		80%

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
	survey).								

Analysis (list strengths and recommendations):

Stakeholders' awareness of the mission statement and objective rated (80%) in Najran which was higher than stakeholders' awareness of the mission statement and objective in Sharoura that rated (75%). However, more more shall be taken to enhance the awareness of the mission statement and objectives at Najran University, particularly in Sharoura campus by utilizing all possible means, whether electronic via e-publishing to the University website or paper (flayers, banners...etc.). The table shows that male and female differences were in favor of the females who rated (80%), while the males rated (77.79%).

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S2.1	Stakeholder evaluation of the Policy Handbook, including administrative flow chart and job responsibilities (average rating on the adequacy of the Policy Handbook on a five-point scale in an annual survey of teaching staff and final year students).	Najran	English language	Males	88%				
				Females	75%				
				Total	81.5	75%	71.33%		80%
		Sharoura	English language	Males	-				
				Females	-				
				Total	70%	80%	-	-	80%

Analysis (list strengths and recommendations):

Stakeholder evaluation of the policy handbook, including administrative flow chart and job responsibilities rated (81.5%) in Najran campus, while it rated (70%) in Sharoura campus. Therefore, more measures shall be taken to improve stakeholder evaluation of the policy handbook, including administrative flow chart and job

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark

responsibilities in Sharoura campus, utilizing all possible means, whether electronic via e-publishing to the University website or paper (flayers, banners...etc.). The table shows that male and female differences were in favor of the males who rated (88%), while the females rated (75%).

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S3.1	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)	Najran	English language	Males	76%				
				Females	72%				
				Total	74%	80%	74.6%		80%
		Sharoura	English language	Males					
				Females					
				Total	70%	80%	75%	-	80%

Analysis (list strengths and recommendations):

Students' overall evaluation on the quality of their learning experiences rated (74%) in Najran campus, which was lower than the percentage of evaluation in Sharoura campus that rated (70%). Accordingly, further measures shall be taken to activate the satisfactory measurement of the learning outcomes to early determine the imbalance in the experiences of the students during their study period. Additionally, academic advising shall be activated, facilities and equipment shall be utilized in the educational process, and the

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark

theoretical aspects shall be employed as life situations to give students learning experience and to make learning meaningful. The table shows that male and female differences were in favor of the males who achieved (76%), while the females achieved (72%).

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S3.2	Proportion of courses in which student evaluations were conducted during the year.	Najran	English language	Males	100%				
				Females	100%				
				Total	100%	100%	100%		100%
		Sharoura	English language	Males	100%				
				Females	100%				
				Total	100%	100%	100%		100%

Analysis (list strengths and recommendations):

Student evaluation of the courses rated (100%) in all courses, colleges, and programs of the university, which is a strength in this indicator. The university adopted a package of measures after many meetings and studies that student evaluation of the courses and teaching performance of the faculty in the academic system at the Deanship of Admission and Registration. That is, obtaining the result of the course was related to the evaluation of the course taught, stressing the importance and effective role of evaluation in improving the teaching process, either in the course, approach, methods of teaching and evaluation, and equipment required for improving the teaching process through educational publications for students of the faculty members.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S4.1	Ratio of students to teaching staff (based on full-time equivalents)	Najran	English language	Males	10: 1				
				Females	21: 1				
				Total	1: 16	15: 1 scientific courses 20: 1 theoretical	1: 34		1: 10
		Sharoura	English language	Males					
				Females					
				Total	1: 27	25: 1		1: 20	1: 20

Analysis (list strengths and recommendations):

The ratio of students to faculty in Najran campus was (16:1) which compatible with the ratio of the target benchmark of courses (20: 1), which allowed the faculty to offer effective learning. In turn, its reflected-on student acquisition of the required professional and educational competences to obtain the competence of the educational process and distinctiveness of students and graduates. In Sharoura, it rated (27: 1) which was incompatible with the target benchmark. Male and female differences favored the males that rated (10: 1) which was compatible with the target benchmark, but the females rated (21:1) that was incompatible. Consequently, cadres shall be provided, and the faculty shall be fairly distributed to the male and female sections that the total percentage of Sharoura agreed with the target benchmark in both sections.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S4.2	Students overall rating on the quality of their courses (average rating of students on a five-point scale on overall evaluation of courses.)	Najran	English language	Males	82.2%				
				Females	75%				
				Total	76.8%	75%	81.3%		80%
		Sharoura	English language	Males					
				Females					
				Total	75.6%	80%	78.4%		80%

Analysis (list strengths and recommendations):

Students evaluation of their courses achieved (76.8%) in Najran campus which was higher than the evaluation in Sharoura that rated (75.6%). The table shows that male and female differences were in favor of the males who achieved (82.2%), while the females achieved (75%).

