



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.

	T 1 <i>i i</i>	Actual	Target	Internal	Entonnol	Benchmark	**	New
Code	Indicator	Benchmark	Benchma rk	Benchmark *	King Khalid Univ.	Cairo Univ.	Arabi an Gulf Univ.	Target Benchma rk
		KPI o	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

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

<u> </u>		A	Taura	Internet 1		al Dorrah	**	NT
Code	Indicator	Actual Benchmark	Target Benchma	Internal Benchmark		al Benchmark		New Target
		20101111	rk	*	King Khal Univ.	id Cairo Univ.	Arabi an Gulf Univ.	Benchma rk
\$5.2	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	4 %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 I						
NU1. 1	Percentage of faculty satisfaction with NU mission and objectives.	86.2	80%	86.2	68	8.8 87.1	-	90%
NU1.	Percentage of administrative	87.17%	80%	87.17%	6	8.8 84.6%	-	90%

Code	Indicator	Actual	Target	Internal	External R	External Benchmark		New
Code	mulcator	Benchmark	Benchma	Benchmark *	King Khalid	Cairo	Arabi	Target Benchma
			IK	÷	Univ.	Univ.	an Gulf Univ.	rk
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	Target	Internal	External			New
coue	Indicator	Benchmark	Benchma rk	Benchmark *	King Khalid Univ.	Cairo Univ.	Arabi an Gulf Univ.	Target Benchma rk
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%

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Code	Indicator	Actual Benchmark	Target Benchma rk	Internal Benchmark *	King l	xternal Be Khalid iiv.	enchmark ^a Cairo Univ.	Arabi an Gulf Univ.	New Target Benchma rk
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 (1:4.17) Professor: Professor (1:2.33)	Assist.	-		-	Professor: Associate Professor 2:1 Professor: Assist. Professor 3:1 Associate Professor: Assist. Professor 1:1.5

Code	Indicator	Actual	Target	Internal	E	xternal Be	enchmark	**	New
Cout	multator	Benchmark	Benchma rk	Benchmark *	<u> </u>	King Khalid Univ.		Arabi an Gulf Univ.	Target Benchma rk
			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%	10% زيادة 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%
		Indicator	s of Afaq Pla	n					
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 areholdingpost-secondarycertificates.	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: Teachin	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	Actual Target Internal External Benchmark** King Arab Khalid Cairo ian									
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?

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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.

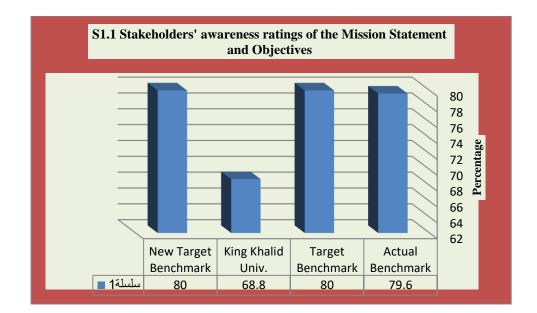
** Explain:

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

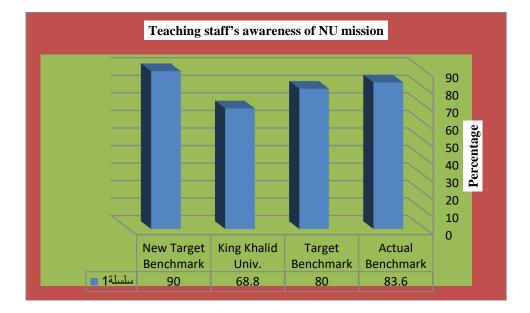


S.1.1a: Teaching staff's awareness ratings of the Mission Statement and Objectives

KPI: Teaching staff's awareness of NU mission and objectives NCAAA KPI Reference Number: S1.1a Institutional KPI Reference Number:										
			External I		rk** Arab					
Actual Benchmark	New Target Benchmark									
83.6%	80%	-	(3.44) 68.8%	-	-	90%				
male 83.8% female 82.6%										
surpassed the target in favour of Najran Strengths: -The mission i Recommendations: Continuing in raisin * Explain: 1. Why this internal 	University. s greatly comr g teaching staf benchmark pr 	nended by teachin f's awareness of ovider was chose ated? s converted to a p per of the scale ite a provider.	ng staff and s NU mission. n? ercentage we ms multiplied	tudents.	he follow					
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



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:										
	Instit	utional KP1 Ke	External H		rk**					
Actual BenchmarkTarget BenchmarkInternal Benchmark*King Khalid Univ.Arab ian 										
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 raisi publicizing brochure	ing students' a	wareness of N	IU mission	through	conduc	ting seminars and				
* Explain: 1. Why this internal benchmark provider was chosen?										
2. How was the bend The average of the c total mean of the sca	uestionnaire is	converted to a p			he follov	wing equation: The				

3. Name of the internal benchmark provider.
** Explain:

Why this external benchmark provider was chosen?

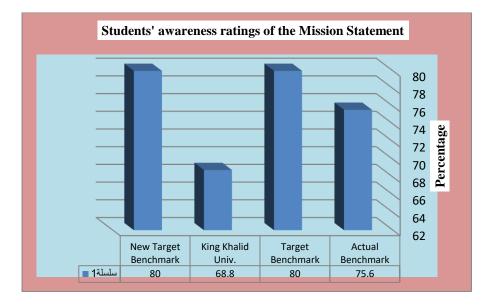
External benchmark was selected as it actually has outcomes similar to that of Najran University.
How was the benchmark calculated?

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



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

KPI: Administrat	ive staff's awar	eness of NU mis	ssion and obj	ectives						
NCAAA KPI Reference Number: S1.1										
Institutional KPI Reference Number:										
External Benchmark**										
Actual Benchmark	Target Benchmark	Internal Benchmark*	King Khalid Univ.	Cairo Univ.	Arab ian Gulf Univ	New Target Benchmark				
76.2%	80%	-	68.8%	-	-	80%				
male 76.4%										
female 75.2%										
Analysis (list strei	igths and recom	mendations):								
The performance in	ndicator <mark>for both</mark>	male and femal	<mark>e</mark> administrat	ive staff'	s awarei	ness 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	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.

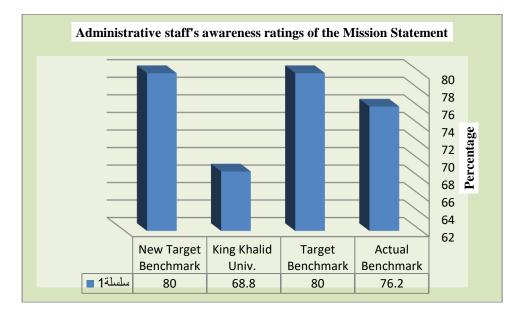
2. How was the benchmark calculated?

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.

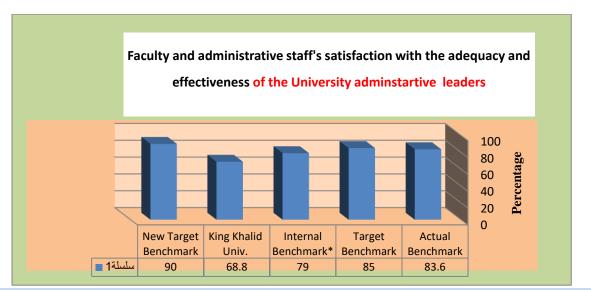
King Khalid University

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



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

			nstitutional KPI Re				
Actual Benchmark		Target Benchmark	Internal Benchmark*	Exte Cairo Univ., Egypt	rnal Bench Arabian Gulf Univ., Bahrain	mark** King Khalid Univ., KSA	New Target Benchmark
4.18=	4.5 (90%)						
		4= (80%)	3.95= (79%)			3.33 = 66.6%	
male	83.2%						
female	84.4%	ths and recommen					
college a * Expla 1. Why t Because the prece 2. How w	nd institutio in: his internal l the organiza eding year ac vas the benc	n. benchmark provider ational structure of the chieving 3.95. hmark calculated?	e University does no	ot include b	ranches, it a	dopted the in	ternal benchmark o
scale / nu 3. Name	umber of the of the interr	scale items multipli al benchmark provi					he total mean of the
** Expla 1. Why t King Kh	in : his external nalid Univer	benchmark provider rsity is one of the	•	s in KSA	and accred	ited by the	
	age of the quimber of the	hmark calculated? uestionnaire is conve scale items multipli nal benchmark provi		weight by	the followin	g equation: T	'he total mean of the
The aver scale / nu	of the extern	in o ono in provi	King Khalid Uni				



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: _____

Act	ual	Target	Internal	Externa	l Benchm	nark**	New Target
Bench	mark	Benchmark	Benchmark*	King	Cairo	Arabian	Benchmark
				Khalid	Univ.	Gulf	
				Univ.	Univ.	Univ.	
3.5	4=	4=	3.4=	3.04=	3.55 =	3.75=	3.75=
70.8	8%	80%	68%	60.8%	71%	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 2^{nd} 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