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark**	New Target Benchmark
S4.3	Proportion of teaching staff with verified doctoral qualifications.	Najran	English language	Males	33.33%				
				Females	12.90%				
				Total	23.43%	75%	69.32%		75%
		Sharoura	English language	Males					
				Females					
				Total	28.6%	50%	65%		50%

Analysis (list strengths and recommendations):

The proportion of faculty members with verified doctoral qualifications rated (23.43%) in Najran campus, which was lower than the same proportion in Sharoura campus that rated (28.6%). As a result, further measures shall be taken to increase this proportion in Najran campus. The table shows that male and female differences were in favor of the males who achieved (33.33%), while the females achieved (12.90%).

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S4.4	Percentage of students entering programs who successfully complete	Najran	English language	Males	50%				
				Females	52.40%				
				Total	51.20%	80%	31%		60%
		Sharoura	English language	Males					
				Females					
				Total	76%	80%	60%		80%

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
	first year.								

Analysis (list strengths and recommendations):

The percentage of students entering programs who successfully complete first year rated (51.20%) in Najran campus which was significantly less the same percentage in Sharoura campus that rated (76%). This may be due to the situations in the Southern Border. Accordingly, further measures shall be taken to increase the percentage of students who successfully complete first year in Najran campus. The table shows that male and female differences were in favor of the females who achieved (52.40%), while the males achieved (50%).

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S4.5	Graduation rate for undergraduate students: Proportion of students entering undergraduate programs who complete those programs in	Najran	English language	Males	22.7%				
				Females	26.51%				
				Total	26.51	80%	21.2%		40%
		Sharoura	English language	Males					
				Females					
				Total	33.7%	80%	20%		80%

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
	minimum time.								

Analysis (list strengths and recommendations):

The proportion of students entering undergraduate programs who complete those programs in minimum time achieved (26.51%) in Najran campus, which was less than the same proportion in Sharoura campus that achieved (33.7%). Therefore, further measures shall be taken to increase the proportion of students entering undergraduate programs who complete those programs in minimum time in Najran campus and to reduce the negative effects of the current situation in the southern border that primarily caused this decrease. The table shows that male and female differences were in favor of the females who achieved (26.51%), while the males achieved (22.7%).

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S5.3	Student evaluation of academic and career counselling (average rating on the adequacy of academic and career counselling on a five-point scale in an	Najran	English language	Males	71.5%				
				Females	80%				
				Total	75.75%	70%			85%
		Sharoura	English language	Males	-				
				Females	-				
				Total	75%	80%	72.5%		80%

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
	annual survey of final year students.)								

Analysis (list strengths and recommendations):
Student evaluation of academic and career counselling rated (75.75%) in Najran campus. It was consistent with student evaluation of academic and career counselling in Sharoura campus that rated (75%). Both percentages were lower than the target benchmark of (80%). Therefore, further measures shall be taken to increase these percentages in Najran and Sharoura campuses by educating the faculty of the importance and ways of student advising after distributing them to the faculty members, defining advising hours for meeting students and faculty, and preparing training programs for the new students that fulfill their needs of the program. The table shows that male and female differences were in favor of the females who achieved (80%), while the males achieved (71.5%).

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S.6.3	Stakeholder evaluation of the digital library (average overall rating of the adequacy of the digital library).	Najran	English language	Males	71.10%				
				Females	68%				
				Total	69.55%	70%	68.42%		75%
		Sharoura	English language	Males					
				Females					
				Total	45%	80%	50%		80%

Analysis (list strengths and recommendations):
Stakeholder evaluation of the digital library rated (69.55%) in Najran campus which was higher than stakeholder evaluation of the digital library in Sharoura campus that rated (45%). Both percentages were lower than the target benchmark. Therefore, further measures shall be taken in Najran and Sharoura

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark

campuses by holding training courses for the stakeholders that may help give them the skills that help benefit and utilize the digital library. The table shows that male and female differences were in favor of the males who achieved (71.10%), while the females achieved (68%).

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S7.3	Stakeholder evaluation of facilities & equipment	Najran	English language	Males	84%				
				Females	76%				
				Total	80%	75%			85%
		Sharoura	English language	Males					
				Females					
				Total	70%	80%	72.5%		80%

Analysis (list strengths and recommendations):

Students evaluation of their courses achieved (80%) in Najran campus which surpassed the evaluation in Sharoura that rated (70%). Therefore, further measures shall be taken to increase this percentage in Sharoura campus, in particular. The table shows that male and female differences were in favor of the males who achieved (84%), while the females achieved (76%).

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S9.1	Proportion of teaching staff leaving the institution in the past year for reasons other than age of retirement.	Najran	English language	Males	0				
				Females	0				
				Total	0				
		Sharoura	English language	Males					
				Females					
				Total	33%	5%	5%		Not more than 5%

Analysis (list strengths and recommendations):

The proportion of faculty leaving the institution in the past year for reasons other than the age of retirement rated (33%) in Sharoura campus, but in Najran campus no faculty left. Consequently, further measures shall be taken to reduce this proportion in Sharoura campus, as well as to investigate the other reasons for this issue. No male and female differences were found in this indicator.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S9.2	Proportion of teaching staff participating in professional development activities during the past year.	Najran	English language	Males	1: 1				
				Females	2: 1				
				Total	2: 1	1: 1	5: 1		1: 1
		Sharoura	English language	Males	-				
				Females	-				
				Total	1: 3	1: 1	1: 15		1: 1

Analysis (list strengths and recommendations):
The faculty participating in professional development activities during the past year scored (2-1) in Najran campus that surpassed the proportion of the faculty of Sharoura campus that achieved (1:3). Therefore, further measures shall be taken to enhance the participation of the faculty in Sharoura campus. The table shows that male and female differences were in favor of the males who achieved (1:1) and the females achieved (1:1).