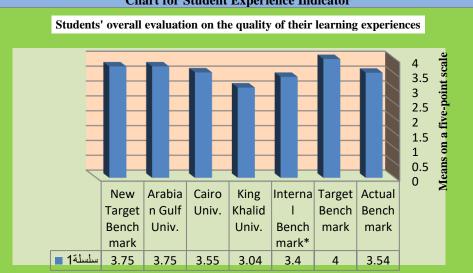


Chart for Student Experience Indicator

K	S3.2 Propor SPI: Proportion of 	courses in which st NCAAA I	n which student e tudent evaluations KPI Reference Nur tional KPI Referen	were con nber:S	ducted du 3.2	ring the yea		
	Actual Benchmark	Target Benchmark	Internal Benchmark*	Exter	nal Bench	mark**	New Target Benchmark	
				Cairo Univ.,	Arabian Gulf Univ.,	King Khalid		

				Egypt	Bahrain	Univ., KSA	
	%100	%100	100%			42.93%	100%
Δ1	alysis (list strength	s and recommend	ations).				
			· ·	n (Benaa: I	Building).	NU adopted a	system for students to
							ents' questionnaire for
ev	aluating their course	s. Thus, the propor	tion of courses in	which stud	ent evalua	tions were cond	lucted is 100%.
	•				•		se evaluation results to
	· ·	÷	urse improvemen	t plan (if ne	ecessary) a	according to the	e adopted model in the
De	anship of Developm	ent and Quality.					
п.	aamman dationa.						
	commendations:	atu danta ah aut tha	in anton of th		d h 40		
		students about the	importance of th	ese pons an	a now to r	espond objectiv	ely to questionnaires.
	Explain:	1					
	why this internal be	nchmark provider	was chosen?				
	•	· 1 1 1	• •, •		1		1 1 1 1 1
Si	nce the University do		÷	tional struct	ture, the cu	irrent internal b	enchmark depended or
Si	•		÷	tional struct	ture, the cu	urrent internal b	enchmark depended or

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?

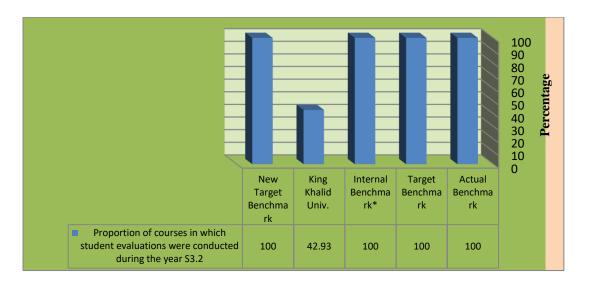
King Khalid University is one of the leading universities in KSA and was accredited by the Education Evaluation Commission (EEC). It is based in the South region of the KSA which is the same geographic location of NU, thus the benchmarking indicates the University's competitive level in its geographic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



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

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

NCAAA KPI Reference Number: __S3.3____

Institutional KPI Reference Number: _____

Actual Benchmark	Target Benchmark	Internal Benchmark*	Exter	nal Bench	mark**	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?

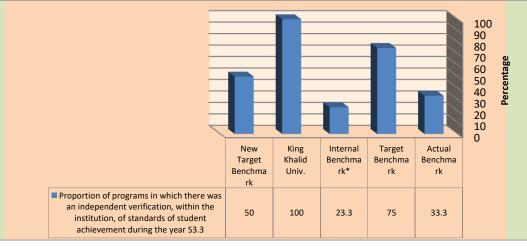
King Khalid University is one of the leading universities in KSA and was accredited by the Education Evaluation Commission (EEC). It is based in the South region of the KSA which is the same geographic location of NU, thus the benchmarking indicates the University's competitive level in its geographic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

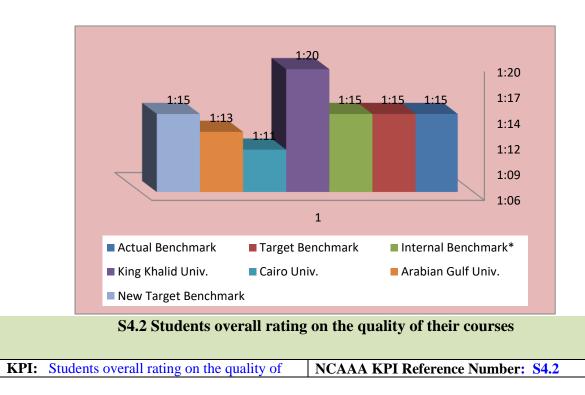
Chart for Proportion of programs in which there was an independent verification, within the institution, of standards of student achievement during the year



	S4.1 Ratio of st	udents to te	ach	ning staff	(based	on full tim	e equivalent)
KPI: Ratio	of students to teach	ing staff	N	CAAA K	PI Refe	rence Num	ber: S4.1
(based on full	time equivalent)		In	stitution	al KPI F	Reference I	Number:
Actual	Target	Interna		Extern	al Bencl	hmark**	New Target
Benchmark	Benchmark	Benchmar *	rk	King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	Benchmark
15:1	15:1	15:1		20:1	11:1	13:1	15:1
Analysis (list	strengths and rec	ommendati	ons):			
- The t	arget benchmark	is achieved	at 1	the instit	utional	level.	
- The	actual benchmar	k in Najra	n 1	Universi	ty is n	early com	parable to the
exter	nal benchmark.				-	÷	-
- This	KPI varies among	colleges a	nd	program	s and in	terpretatio	on of the results
	r according to the					*	

- 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 small section of the colleges and supersons (male and formale sections) from teaching staff.
the exact needs of the colleges and programs (male and female sections) from teaching staff and design a plan to satisfy those needs
and design a plan to satisfy those needs. * Explain:
* 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.
bittaing the runnoer of students on the runnoers of teaching stuff.
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)



	es						
Actual Ben	chmark	Target	Internal	Extern	nal Benchm	ark**	New Target
		Benchmark	Benchmark*	King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	Benchmark
77.2 9	%	80%	76.2%	72.4%	76.4%	86%	80%
male	79.6%						
	75.8%	gths and recom					
- The exa uns low	e overall umined at satisfactor vest (73%	rating of male s the level of corry results, the h	abian Gulf Uni- students was hig olleges to detect ighest measure (4.8%) were for	her than that those of hig (84%) was re	gher perform ported for c	nance in add college of me	lition to those of the dicine, while the
rest and teac his/ * Explain 1. Why this This intern 2. How was The average the scale / nu 3. Name of Performanc ** Explain 4. Why t These exter Najran univ	ore inform ults and o improver ching sta /her plan : internal hal bench s the bench of the que umber of t the intern ce Measure this exter rnal bench versity an	nation is found dig into the are nent plan, for e ff. The course of for improvement benchmark pro- nmark is chose chmark calculat estionnaire is con he scale items mu- nal benchmark pro- nal benchmark hmark provider	in the detailed as of unsatisfact each separate co coordinator is re- nt. vider was chosen on because of th ed? verted to a percen altiplied by (100) provider. ajran University. provider was cho- s were chosen be-	ory perform ourse the eva equired to at n? ne availabili tage weight b	ance to take luation was tach the res	e corrective is suploaded to ults to the co ata from pro	actions or desig o the page of th ourse report wit evious years. The total mean of

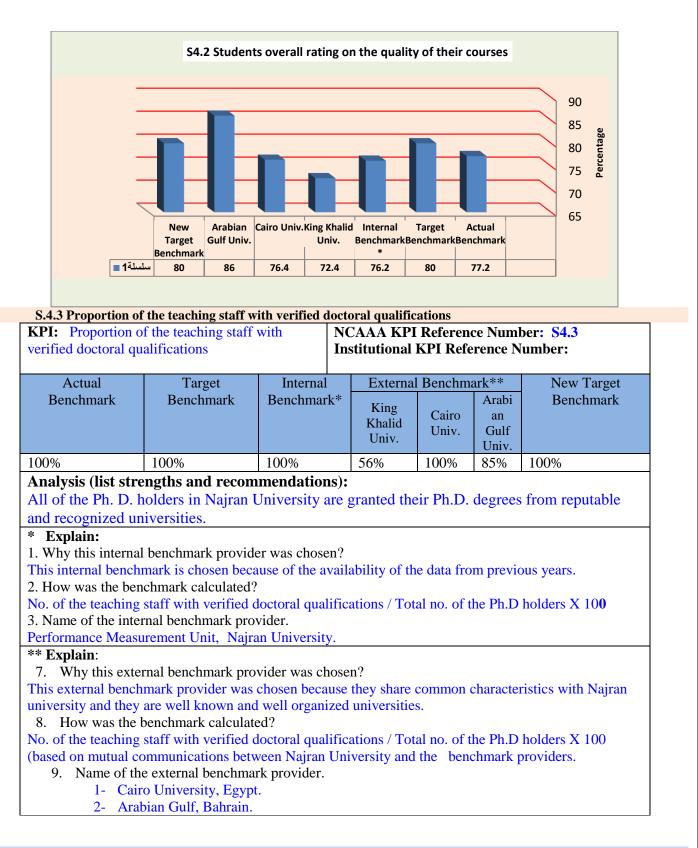


Chart for Proportion of the teaching staff with verified doctoral qualifications

							100 90 80 70 60 50 30 30 20 10
New Target Bench mark	جامعة الخليج	جامعة القاهرة	جامعة الملك خالد	Internal Bench mark*	Target Bench mark	Actual Bench mark	10 0
100	85	100	56	100	100	100	

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

students enterin	on rate (percentage ng programs who	of	NCAAA KPI Institutional			
successfully co Actual	mplete first year.	Internal	Enternal D		.1.**	New Terret
Benchmark	Target Benchmark	Internal Bench mark*	External B King Khalid Univ.	Cairo Univ.	Arabi an Gulf Univ.	New Target Benchmark
41%	60% trengths and recor	41.5%	49%	60%	80%	60%
of 12 performant -It is recomment levels of femal retention rate we that admitted st to improve contretention rate of The highest per (100% and 95.4	nce indicators for the nded to closely stud- le and male section vas very low recom- udents have the requirements and quality of f students.	e 2 nd strate ly the deta us. It is wo mended to uired basic f the orier dicator wa hile the low	egic objective o iled results and orth mentioned improve the ac knowledge an atation program as reported in c west was detect	f Najran l separat that so dmissior d skills f as for ne colleges	univers e data for me prog n require for those ew stude of Pharm	or programs, and at grams in which the ements to guarantee e programs and also ents to increase the macy and Dentistry
* Explain: 1. Why this internal to the term of ter	ernal benchmark propenchmark is chos	ovider was	chosen?	ıbility o	f the da	ta from previous
No. of students	e benchmark calcula entering programs ng programs X 100.		ssfully complet	e first ye	ear / Tot	al no. of the new
Performance M ** Explain: 1. Why th	internal benchmark leasurement Unit, N is external benchma mark providers wer	ark provide	er was chosen?	ure comr	non chai	racteristics with

Najran university and they are well known and well organized universities.