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S10.1	Number of refereed publications in the previous year per full time equivalent teaching staff	Najran	English language	Males	4: 1				
				Females	0				
				Total	5: 1	1: 1	5: 1		1: 1
		Sharoura	English language	Males	-				
				Females	-				
				Total	1: 3	1: 1	1: 1.5		1: 1

Analysis (list strengths and recommendations):

Refereed publications in the previous year per full-time faculty were (5-1) in Najran campus that was lower than the proportion of referred publications in Sharoura campus that rated (3-1). Accordingly, further measures shall be taken to increase this number in Najran campus. The table shows that male and female differences were in favor of the males who scored (4-1), while the females achieved nothing.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S10.2	Number of citations	Najran	English language	Males	125				
				Females	3				
				Total	128	100	-	-	130

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
	in refereed journals in the previous year per full time equivalent faculty members	Sharoura	English language	Males					
				Females					
				Total	7	15	10		15

Analysis (list strengths and recommendations):

The citations in refereed journals in the previous year per full-time equivalent faculty members numbered (128) in Najran campus that surpassed the citations in refereed journals in the previous year per full-time equivalent faculty members in Sharoura campus that scored (7%). Accordingly, further measures shall be taken to increase this ratio, especially in Sharoura campus in order to achieve the target benchmark. The table shows that male and female differences were in favor of the males who scored (125), while the females scored (3).

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S10.3	Proportion of full-time	Najran	English language	Males	13.33%				
				Females	0				
				Total	13.33	25%	15%		

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
	member of teaching staff with at least one refereed publication during the previous year.	Sharoura	English language	Males					
				Females					
				Total	23%	80%	20%		80%

Analysis (list strengths and recommendations):

The proportion of full-time faculty members with at least one refereed publication during the previous year rated (13.33%) in Najran campus which was lower than that of Sharoura campus that rated (23%). Therefore, further measures shall be taken to increase this proportion in Najran campus. The table shows that male and female differences were in favor of the males who achieved (13.33%), while the females scored nothing.

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Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S10.4	Number of papers or reports presented at academic conferences during the past year per full-time equivalent	Najran	English language	Males	3				
				Females	0				
				Total	3	5	2		15
		Sharoura	English language	Males					
				Females					
				Total	-	5	3		8

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
	faculty members								

Analysis (list strengths and recommendations):

The papers or reports presented at academic conferences during the past year per full-time equivalent faculty members were (3) in Najran campus that surpassed the papers or reports represented at academic conferences during the past year per full-time equivalent faculty members in Sharoura campus. Therefore, further measures shall be taken to increase the number of papers or reports presented at academic conferences during the past year per full-time equivalent faculty members in Najran campus. Furthermore, the males and female differences favored the males because the females scored nothing.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S11.1	Proportion of full-time teaching and other staff actively engaged in community service activities	Najran	English language	Males	0				
				Females	16.12%				
				Total	7.81	10%	18.33%		10%
		Sharoura	English language	Males					
				Females					
				Total	50%	80%	20%		80%

Analysis (list strengths and recommendations):

The proportion of full-time faculty who are actively engaged in community service activities rated (18.33%)

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark

in Najran campus which was lower than the same proportion in Sharoura campus that rated (50%). Therefore, further measures shall be taken to increase this proportion in both campuses, especially in Najran by enhancing faculty awareness of the importance of active engagement in community service activities and meeting community needs. The table shows that male and female differences were in favor of the females who achieved (16.12%), while the males rated nothing.

Computer Science Program

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S1.1	Stakeholders' awareness ratings of the Mission Statement and Objectives (average rating on how well the mission is known to teaching staff, and undergraduat	Najran	Computer Science	Males					
				Females					
				Total	61%	90%	86%		80%
		Sharoura	Computer Science	Males					
				Females					
				Total	-	70%			

Cod e	KPI	Location	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
	e and graduate students, respectively, on a five-point scale in an annual survey).								

Analysis (list strengths and recommendations):

Stakeholders' awareness of the mission statement and objective rated (61%) in Najran which was not consistent with the target benchmark of (80%). Evaluating stakeholders' awareness of the mission statement and objective is in progress in Sharoura campus.

Cod e	KPI	Locatio n	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
S2.1	Stakeholder evaluation of the Policy Handbook, including administrative flow chart and job responsibilitie s (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).	Najran	Computer Science	Males					
				Females					
				Total	-	-			
		Sharour a	Computer Science	Males					
				Females					
				Total	75%	80%	75%		

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark

Analysis (list strengths and recommendations):

Stakeholder evaluation of the policy handbook, including administrative flow chart and job responsibilities rated (75%) in Najran campus that was lower than that of Sharoura campus that rated (80%). Therefore, further measures shall be taken to improve stakeholder evaluation of the policy handbook, including administrative flow chart and job responsibilities in Sharoura campus, utilizing all possible means, whether electronic via e-publishing to the University website or paper (flayers, banners...etc.).