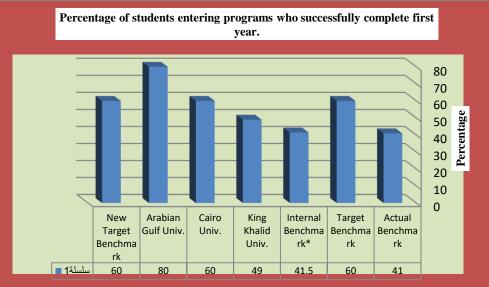
2. How was the benchmark calculated?

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

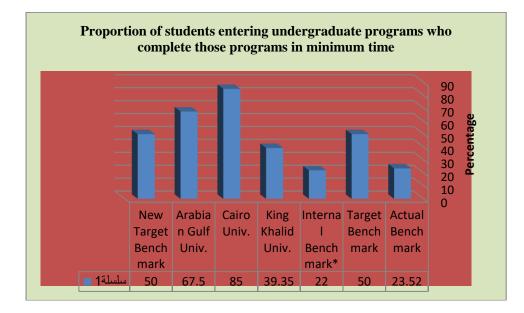
Chart for Retention rate (percentage of students entering programs who successfully complete first year



KPI: Prop	portion of studer programs who cor	nts entering	i U	[Referenc	e Number:		minimum
Actual Benchmark	Target Benchmark	Internal Benchmar k*	Externa King Khalid Univ.	l Benchma Cairo Univ.	rk** Arabian Gulf Univ.	New Target Benchmark	
23.52%	50%	22%	39.35%	85%	67.5%	50%	
Proportion of	strengths and rec students enterin rated (23.52%) w	ig undergrad	luate program		.	se programs in	

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

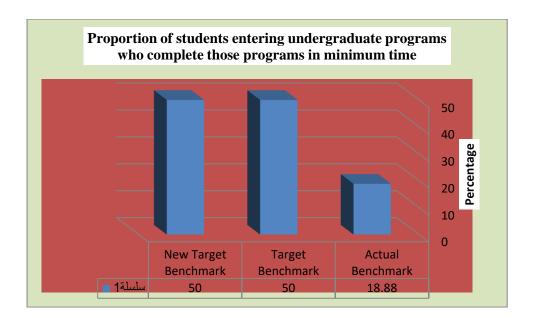
Chart for Proportion of students entering undergraduate programs who complete those programs in minimum time



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

Actual Benchmark	Target	Internal	External	Benchma		New Target
	Benchmark	Benchmar k*	King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	Benchmark
18.88%	50%	-	-	-	-	50%
This internal benchm 2. How was the benchm Proportion= Total no. c minimum time/ Total r	nark calculated? of students enterin	g undergradu s enrolled fo	ate programs w	vho comple	1	
2 Nouse of the internal	have a laws a why managed					
3. Name of the internal Performance Measuren	•					

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



S5.1: Ratio of students to administrative staff

Actual Benchmark	Target Benchmark	Internal Benchmark*	Extern	al Bench	mark**	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
This KPI is one ou objective for Najra	bian Gulf Univ. t of 3 indicators for in University.	the 5 th NCAAA sta				while it is far from th r the 6 th strategic
This KPI is one ou objective for Najra * Explain: 1. Why this inter Because the organi	t of 3 indicators for in University. nal benchmark pro	ovider was choses f the University do	andard, and a	one out of	9 indicators fo	
This KPI is one ou objective for Najra * Explain: 1. Why this inter Because the organi of the preceding ye 2. How was the b	t of 3 indicators for in University. nal benchmark pro izational structure o ear achieving (20.5: penchmark calcula	ovider was chosen f the University do 1). tted?	andard, and	one out of	9 indicators fo	r the 6 th strategic
 This KPI is one ou objective for Najra * Explain: Why this inter Because the organi of the preceding yes How was the b (Overall No. of s Name of the ir 	t of 3 indicators for in University. nal benchmark pro izational structure o ear achieving (20.5:	ovider was choses f the University do 1). nted? dministrative staf	andard, and	one out of	9 indicators fo	r the 6 th strategic

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.

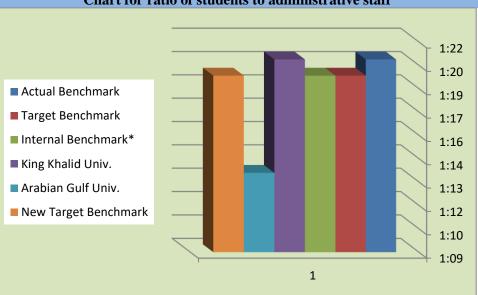


Chart for ratio of students to administrative staff

S5.2: Proportion of total operating funds (other than accommodation and student allowances) allocated to provision of student services

KPI:		AAA KPI Refere			2	
Actual	Target	Internal	Externa	New Target		
Benchmark	Benchmark	Benchmark*	King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	Benchmark
0.0007	0.0050	0.0012	0.0047	-	-	0.0030
•	rengths and reco	,	L		L	
mission within Affairs. The fur activities (other H. was 975.30 1437/1438H wa keenness to fini	the developmentand dispersed from than accommoda 00 Riyal, while as 567.215 Riyal sh the preparatior	ices and activitie il projects of NU is the operational bi- ation and student is the fund dispers the fund dispers the decrease of the stablishing an- ity city, with a re	strategic pl udget alloc allowances sed from to of 1437/14 d equipping	an assig ated to p) for the the bud 38H bud g of spor	ned to Dea provide ser academic get of the dget was rts halls at	anship of Student vices and student year 1436/1437 e academic year attributed to NU colleges, covered

* 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:

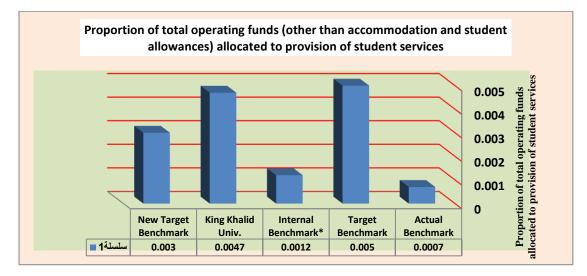
1. Why this external benchmark provider was chosen?

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

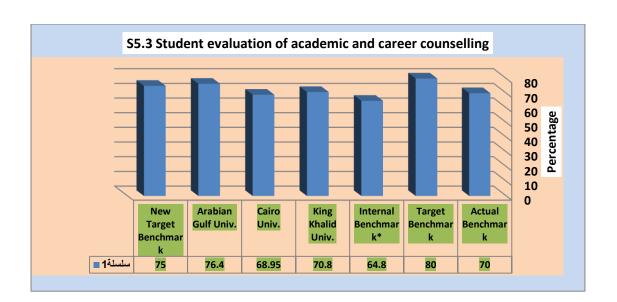
Chart for proportion of total operating funds (other than accommodation and student allowances)



S5.3 Student evaluation of academic and career counselling.