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S3.1	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)	Najran	Computer Science	Males					
				Females					
				Total	62.5%	75%	63.5%	-	75
		Sharoura	Computer Science	Males	93.86				
				Females	98.5				
				Total	96	80	72	-	95%

Analysis (list strengths and recommendations):

Students' overall evaluation on the quality of their learning experiences rated (62.5%) in Najran campus, which was lower than the percentage of evaluation in Sharoura campus that rated (96%). Accordingly, further measures shall be taken to activate the satisfactory measurement of the learning outcomes to early

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark

determine the imbalance in the experiences of the students during their study period. Additionally, academic advising shall be activated, facilities and equipment shall be utilized in the educational process, and the theoretical aspects shall be employed as life situations to give students learning experience and to make learning meaningful. The table shows that male and female differences were in favor of the males who achieved (93.86%), while the females achieved (98.5%). It is noted that the percentages of this indicator were significantly high compared to the taregt benchmark or that of Najran campus that the measures taken in Sharoura can be utilized while considering the surrounding circumstances and the privacy of each campus that Najran campus was impacted by the circumstances of the southern border.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S3.2	Proportion of courses in which student evaluations were conducted during the year.	Najran	Computer Science	Males	100%				
				Females	100%				
				Total	100%	100%	100%		100%
		Sharoura	Computer Science	Males	100%				
				Females	100%				
				Total	100%	100%	100%		100%

Analysis (list strengths and recommendations):

Student evaluation of the courses rated (100%) in all courses, colleges, and programs of the university, which is a strength in this indicator. The university adopted a package of measures after many meetings and studies that student evaluation of the courses and teaching performance of the faculty in the academic system at the Deanship of Admission and Registration. That is, obtaining the result of the course was related to the evaluation of the course taught, stressing the importance and effective role of evaluation in improving the teaching process, either in the course, approach, methods of teaching and evaluation, and equipment required for improving the teaching process through educational publications for students of the faculty members.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S4.1	Ratio of students to teaching staff (based on full-time equivalents)	Najran	Computer Science	Males					
				Females					
				Total	1: 4	1: 3	1: 20 theoretical		1: 15
		Sharoura	Computer Science	Males	1: 9.6				
				Females	1: 25.3				
				Total	1: 15.3		1: 6	-	-

Analysis (list strengths and recommendations):

The ratio of students to faculty in Najran campus was (1:4) which compatible with the ratio of the target benchmark of courses (15: 1), which allows the faculty to offer effective learning. In turn, it was reflected on student acquisition of the required professional and educational competences to obtain the competence of the educational process and distinctiveness of students and graduates. In Sharoura, it rated (15.3: 1) which was compatible with the actual benchmark. In the female section, the ratio was (25.3: 1) that was incompatible with the target benchmark. Consequently, cadres shall be provided and the faculty shall be fairly distributed to the male and female sections that the total percentage of Sharoura agrees with the target benchmark in both sections.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S4.2	Students overall rating on the quality of their courses (average rating of students on a five-point scale on overall evaluation of courses.)	Najran	Computer Science	Males					
				Females					
				Total	71.4	80	73.3		80
		Sharoura	Computer Science	Males	83.2				
				Females	69	-			
				Total	75.8	80	81.4		80

Analysis (list strengths and recommendations):

Students evaluation of their courses achieved (71.4%) in Najran campus which was lower than the evaluation in Sharoura that rated (75.8%). Therefore, further measures shall be taken to enhance this ratio in Najran campus to achieve the target benchmark. The table shows that male and female differences were in favor of the males who achieved (83.2%), while the females achieved (69%). Accordingly, further improvement measures shall be taken to provide the required equipment and to motivate the faculty to use teaching methods and strategies as well as modern evaluation in order to improve the teaching process through professional development of the faculty based on the effective and multiple courses by the Skill Development Unit at the Deanship of Development and Quality ans aim to develop the faculty in various fields of development and training.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S4.3	Proportion of teaching staff with verified doctoral qualifications.	Najran	Computer Science	Males					
				Females					
				Total	20%	70%	15%		50%
		Sharoura	Computer Science	Males					
				Females					
				Total	47.4%	60%	37%		60%

Analysis (list strengths and recommendations):

The proportion of faculty members with verified doctoral qualifications rated (20%) in Najran campus, which was lower than the same proportion in Sharoura campus that rated (47.4%). Therefore, further measures shall be taken to increase this proportion in Najran campus through employment, contraction, or recruitment.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S4.4	Retention	Najran	Computer	Males					

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
	rate Percentage of students entering programs who successfully complete first year.		Science	Females					
				Total	85%	80%	40%	-	90%
		Sharoura	Computer Science	Males	40%				
				Females	53.85%				
				Total	47%	75%	65%		-

Analysis (list strengths and recommendations):

The percentage of students entering programs who successfully complete first year rated (85%) in Najran campus which significantly surpassed the same percentage in Sharoura campus that rated (47%). Accordingly, further measures shall be taken to increase the percentage of students who successfully complete first year in Najran campus. The table shows that male and female differences were in favor of the females who achieved (53.85%), while the males achieved (40%).

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S4.5	Graduation rate for undergraduate students:	Najran	Computer Science	Males					
				Females					
				Total	25%	70%	76.47%	-	70%

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark***	New Target Benchmark
	Proportion of students entering undergraduate programs who complete those programs in minimum time.	Sharoura	Computer Science	Males	47.4%				
				Females	18.15%				
				Total	32.77%	70%	45%		50%

Analysis (list strengths and recommendations):

The proportion of students entering undergraduate programs who complete those programs in minimum time achieved (25%) in Najran campus, which was less than the same proportion in Sharoura campus that achieved (32.77%). Therefore, further measures shall be taken to increase the proportion of students entering undergraduate programs who complete those programs in minimum time in Najran campus and to reduce the negative effects of the current situation in the southern border that primarily caused this decrease. The table shows that male and female differences were in favor of the males who achieved (47.4%), while the females achieved (18.15%).

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S5.3	Student evaluation of academic and career counselling (average	Najran	Computer Science	Males					
				Females					
				Total	85%	75%	73%		90%
		Sharoura	Computer Science	Males					
				Females					
				Total	74%	80%	86%		80%

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
	rating on the adequacy of academic and career counselling on a five-point scale in an annual survey of final year students.)								

Analysis (list strengths and recommendations):

The student evaluation of academic and career counselling rated (85%) which surpassed the student evaluation of academic and career counselling in Sharoura campus that rated (74%). Both were higher than the target benchmark that rated (80%). However, further measures shall be taken to maintain this high ratio in Najran or Sharoura campus and to take further practical measures by the faculty to activate academic advising in Sharoura campus, that may positievly impact the educational process.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S7.3	Stakeholder evaluation of facilities & equipment	Najran	Computer Science	Males					
				Females					
				Total	77%	70%	69.5%		80%
		Sharoura	Computer Science	Males					
				Females					
				Total	48%	80%	73%	-	60%

Analysis (list strengths and recommendations):

Stakeholder evaluation of facilities and equipment rated (77%) in Najran campus which surpassed their evaluation in Sharoura campus that rated (48%). Therefore, further measures shall be taken to increase this

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark

percentage in Sharoura campus because it is under construction as some projects are being implemented.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S9.1	Proportion of teaching staff leaving the institution in the past year for reasons other than age of retirement.	Najran	Computer Science	Males					
				Females					
				Total	7%	Less than 10%	2%		
		Sharoura	Computer Science	Males					
				Females					
				Total	5%	Less than 10%	5.5%	-	-

Analysis (list strengths and recommendations):
The proportion of faculty leaving the institution in the past year for reasons other than the age of retirement

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark

rated (7%) in Najran campus, whilr the proportion of the faculty leaving the institution in the past year for reasons other than the age of retirement in Sharoura campus rated (5%). Consequently, further measures shall be taken to reduce this proportion in Najran campus by creating adequate conditions of employment stability.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S9.2	Proportion of teaching staff participating in professional development activities during the past year.	Najran	Computer Science	Males					
				Females					
				Total	1: 2	4: 1	2: 4		1: 4
		Sharoura	Computer Science	Males					
				Females					
				Total	1: 1	1: 1	-	-	-

Analysis (list strengths and recommendations):

The faculty participating in professional development activities during the past year achieved (2-1) of (50%) in Najran campus that was lower than the same proportion in Sharoura campus that scored (1:1). Therefore, further measures shall be taken to enhance the participation of the faculty in Najran campus, noting that Skills Development Unit at the Deanship of Development and Quality offers many training courses based on the training needs of the faculty, as well as highly qualified trainers. It is recommended that the faculty at Najran University shall be motivated to join the training courses and they shall be considered as faculty

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
promotion requirements.									

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S10.1	Number of refereed publications in the previous year per full time equivalent teaching staff	Najran	Computer Science	Males					
				Females					
				Total	1: 0.02	2: 1	1: 0.42	-	2: 1
		Sharoura	Computer Science	Males					
				Females					
				Total	8: 1	1: 3	One paper from all the faculty members of Mathematics Program= 1: 3	-	-

Analysis (list strengths and recommendations):
Refereed publications in the previous year per full-time faculty achieved (2%) in Najran campus that did not match the number of referred publications in Sharoura campus (1-8) of (12%). Accordingly, further measures shall be taken to increase this number in Najran campus. The Deanship of Scientific Research annually announces funded research projects that each participating faculty gets valuable awards and financial incentives. Additionally, Najran University gives the faculty real opportunities for promotions to motivate them to achieve researches and considers them as an important aspect of faculty performance evaluation.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S10.3	Proportion of full-time member of teaching staff with at least one refereed publication during the previous year.	Najran	Computer Science	Males					
				Females					
				Total	1: 0.15	1: 1	1: 1		1: 1
		Sharoura	Computer Science	Males					
				Females					
				Total	50%	80%	-		80%