KPI: Student evalu	NCAA	ic and career co A KPI Referen I KPI Referenc	ce Numb	er: S5.3		
Actual Benchmark	Target Benchmark	Internal Benchmark*	Externa King Khalid Univ.	al Benchi Cairo Univ.	mark** Arabia Gulf Univ.	New Target Benchmark

	%	80%	64.8%	70.8%	75.4%	76.4%	75%
male	73.6%						
female	65.2%						
		ths and recomm	nondations).				
•				tional env	ironment	via manv	domains, including
							dingly, it seeks to
		•					1 advising services
							f this educationa
	0	•		•	· · ·		egic plan indicator
		•				•	ive of the final yea
students).		us (on a nve-por		illiual sui vo	ey nom t	ne perspect	ive of the fillar yea
		ecocomont rocul	te ora ovarona v	which is a	till for fr	om the tor	get benchmark, bu
							Accordingly, furthe
		ures shall be made		concess,	iii iavoui	or marcs. <i>1</i>	recordingly, furthe
				l for Share	a and En	oineering c	olleges (59.8% and
							e and arts- Sharor
· · · · ·	· · · · · · · · · · · · · · · · · · ·				Ŭ		tion of the female
							were discussed and
							ective actions and
		es at the levels of				take cont	cuve actions and
* Expla				uni gende	<u>.</u>		
		enchmark provi	ider was chosen	9			
		onal structure of th			e branche	s it adopted	the internal
	k of the prece			s not meruu	e oranene	s, it unopieu	
		01					
2. How w	as the bencl	hmark calculated	d?				
		hmark calculated		age weight l	by the foll	owing equat	ion: The total mean
The averag	ge of the ques	hmark calculated	erted to a percenta		by the foll	owing equat	ion: The total mean
The averaged of the scal	ge of the ques e / number of	hmark calculated	erted to a percentanultiplied by (100		by the foll	owing equat	ion: The total mean
The averag of the scal 3. Name Performa	ge of the ques e / number of of the intern nce Measure	hmark calculated stionnaire is conve the scale items n	erted to a percenta nultiplied by (100 rovider.		by the foll	owing equat	ion: The total mean
The averaged for the scal of the scal 3. Name of <u>Performa</u> ** Expla	ge of the ques e / number of of the intern nce Measurer in:	hmark calculated stionnaire is conve the scale items n al benchmark pi ment Unit- Najrar	erted to a percenta nultiplied by (100 rovider. n University.)	by the foll	owing equat	ion: The total mean
The averaged of the scal 3. Name of <u>Performa</u> ** Expla 1. Why th	ge of the quess e / number of of the intern nce Measures in: nis external l	hmark calculated stionnaire is conve the scale items n al benchmark pr ment Unit- Najrar benchmark prov	erted to a percenta nultiplied by (100 rovider. n University. ider was chosen)			
The averaged of the scal 3. Name of Performa ** Expla 1. Why the These ext	ge of the ques e / number of of the intern nce Measurer in: his external l ternal bench	hmark calculated stionnaire is conve the scale items n al benchmark pr ment Unit- Najrar benchmark prov mark providers	erted to a percenta nultiplied by (100 rovider. n University. ider was chosen were chosen bec) n? cause they	share co	nmon chara	
The averaged of the scal 3. Name of Performa ** Expla 1. Why the These ext	ge of the ques e / number of of the intern nce Measurer in: his external l ternal bench	hmark calculated stionnaire is conve the scale items n al benchmark pr ment Unit- Najrar benchmark prov	erted to a percenta nultiplied by (100 rovider. n University. ider was chosen were chosen bec) n? cause they	share co	nmon chara	
The average of the scal 3. Name of <u>Performa</u> ** Expla 1. Why the These ext Najran ur	ge of the ques e / number of of the intern <u>nce Measurer</u> in: his external l ternal bench hiversity and	hmark calculated stionnaire is conve the scale items n al benchmark pr ment Unit- Najrar benchmark prov mark providers I they are well k	erted to a percenta nultiplied by (100 rovider. n University. ider was chosen were chosen bea nown and well o) n? cause they	share co	nmon chara	
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The average of the scal 3. Name of <u>Performa</u> ** Expla 1. Why the These extension Najran ur 2. How we The average of the scal 3. Name of K • K • A	ge of the ques e / number of of the intern nce Measurer in: his external bench hiversity and vas the bencl ge of the ques e / number of of the extern King Khalid vrabian Gulf	hmark calculated stionnaire is conve the scale items n al benchmark prov ment Unit- Najrar benchmark prov mark providers I they are well k hmark calculated stionnaire is conve the scale items n hal benchmark p University.	erted to a percenta nultiplied by (100 rovider. n University. ider was chosen were chosen beconown and well of nown and well of d? erted to a percenta nultiplied by (100) cause they organized u age weight b	share con iniversiti	nmon chara es.	acteristics with
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The average of the scal 3. Name of <u>Performa</u> ** Expla 1. Why the These extension Najran ur 2. How we The average of the scal 3. Name of K • K • A	ge of the ques e / number of of the intern nce Measurer in: his external bench hiversity and vas the bencl ge of the ques e / number of of the extern King Khalid vrabian Gulf	hmark calculated stionnaire is conve the scale items n al benchmark prov ment Unit- Najrar benchmark prov mark providers I they are well k hmark calculated stionnaire is conve the scale items n hal benchmark p University.	erted to a percenta nultiplied by (100 rovider. n University. ider was chosen were chosen beconown and well of nown and well of d? erted to a percenta nultiplied by (100) cause they organized u age weight b)	share con iniversiti	nmon chara es. owing equati	acteristics with
The average of the scal 3. Name of <u>Performa</u> ** Expla 1. Why the These extension Najran ur 2. How we The average of the scal 3. Name of K • K • A	ge of the ques e / number of of the intern nce Measurer in: his external bench hiversity and vas the bencl ge of the ques e / number of of the extern King Khalid vrabian Gulf	hmark calculated stionnaire is conve the scale items n al benchmark prov ment Unit- Najrar benchmark prov mark providers I they are well k hmark calculated stionnaire is conve the scale items n hal benchmark p University.	erted to a percenta nultiplied by (100 rovider. <u>n University.</u> ider was chosen were chosen bed nown and well of d? erted to a percenta nultiplied by (100 rovider.) cause they organized u age weight b)	share con iniversiti	nmon chara es. owing equati	acteristics with
The average of the scal 3. Name of <u>Performa</u> ** Expla 1. Why the These extension Najran ur 2. How we The average of the scal 3. Name of K • K • A	ge of the ques e / number of of the intern nce Measurer in: his external bench hiversity and vas the bencl ge of the ques e / number of of the extern King Khalid vrabian Gulf	hmark calculated stionnaire is conve the scale items n al benchmark prov ment Unit- Najrar benchmark prov mark providers I they are well k hmark calculated stionnaire is conve the scale items n hal benchmark p University.	erted to a percenta nultiplied by (100 rovider. <u>n University.</u> ider was chosen were chosen bed nown and well of d? erted to a percenta nultiplied by (100 rovider.) cause they organized u age weight b)	share con iniversiti	nmon chara es. owing equati	acteristics with



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:

Ad	ctual	Target		New Target Benchmark			
Benc	hmark	Benchmark	Benchmark *	King Khalid Univ.	Cairo Uni.	Arabi an 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.

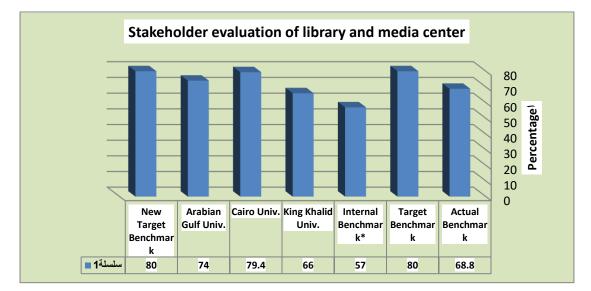
2. How was the benchmark calculated?

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

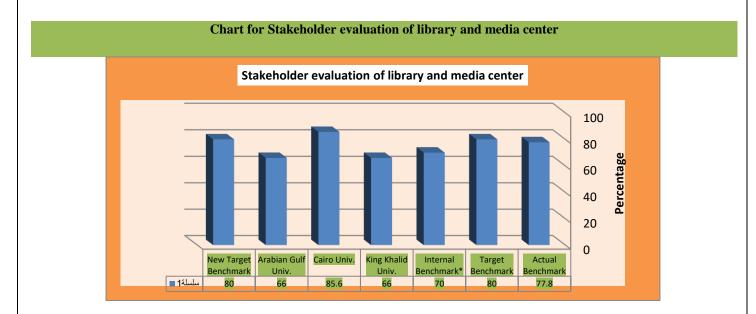
Chart for stakeholder evaluation of library and media center



KPI: Sta	keholder ev	aluation of the digi NCAAA KPI Re	akeholder evaluat tal library ference Number: S nal KPI Referen	66.3		ary	
Ac	tual	Target	Internal	Externa	al Benchi	nark**	New Target
Benc	hmark	Benchmark	Benchmark*	King Khalid Univ.	Cairo Uni.	Arabian Gulf Uni.	Benchmark
77.	.8%	80%	70%	66%	%85.6	%66	%80
male	78.2%						
female	76.6%						

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.

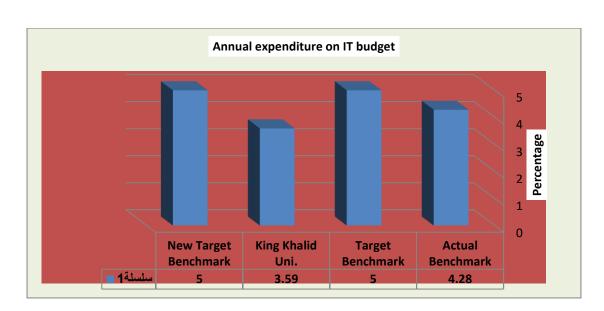
King Khalid University, Cairo University, Arabian Gulf University.