Analysis (list strengths and recommendations):
The proportion of full-time faculty members with at least one refereed publication during the previous year rated (15%) in Najran campus which was significantly lower than that of Sharoura campus rating (50%). Therefore, further measures shall be taken to increase this proportion in Najran and Sharoura campuses. As a strength, the Deanship of Scientific Research annually announces funded research projects that each participating faculty gets valuable awards and financial incentives. Additionally, Najran University gives the faculty real opportunities for promotions to motivate them to achieve researches and considers them as an important aspect of faculty performance evaluation.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S10.4	Number of papers or reports presented at academic conferences during the past year per full-time equivalent faculty members	Najran	Computer Science	Males					
				Females					
				Total	0.02: 1	1: 3	0.21: 1		3: 1
		Sharoura	Computer Science	Males					
				Females					
				Total	--	--	--	--	

Analysis (list strengths and recommendations):
The papers or reports presented at academic conferences during the past year per full-time equivalent faculty members were (2%) in Najran campus that surpassed the number of papers or reports presented at academic conferences during the past year per full-time equivalent faculty members in Sharoura campus that achieved (0). Therefore, further measures shall be taken to increase the number of papers or reports presented at academic conferences during the past year per full-time equivalent faculty members in both Najran and Sharoura campuses.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S11.1	Proportion of full-time teaching and other staff actively engaged in community service activities	Najran	Computer Science	Males					
				Females					
				Total	1: 6	1: 5			1: 5
		Sharoura	Computer Science	Males					
				Females					
				Total	20: 8	Two thirds of the members	-	-	-

Analysis (list strengths and recommendations):
The proportion of full-time faculty who are actively engaged in community service activities achieved (6:1) in Najran campus which was lower than the same proportion in Sharoura campus that rated (8:20). Therefore, further measures shall be taken to increase this proportion in Najran campus in order to achieve the target benchmark (30%) by enhancing faculty awareness of the importance of active engagement in community service activities and meeting community needs.

Sharia Program (Najran)- Islamic Studies (Sharora)

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark**	New Target Benchmark
S1.1	Stakeholders' awareness ratings of the Mission Statement and Objectives (average rating on how well the mission is known to teaching staff, and undergraduate and graduate students, respectively, on a five-point scale in an annual survey).	Najran	Fundamentals of Religion	Males					
				Females					
				Total	76%	80%	-		80%
		Sharoura	Islamic Studies	Males					
				Females					
				Total	76%	80%			80%

Analysis (list strengths and recommendations):

Stakeholders' awareness of the mission Statement and objectives rated (76%) in Najran campus. Although it did not match the target benchmark in Najran campus, it match the stakeholders' awareness of the mission Statement and objectives in Sharoura campus rating (76%).

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark**	New Target Benchmark
S3.1	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)	Najran	Fundamentals of Religion	Males					
				Females					
				Total	86%	80%	80%		90%
		Sharoura	Islamic Studies	Males					
				Females					
				Total	65.4%	80%	60%		85%

Analysis (list strengths and recommendations):
Students' overall evaluation on the quality of their learning experiences rated (86.5%) in Najran campus, which was lower than the percentage of evaluation in Sharoura campus that rated (65.4%). Accordingly, further measures shall be taken to activate the satisfactory measurement of the learning outcomes to early determine the imbalance in the experiences of the students during their study period. Additionally, academic advising shall be activated, facilities and equipment shall be utilized in the educational process, and the theoretical aspects shall be employed as life situations to give students learning experience and to make learning meaningful.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark**	New Target Benchmark
S3.2	Proportion of courses	Najran	Fundamentals of Religion	Males	100%				
				Female	100%				

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark**	New Target Benchmark
	in which student evaluations were conducted during the year.			s					
				Total	100%	100%	100%		100%
		Sharoura	Islamic Studies	Males	100%				
				Females	100%				
				Total	100%	100%	100%		100%

Analysis (list strengths and recommendations):
Student evaluation of the courses rated (100%) in all courses, colleges, and programs of the university, which is a strength in this indicator. The university adopted a package of measures after many meetings and studies that student evaluation of the courses and teaching performance of the faculty in the academic system at the Deanship of Admission and Registration. That is, obtaining the result of the course was related to the evaluation of the course taught, stressing the importance and effective role of evaluation in improving the teaching process, either in the course, approach, methods of teaching and evaluation, and equipment required for improving the teaching process through educational publications for students of the faculty members.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark**	New Target Benchmark
S4.1	Ratio of students to teaching staff (based	Najran	Fundamentals of Religion	Males					
				Females					
				Total	21: 1	20: 1	10: 1		20: 1

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark**	New Target Benchmark
	on full-time equivalents)	Sharoura	Islamic Studies	Males					
				Females					
				Total	25: 1	20: 1	23.2: 1		20: 1