S7.1 Annual expenditure on IT budget

KPI: Annual expenditure on IT budget. NCAAA KPI Reference Number: S7.1 Institutional KPI Reference Number: _____

Ronohmark	Target	Internal	External	New Target
Benchmark	Benchmark	Benchmark*	Benchmark**	Benchmark
4.28 %	5%	-	3.59%	5%
Analysis (list stre	engths and recomm	nendations):		
			d, and one out of	6 indicators for the
	ctive of Najran Ur			
				lates 4.28% of the
		allocated as follow		
		allocated to eac	h program or ea	ich student in the
university	y (-).			
 Percentag 	ge of IT budget all	located to the prog	grammes licences ((35 %).
 Percentage 	ge of IT budget all	located to IT secur	rity (35%).	
 Percentage 	ge of IT budget all	located to mainten	ance (30%).	
Detailed results a	and data of this K	PI should be exan	nined carefully to	detect weak points
and areas where	improvement show	uld focus at institu	tional, college, pr	ogram level.
	and in a warn		merude oranenes, it a	adopted the internal
2. How was the be IT budget/total bu	-	1?	include branches, it a	aopted the internat
 How was the be IT budget/total bu Name of the int Performance Measu 	enchmark calculated	1? ovider.	include branches, it a	
 How was the be IT budget/total bu Name of the int Performance Measu ** Explain: Why this extern King Khalid Univ Education Evaluat 	enchmark calculated dget *100 ernal benchmark pr rement Unit- Najran I nal benchmark provi versity is one of th tion Commission (I	l? ovider. <u>University</u> ider was chosen? ie leading universit EEC). It is based in NU, thus the ber	ies in KSA and wa	as accredited by the of the KSA which is tes the University's
 How was the be IT budget/total bu Name of the int <u>Performance Measu</u> ** Explain: Why this extern King Khalid Univ Education Evaluat the same geogratic competitive level is How was the best 	enchmark calculated dget *100 ernal benchmark provention of the nal benchmark provingersity is one of the tion Commission (Homesian of the	1? ovider. <u>University</u> ider was chosen? ie leading universit EEC). It is based in NU, thus the bei ntext. 1?	ies in KSA and wa	as accredited by the of the KSA which is
 How was the be IT budget/total bu Name of the int <u>Performance Measu</u> Explain: Why this extern King Khalid Univ Education Evaluat the same geogra competitive level is How was the be Total budget alloc 	enchmark calculated dget *100 ernal benchmark provi- rement Unit- Najran I hal benchmark provi- versity is one of the tion Commission (H phic location of in its geographic co- enchmark calculated ated to IT/ Universi- ternal benchmark pro-	1? ovider. <u>University</u> ider was chosen? the leading universit EEC). It is based in NU, thus the ber ntext. 1? ity budget *100	ies in KSA and wa	as accredited by the of the KSA which is



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: _____

Act	tual	Target	Internal	External	New Target			
Bench	nmark	Benchmark	Benchmark*	Benchmark**	Benchmark			
%79	9.47	80%	71.4%	-	80%			
male	79.6							
female	79.4							
Analysis	s (list stre	engths and recomm	nendations):					
A quest	ionnaire	was designed to e	valuate stakeholder	rs' satisfaction wit	the university IT			
services	. It compr	ised the following a	spects:					
		sponse when hardwa		lems occur.				
		naintenance of equi	-					
•]	Providing	high quality Interne	et services.					
•	Using e-m	hail any time while	doing my work.					
•	Capacity of	of e-mail inbox is ap	opropriate.					
•]	Purchasin	g the necessary con	puters.					
•	Computer	peripherals in the u	iniversity are of hig	h quality.				
•]	Flexibility	of request procedu	res concerning IT s	ervice.				
• ′	The Unive	ersity provides a go	od program for adm	inistrative commun	ication.			
		ersity provides a go						
		••••••••	•	. .	n the academic year			
	1436/143		0	5	5			
The valu	ie recorde	d for this indicator	(for both male and	female sections) alm	nost hit the target for			
		37/48, it indicates						
* Expl				•	•			
1. Why t	1. Why this internal benchmark provider was chosen?							
Because	the organiz	zational structure of t	he University does n	ot include branches,	it adopted the internal			
benchman	rk of the pr	eceding year.						
		enchmark calculated						
The our	and of the	mantionnaina in annua	stad to a managenta as w	watcht by the fellowin	a aquation. The total			

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?

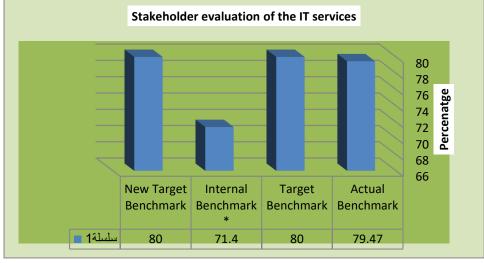
2. How was the benchmark calculated?

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.⁹

.....

Chart for Stakeholder evaluation of the IT services

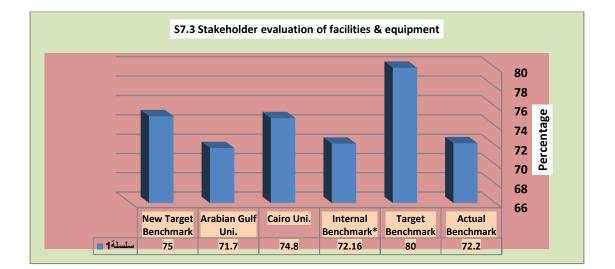


	KPI: Stakeholder evaluation of facilities & equipment: NCAAA KPI Reference Number: S7.3							
		Institut	ional KPI Refere	nce Num	ber:			
Act	tual	Target	Internal	Extern	nal Benchr	nark**	New Target	
Bencl	Benchmark Benchmark Benchmark* King Cairo Gulf Uni. Uni. Uni.						Benchmark	
72.	2%	80%	72.16%	-	74.80%	71.7%	75%	
Male	75.4%							
Female	67%							
Analysis (list strengths and recommendations):								
Analysis	s (list stre	ngths and reco	mmendations):					
• ′	The curre	0	for this KPI is at	oout the s	ame value	for the pre	evious year and still	
•	The curre lower than	nt actual value the expected ta	for this KPI is at			-		
• 1	The curre lower thar The curre	nt actual value in the expected ta int value is also c	for this KPI is at arget.	nose of the		-	-	
•	The curre lower thar The curren A new val	nt actual value in the expected ta nt value is also c ue was set for th	for this KPI is all arget. comparable with the target benchma	nose of the	e external b	enchmark.	evious year and still eas of dissatisfaction	

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

* Expla	'n:
1. Why th	is internal benchmark provider was chosen?
Because th	e organizational structure of the University does not include branches, it adopted the internal
benchmark	of the preceding year.
2. How w	as the benchmark calculated?
The average	e of the questionnaire is converted to a percentage weight by the following equation: The total mean o
the scale $\!/$	number of the scale items multiplied by (100)
	of the internal benchmark provider
Performan	ce Measurement Unit- Najran University.
** Expla	
1. Why th	is external benchmark provider was chosen?
External	vell-reputed benchmarks, whose circumstances and outcomes are similar to those of Najran
Universit	y, were selected.
2. How w	as the benchmark calculated?
The average	e of the questionnaire is converted to a percentage weight by the following equation: The total mean o
the scale /	number of the scale items multiplied by (100)
3. Name of	of the external benchmark provider.
Arabian C	Gulf University, Kingdom of Bahrain
Cairo Uni	versity, Arab Republic of Egypt

Chart for Stakeholder evaluation of facilities & equipment



S8	مؤشر 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.								
		NC	AAA KPI Refer	ence Number: S8.1					
		Instituti	onal KPI Refere	nce Number:					
	Actual Target Internal External Benchmark** New Target								
	Benchmark	Benchmark	Benchmark*		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.

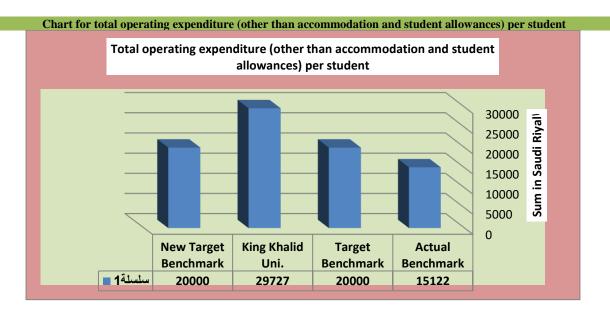
2. How was the benchmark calculated?

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



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

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 $\times 100$

3. Name of the internal benchmark provider.

Performance Measurement Unit- Najran University

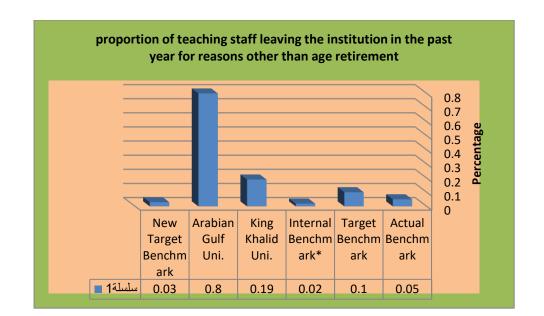
** Explain:

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



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	Target	Internal	External Benchmark**			New Target
Benchmark	Benchmark	Benchmark*	King Khalid Uni.	Cairo Uni.	Arabian Gulf Uni.	Benchmark
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:

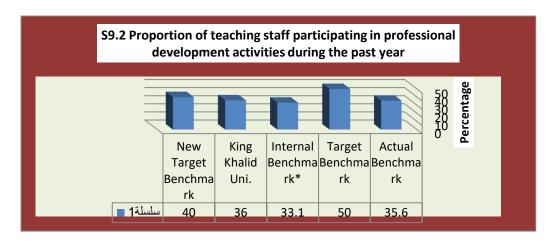
1. Why this external benchmark provider was chosen?