Analysis (list strengths and recommendations):
The ratio of students to faculty in Najran campus was (21:1) which compatible with the ratio of the target benchmark of courses (15: 1), which allows the faculty to offer effective learning. In turn, it was reflected on student acquisition of the required professional and educational competences to obtain the competence of the educational process and distinctiveness of students and graduates. In Sharoura, it rated (25: 1) which was incompatible with the target benchmark.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark**	New Target Benchmark
S4.2	Students overall rating on the quality of their courses	Fundamentals of Religion	Fundamentals of Religion	Males					
				Females					
				Total	78.3%	80%	75%		80%
		Islamic Studies	Islamic Studies	Males					
				Females					

Cod e	KPI	Location	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
	(average rating of students on a five-point scale on overall evaluatio n of courses.)			Total	78.8%	80%	82.2%		80%

Analysis (list strengths and recommendations):
Students overall rating on the quality of their courses achieved (78.3%) in Najran campus which matched the rating in Sharoura of (78.8%). Therefore, further measures shall be taken to enhance this ration in Najran campus to achieve the target benchmark.

Cod e	KPI	Locatio n	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
S4.3	Proportion of teaching staff with verified doctoral qualifications .	Najran	Fundamental s of Religion	Males					
				Female s					
				Total	56%	75%	89%		75%
		Sharour a	Islamic Studies	Males					
				Female s					
				Total	88%	93%	60%		90%

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark**	New Target Benchmark

Analysis (list strengths and recommendations):

The proportion of faculty members with verified doctoral qualifications rated (56%) in Najran campus, which was lower than the same proportion in Sharoura campus that rated (88%). Therefore, further measures shall be taken to increase this proportion in Najran campus through employment, contraction, or recruitment.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark**	New Target Benchmark
S4.4	Percentage of students entering programs who successfully complete first year.	Najran	Fundamentals of Religion	Males					
				Females					
				Total	29%	80%	75%		80%
		Sharoura	Islamic Studies	Males					
				Females					
				Total	39.9%	60%	20.4%		50%

Analysis (list strengths and recommendations):

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark***	New Target Benchmark

Percentage of students entering programs who successfully complete first year achieved (29%) in Najran campus which was lower than the same percentage in Sharoura campus that achieved (39.9%). Therefore, further measures shall be taken to increase the percentage of students entering programs who successfully complete first year.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark***	New Target Benchmark
S4.5	Graduation rate for undergraduate students: Proportion of students entering undergraduate programs who complete those programs in minimum time.	Najran	Fundamentals of Religion	Males					
				Females					
				Total	33%	70%	70%		70%
		Sharoura	Islamic Studies	Males					
				Females					
				Total	60%	75%	-		70%

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark***	New Target Benchmark

Analysis (list strengths and recommendations):

The proportion of students entering undergraduate programs who complete those programs in minimum time rated (33%) in Najran campus, which was less than the same proportion in Sharoura campus that rated (60%). Therefore, further measures shall be taken to increase the proportion of students entering undergraduate programs who complete those programs in minimum time in Najran campus and to reduce the negative effects of the current situation in the southern border that primarily caused this decrease.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark***	New Target Benchmark
S5.3	Student evaluation of academic and career counselling (average rating on the adequacy of academic and career counselling on a five- point scale in an annual survey of	Najran	Fundamentals of Religion	Males					
				Females					
				Total	74%	80%	80%		80%
		Sharoura	Islamic Studies	Males					
				Females					
				Total	35.4%	80%	26.59%		80%

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark**	New Target Benchmark
	final year students.)								

Analysis (list strengths and recommendations):
The student evaluation of academic and career counselling rated (74%) which surpassed the student evaluation of academic and career counselling in Sharoura campus that rated (35.4%). Both were higher than the target benchmark that rated (80%). However, further measures shall be taken to maintain this high ratio in Najran or Sharoura campus and to take further practical measures by the faculty to activate academic advising in Sharoura campus, that may positievly impact the educational process.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark**	New Target Benchmark
S.6.3	Stakeholder evaluation of the digital library (average overall rating of the adequacy of the digital library).	Najran	Fundamentals of Religion	Males					
				Females					
				Total	75%	80%	75%		80%
		Sharoura	Islamic Studies	Males					
				Females					
				Total	53.8	80%			80%

Analysis (list strengths and recommendations):

Stakeholder evaluation of the digital library rated (75%) in Najran campus which surpassed stakeholder evaluation of the digital library in Sharoura campus that rated (53.8%). Both were lower than the target benchmark. Therefore, further measures shall be taken in Najran and Sharoura campuses by holding training courses for the stakeholders that may help give them the skills that help benefit and utilize the digital library.