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

Chart for proportion of teaching staff participating in professional development activities during the past year



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	Target	Internal	External Benchmark**			New Target
Benchmark	Benchmark	Benchmark*	King	Cairo	Arabian	Benchmark
			Khalid Uni.	Uni.	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.

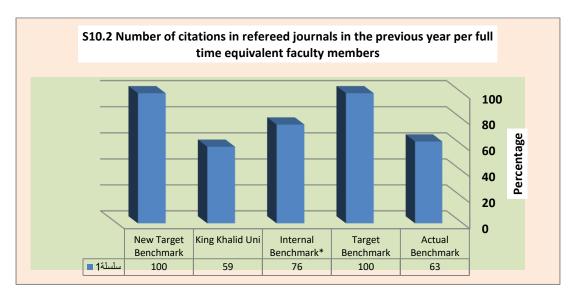


Chart for number of citations in refereed journals in the previous year per full time equivalent faculty members

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:				
	Instit	utional KPI Refe	rence Number:				
Actual Target Internal External Benchmark** New Target							

Benchmark	Benchmark	Benchmark*				Benchmark
			King Khalid Uni.	Cairo Uni.	Arabian Gulf Uni.	
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?

.....

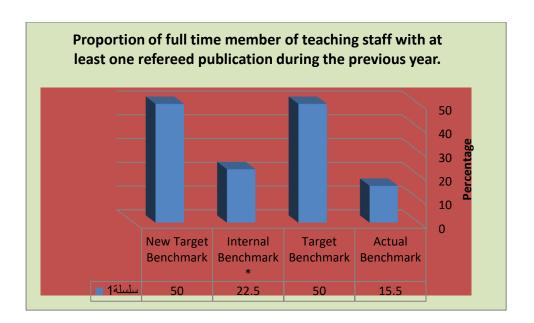
2. How was the benchmark calculated?

.....

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.



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 King Khalid Uni.	Khalid Uni Gulf		New Target Benchmark
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.

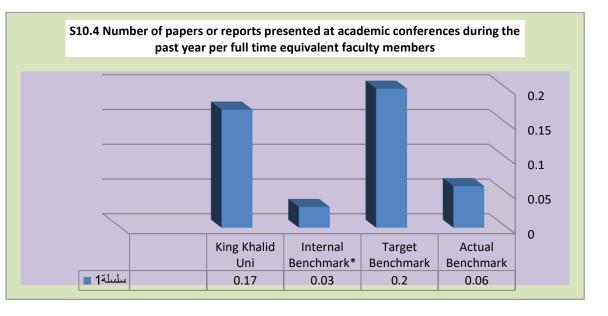
It is recommended to increase the budget allocated to the scientific research in Najran University as well as enhancing the culture and skills of active participation in the scientific conferences among faculty members, to present and publish their scientific research.

* 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.

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



S10.6 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	Target	Internal	External Benchmark**			New Target
Benchmark	Benchmark	Benchmark*	King Khalid Uni.	Cairo Uni.	Arabian Gulf Uni.	Benchmark
%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?

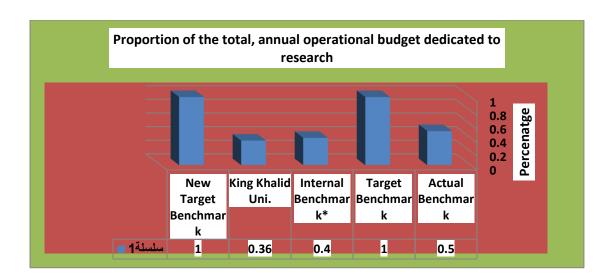
King Khalid University lies almost in the same geographical area and is considered as competitor to Najran University. Because of this, using the KPI of King Khalid University in the external benchmark is logic, so that Najran University can compare itself with a competitive University.

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



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*	Externa King Khalid Uni.	al Bench Cairo Uni.	nmark** Arabian Gulf Uni.	New Target Benchmark
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.

Colleges of the highest reported values are Applied medical sciences and Arts and science- Sharora (75% and 54% respectively), while the lowest values were for the colleges of Arts and science-Najran and Preparatory year (8.9% and 17.2%). Impact of programs and colleges on the overall performance of the university varies. Full reports were sent to colleges to study values at the level of the programs (male and female) and take corrective improvement measures to meet the required target benchmark.

* 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?

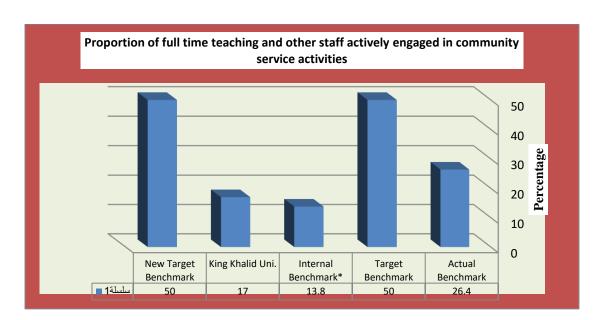
King Khalid University lies almost in the same geographical area and is considered as competitor to Najran University. Because of this, using the KPI of King Khalid University in the external benchmark is logic, so that Najran University can compare itself with a competitive University.

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



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:

	motivational in a reference rumber.									
Actual	Target	Internal	External Benchmark**			New Target				
Benchmark	Benchmark	Benchmark*	King	Cairo	Arabian	Benchmark				
			Khalid	Uni.	Gulf					
			Uni.	UIII.	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?

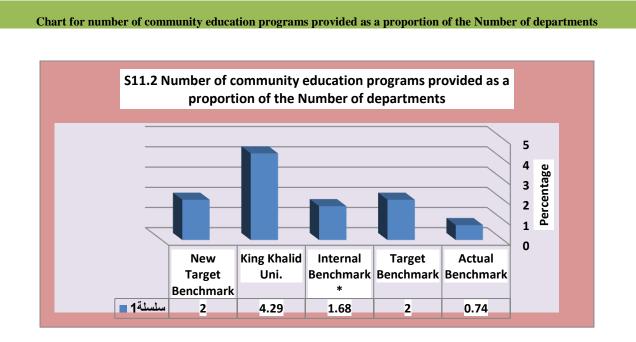
King Khalid University lies almost in the same geographical area and is considered as competitor to Najran University. Because of this, using the KPI of King Khalid University in the external benchmark is logic, so that Najran University can compare itself with a competitive University.

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.



NU 1.1: Percentage of faculty satisfaction with NU mission.

KPI: Percentage of faculty satisfaction with NU mission NCAAA KPI Reference Number:							
	Instit	utional KPI Ref	erence Nun	iber: NU	1.1		
			Externa	l Benchm	nark**		
Actual Benchmark	This Cairo Thubhan The						
86.2%	80%	86.2%	68.8%	87.1%	-	90%	
Analysis (lis	t strengths and	recommendatior	ns):				
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							

* 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 (86.2%).

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?

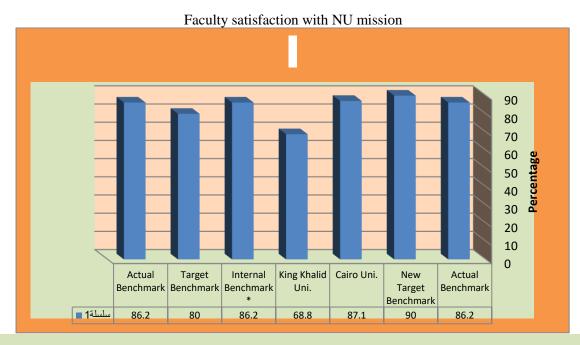
Based on Shanghai ranking, Cairo University is ranked as one of the top 500 universities because it is well-established and regional one, and King Khalid University lies almost in the same geographical area and is considered as competitor to Najran University. Because of this, using the KPI of King Khalid 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) Cairo University and King Khalid University

Chart for faculty satisfaction with NU mission

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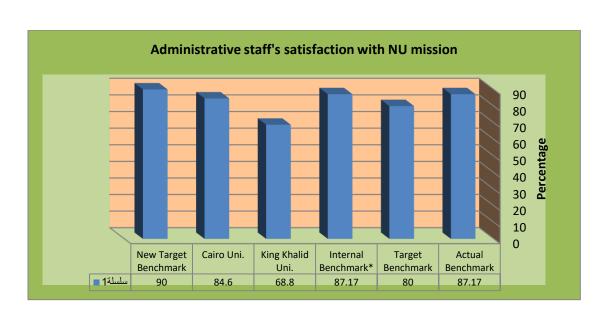


NU1.2 Percentage of administrative staff's satisfaction with NU mission.

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

Benchmark	Benchmark	Benchmark*	Khalid Uni.	Uni.	Gulf Uni.	Benchmark	
87.17%	80%	87.17%	68.8%	84.6%	-	90%	
Performance in surpasses the ta Strengths: Administrative * Explain: 1. Why this inte Organizational benchmark ado	dicator of admin rget benchmark <u>staff are highly s</u> ernal benchmark structure of NU pted that of the p	satisfied with the provider was cho doesn't comprise previous year (87)	utisfaction w <u>University 1</u> osen? branches. C	nission			
 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



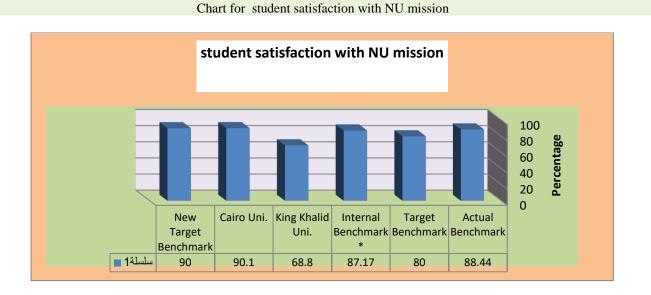
NU1.3: Percentage of student satisfaction with NU mission.

KPI: Percentage of student satisfaction with NU mission. NCAAA KPI Reference Number: Institutional KPI Reference Number: NU1.3 Actual Target Internal External Benchmark** New Target									
Actual	Target	· · · · · · · · · · · · · · · · · · ·							
Benchmark	Benchmark	Benchmark*	King Khalid Uni. (3.44)	Cairo Uni.	Arabian Gulf Uni.	Benchmark			
88.44%	80%	87.17%	68.8	90.1	-	90%			
 target benchmark 80%, while the external benchmark of Cairo University is somewhat higher. Strengths: Students are greatly satisfied with the University mission. * Explain: 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. 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) Name of the internal benchmark provider. 									
** Explain: 1. Why this ext Based on Shang because it is we same geographi	 Performance Measurement Unit ; Vice Rectorship for Development and Quality; Najran University ** Explain: 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 								

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



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

KPI: Percentage of stakeholders' satisfaction with NU mission NCAAA KPI Reference Number: Institutional KPI Reference Number: NU1.4							
Actual Benchmark	Target Benchmark	Internal Benchmark*	Externa King Khalid Uni.	l Benchn Cairo Uni.	New Target Benchmark		
95.8%	80%	87.17%	68.8%	90.1%	-	100%	
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 							

** Explain:

Why was this external benchmark provider chosen?

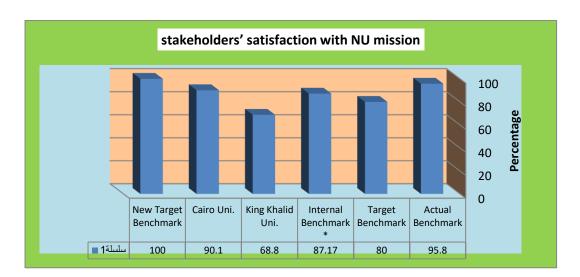
Based on Shanghai ranking, Cairo University is ranked as one of the top 500 universities because it is well-established regional one and King Khalid University lies almost in the same geographical area and is considered as competitor to Najran University. Because of this, using the KPI of King Khalid 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 stakeholders' satisfaction with NU mission

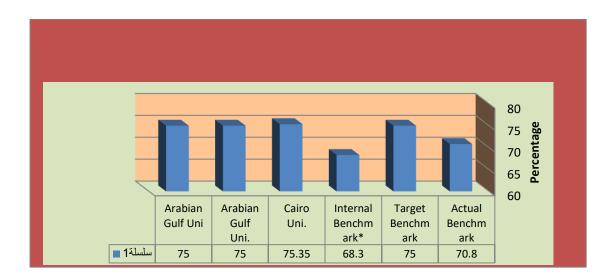


NU7.3: Percentage of male and female administrative staff satisfaction with adequacy and effectiveness of administrative leaders

KPI: Percentage of male and female administrative staff satisfaction with adequacy and							
effectiveness of administrative leaders							
	- • •	CAAA KPI Ref					
	Institut	ional KPI Refe					
Actual	Target	Internal	Extern	al Benchn	nark**	New Target	
Benchmark	Benchmark	Benchmark*	King	Cairo	Arabian	Benchmark	
			Khalid	Uni.	Gulf		
			Uni.	UIII.	Uni.		
74.6%	75%	68.3%	-	75.35%	75%	75%	
male 74.8							
female 74.6							
Analysis (list	t strengths and reco	mmendations):					
Performance	indicator of both mal	e and female ad	lministrativ	ve staff sat	isfaction	with adequacy and	
effectiveness of administrative leaders is 74.8% and 74.6% respectively with an overall value of							
74.6 %, whic	h is just about the tar	get benchmark '	75%, while	e the exter	nal bench	mark is slightly	
higher than th	ne University actual b	enchmark (75%	b).				

This indicator is one out of 10 indicators for the 7 th strategic obje	ctive 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. Consequen	ntly, 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 f	ollowing 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	a.
2. How was the benchmark calculated?	
The average of the questionnaire is converted to a percentage weight by the f	ollowing equation: The total
mean of the scale / number of the scale items multiplied by (100)	
2 Name of the external handbrack provider	
3. Name of the external benchmark provider.	
Arabian Gulf University and Cairo University	

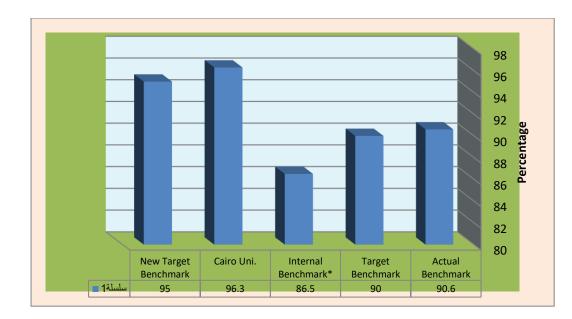
Chart for proportion of male and female administrative staff satisfaction with adequacy and effectiveness of administrative leaders



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	Cairo Uni.	Arabian Gulf	Benchmark
90.6%	90%	86.5%	Uni.	96.3%	Uni. -	95%
male 91.6	9070	80.370	-	90.3%	-	9370
female 87.6						
	rengths and rec	ommendations	•			
	ctive of faculty r			indicator	for scient	ific councils'
· ·	•					chmark (90 %), while
	chmark was high		inte varae	or the tar	Serea sem	() () () () () () () () () () () () () (
	ges, the highest o		on was rep	orted from	m colleges	s of Dentistry.
0 0	0 . 0		· · · · · · · · · · · · · · · · · · ·		U U), while the lowest
was reported for	colleges of Prep	aratory year, En	gineering	and Nurs	ing (86.29	%, 87.4% and 87.6 <mark>%</mark>
respectively).						
Regarding the g	ender the highest	satisfaction for	the female	e section	was report	ted in the colleges of
						while the lowest was
	of Computer scien	nces and Informa	ation techr	ology (7	5.4%) and	deanship of
community serv						
	and report were					ve actions and
measures to dea	l with the causes	of less than satis	sfactory pe	erformanc	ce.	
Strengths:			~			
· ·	•	nembers, scienti	fic counci	ls' perfori	mance has	improved compared
to the previous						
Recommendati		indicators for a	iontific or	un aila! n		
U	tive performance	indicators for se		punctis pe	ertormane	е.
p	rnal benchmark p	rovidor was che	son?			
				Consequ	ently the	internal benchmark
	the previous year		oranciies.	Consequ	ientry, the	
udopted that of	ine previous yeur	•				
2. How was the	benchmark calcu	lated?				
The average of th	e questionnaire is o	converted to a per-	centage we	ight by the	e following	equation: The total
mean of the scale	/ number of the sc	ale items multiplie	ed by (100)			
	nternal benchma					
	surement Unit at th	he Vice-Rectorshi	p for Devel	lopment ai	nd Quality.	
** Explain:			0			
	rnal benchmark			.1		•.• •••
						sities according to the
2010 Shanghai I	Ranking and it is	the oldest unive	rsity in the		East.	
2 How was the	benchmark calcu	lated?				
			centage we	ight hy the	e following	equation: The total
	/ number of the sc				lonowing	equation. The total
3. Name of the e	external benchma	rk provider.				
Cairo University		-				



NU1.5: Proportion of annual increase in achieving NU mission through the proportion of achieving NU strategic objectives

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	Target	Internal	External Benchmark**			New Target
Benchmark	Benchmark	Benchmark*	King Khalid Uni.	Cairo Uni.	Arabian Gulf Uni.	Benchmark
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**:

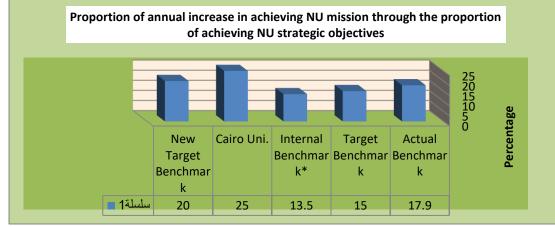
1. Why this external benchmark provider was chosen? Cairo University is a regional university that ranked within the top 500 universities according to the 2016 Shanghai Ranking and it is the oldest university in the Middle East.

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



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

	portion of the Aca that assessed the Pr utcomes.		NCAAA KPI Reference Number: Institutional KPI Reference Number: NU1.6				
Actual Benchm ark	Target Benchmark	Internal Benchmark*	k* External Benchmark** King Khalid Uni. Cairo Gulf Uni.			New Target Benchmark	
30 %	50%	20%	20 %	-	-	50%	
- M - Tl pr - It	ogram learning o	aff are trained conic progran utcome.	d to assess n to help te	aching	staff to	ing outcomes. collect the data for sess 2 to 3 learning outcome	

* 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 100

3. Name of the internal benchmark provider.

Performance Measurement Unit, Najran University.