Cod e	KPI	Locatio n	Program's title	Gender	Actual Benchmark k	Target Benchmark k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k

Cod e	KPI	Locatio n	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
S7.3	Stakeholde r evaluation of facilities & equipment	Najran	Fundamental s of Religion	Males					
				Female s					
				Total	65%	80%	70%		80%
		Sharour a	Islamic Studies	Males					
				Female s					
				Total	44.3%	80%	44.3%		80%

Analysis (list strengths and recommendations):

Stakeholder evaluation of facilities and equipment rated (65%) in Najran campus which surpassed their evaluation in Sharoura campus that rated (44.3%). Therefore, further measures shall be taken to increase this percentage in Sharoura campus because it is under construction as some projects are being implemented there.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark***	New Target Benchmark
S9.1	Proportion of teaching staff leaving the institution in the past year for reasons other than age of retirement.	Najran	Fundamentals of Religion	Males					
				Females					
				Total	12%	Less than 10	-	-	7%
		Sharoura	Islamic Studies	Males					
				Females					
				Total	0.45%	Less than 10		-	0

Analysis (list strengths and recommendations):
The proportion of faculty leaving the institution in the past year for reasons other than the age of retirement was (12%) in Najran campus, while the proportion of the faculty leaving the institution in the past year for reasons other than the age of retirement in Sharoura campus was (0.45%). Consequently, further measures shall be taken to reduce this proportion in Najran campus by creating adequate conditions of employment stability.

Cod e	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S9.2	Proportion of teaching staff participating in professional development activities during the past year.	Fundamentals of Religion	Fundamentals of Religion	Males					
				Females					
				Total	6%	100%	6.6%		100%
		Islamic Studies	Islamic Studies	Males					
				Females					
				Total	66.6%	70%	70%		70%

Analysis (list strengths and recommendations):

The faculty participating in professional development activities during the past year achieved (6%) in Najran campus that was lower than the same proportion in Sharoura campus that scored (66.6%). Therefore, further measures shall be taken to enhance the participation of the faculty in Najran campus, noting that Skills Development Unit at the Deanship of Development and Quality offers many training courses based on the training needs of the faculty, as well as highly qualified trainers. It is recommended that the faculty at Najran University shall be motivated to join the training courses and they shall be considered as faculty promotion requirements.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark**	New Target Benchmark
S10.1	Number of refereed publications in the previous year per full time equivalent teaching staff	Najran	Fundamentals of Religion	Males					
				Females					
				Total	21	1: 1	5		2: 1
		Sharoura	Islamic Studies	Males					
				Females					
				Total	23	1: 1	13		1: 1

Analysis (list strengths and recommendations):

Refereed publications in the previous year per full-time faculty were (21) in Najran campus, while they were (23) in Sharoura campus. Accordingly, further measures shall be taken to increase this number in Najran campus. The Deanship of Scientific Research annually announces funded research projects that each participating faculty gets valuable awards and financial incentives. Additionally, Najran University gives the faculty real opportunities for promotions to motivate them to achieve researches and considers them as an important aspect of faculty performance evaluation.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark**	New Target Benchmark
S10.3	Proportion of full-time member of teaching staff with at least one refereed publication during the previous year.	Najran	Fundamentals of Religion	Males					
				Females					
				Total	47	50	3		50
		Sharoura	Islamic Studies	Males					
				Females					
				Total	40	70	66.66		70

Analysis (list strengths and recommendations):

The proportion of full-time faculty members with at least one refereed publication during the previous year rated (47%) in Najran campus which surpassed that of Sharoura campus rating (40%). Therefore, further measures shall be taken to increase this proportion in Najran and Sharoura campuses.
 As a strength, the Deanship of Scientific Research annually announces funded research projects that each participating faculty gets valuable awards and financial incentives. Additionally, Najran University gives the faculty real opportunities for promotions to motivate them to achieve researches and considers them as an important aspect of faculty performance evaluation.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark**	New Target Benchmark
S10.4	Number of papers or reports	Najran	Fundamentals of Religion	Males					
				Females					

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark**	New Target Benchmark
	presented at academic conferences during the past year per full-time equivalent faculty members			Total	5	10	1		8
		Sharoura	Islamic Studies	Males					
				Females					
				Total	23	24	6		40

Analysis (list strengths and recommendations):

The papers or reports presented at academic conferences during the past year per full-time equivalent faculty members were (5) in Najran campus that were lower than the papers or reports presented at academic conferences during the past year per full-time equivalent faculty members in Sharoura campus that achieved (23). Therefore, further measures shall be taken to increase the number of papers or reports presented at academic conferences during the past year per full-time equivalent faculty members in both Najran and Sharoura campuses.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark**	New Target Benchmark
S11.1	Proportion of full-time teaching and other staff	Najran	Fundamentals of Religion	Males					
				Females					
				Total	45	70	1: 1		55
		Sharoura	Islamic Studies	Males					
				Female					

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark**	External Benchmark**	New Target Benchmark
	actively engaged in community service activities			s					
				Total	51.11%	60%	53.65%		55%

Analysis (list strengths and recommendations):

The proportion of full-time faculty who are actively engaged in community service activities achieved (45%) in Najran campus which was lower than the same proportion in Sharoura campus that rated (51.11%). Therefore, further measures shall be taken to increase this proportion in Najran campus in order to achieve the target benchmark of (70%) by enhancing faculty awareness of the importance of active engagement in community service activities and meeting community needs.