** Explain:

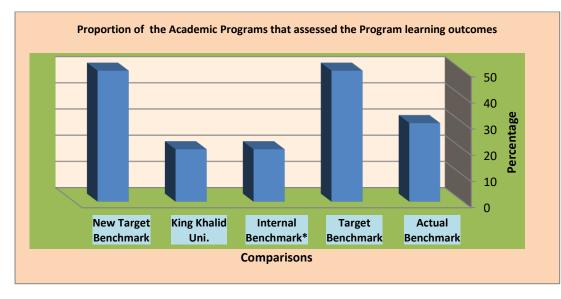
1. Why this external benchmark provider was chosen? This external benchmark provider was chosen because it shares common characteristics with Najran university and it is well known and well organized university.

2. How was the benchmark calculated?

No. of the programs that assessed their learning outcomes / No. of all academic programs X 100 $\,$

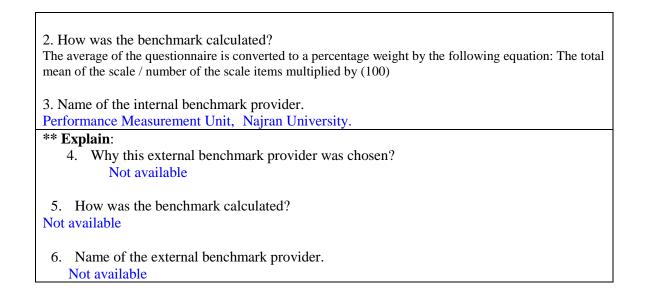
3. Name of the external benchmark provider. -King Khalid University, KSA

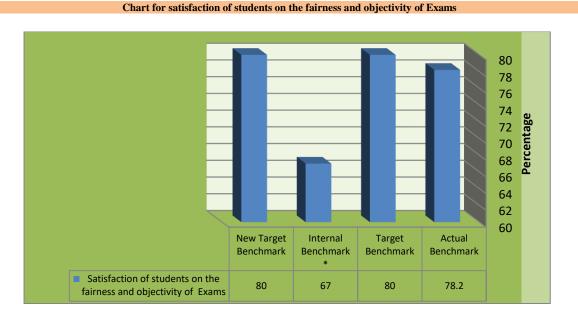
Chart for proportion of the Academic Programs that assessed the Program learning outcomes



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

	ction of students w bjectivity of Exan		. –	AA KPI Reference itional KPI Refere	Number: nce Number: NU2.2
Actual	Target	Intern		External	New Target
Benchmark	Benchmark	Benchm	ark*	Benchmark**	Benchmark
78.2 %	.2 % 80% 67 %			-	80%
 The un It is recently enhanced We have internal 	e the assessment sy	chieve the ta e focus grou stem.	rget bei ps with	nchmark. the students to shar nrough external eval	
1. Why this inte	ernal benchmark pro benchmark is chos				data from previous





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	Target	Internal		Externa	l Bench	mark**	New Target	
Benchmar	Benchmark	Benchmar	k*				Benchmark	
k				King Khalid Uni.	Cairo Uni.	Arabian Gulf Uni.		
100 %	100%	100%		-	25 %	100%	100%	
Analysis (li	st strengths and re	ecommenda	tion	is):				
- All	of the students in	Najran Un	iver	sity evalu	uate the	eir course	s electronically	
at t	he end of each ser	nester.					-	
* Explain	•							
1. Why this	internal benchmark	k provider w	as cl	hosen?				

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.

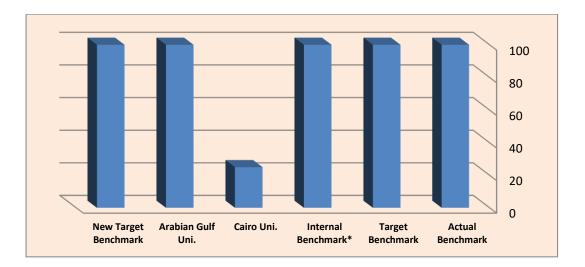
** Explain:

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 10**0**.

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

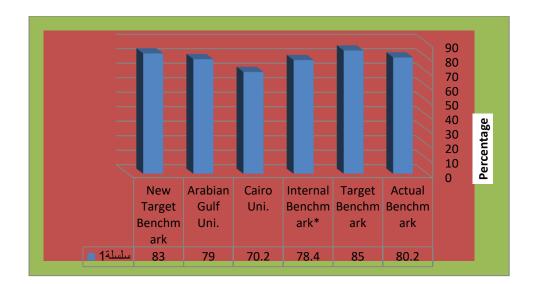
Chart for Percentageof students that evaluated their courses



NU 7.8: Percentageof job satisfaction among teaching staff

KPI: P		NCAAA		o		- 0		
1 -	41101		utional KPI Re				New Target	
	tual	alTargetInternalExternal Benchmark**narkBenchmarkBenchmark*						
Benc	nmark	Benchmark	Benchmark*	Vina	Coiro	Benchmark		
				King Khalid Uni.	Cairo Uni.	Arabian Gulf Uni.		
80.	2%	85%	78.4%	-	70.2%	79%	83%	
		0070	,011,0			1770	0070	
nale	81.4%							
emale	77.2%							
		engths and reco						
ercenta	age of job	satisfaction among	teaching staff of	both male an	d female	sections in N	U is still lower	
		benchmark, but	-					
		her level compar				o the value of	the previous	
		sfaction was rep						
hile the	he lowest	satisfaction was	reported for the	section of inc	centives, p	promotions ar	nd wadges (65%	
egard	ing colleg	ges, the highest s	satisfaction was	reported for	colleges	of Dentistry	Science and art	
		mmunity (94.2%						
		colleges of Science	ce and arts- Naji	an, preparato	ry year a	id Engineerii	1g(12%, 15%) at	
6% re	spectively							
1		/·						
legard	ing gende		tisfaction of the	e female teac	hing staf	f was lower	than that of the	
		er, the overall sa						
ounter	parts in t	er, the overall sa he male section.	The highest sa	tisfaction in t	the femal	e section wa	s reported for the	
ounter ollege	parts in t of Medic	er, the overall sa he male section. cine, deanship of	The highest sa community ser	tisfaction in trivices and col	the femal llege of c	e section wa ommunity (9	s reported for the second state of the second secon	
ounter ollege 1.8%	parts in t of Medic respective	er, the overall sa he male section. cine, deanship of ely), while the	The highest sa community ser least was repor	tisfaction in t vices and col ted for the o	the femal llege of c colleges	e section wa ommunity (9 of Sciences	s reported for the second state of the second secon	
ounter ollege 1.8%	parts in t of Medic respective	er, the overall sa he male section. cine, deanship of	The highest sa community ser least was repor	tisfaction in t vices and col ted for the o	the femal llege of c colleges	e section wa ommunity (9 of Sciences	s reported for the second state of the second secon	
ounter ollege 1.8% ducati	parts in t of Medic respectivion and	er, the overall sa he male section. tine, deanship of ely), while the Applied medical	The highest sa community ser least was repor sciences and	tisfaction in training to the second	the femal llege of c colleges arts- Na	e section wa ommunity (9 of Sciences ajran (69.6%	s reported for the second seco	
ounter ollege 1.8% Educati espect	parts in t of Medic respective ion and ively). Ca	er, the overall sa he male section. bine, deanship of ely), while the Applied medical susses for low sat	The highest sa community ser least was repor sciences and isfaction were s	tisfaction in t vices and col- ted for the of Science and tudied by the	the femal llege of c colleges arts- Na	e section wa ommunity (9 of Sciences ajran (69.6%	s reported for the second seco	
ounter ollege 1.8% Educati espect	parts in t of Medic respectivion and ively). Ca sity to imp	er, the overall sa he male section. tine, deanship of ely), while the Applied medical	The highest sa community ser least was repor sciences and isfaction were s	tisfaction in t vices and col- ted for the of Science and tudied by the	the femal llege of c colleges arts- Na	e section wa ommunity (9 of Sciences ajran (69.6%	s reported for the second seco	
ounter ollege 1.8% Educati espect <u>Jniver</u>	parts in t of Media respective ion and ively). Ca sity to imp lain:	er, the overall sa he male section. cine, deanship of ely), while the Applied medical uses for low sat prove satisfaction	The highest sa community ser least was report sciences and isfaction were s of teaching star	tisfaction in t vices and col- ted for the of Science and tudied by the ff.	the femal llege of c colleges arts- Na	e section wa ommunity (9 of Sciences ajran (69.6%	s reported for the second seco	
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ounter ollege 1.8% ducatie espect Inivers Exp . Why This in . How the ave of the sco . Nam erform * Exp . Why These of Jajran . How the ave	parts in t of Media respective ion and a ively). Ca sity to imp lain: this inter aternal be was the the rage of the in ance Meass lain: this exter external be university was the the rage of the in ance Meass lain:	er, the overall sa he male section. cine, deanship of ely), while the Applied medical uses for low sat prove satisfaction nal benchmark provide questionnaire is co penchmark calcul questionnaire is co per of the scale item nternal benchmark urement Unit	The highest sa community ser least was repor- l sciences and isfaction were sa n of teaching star- rovider was cho- besen because of lated? onverted to a percon- ns multiplied by (k provider. provider was cho- ers were chosen ell known and we lated?(onverted to a percon- tion of teaching star- provider was cho- ers were chosen ell known and we lated?(onverted to a perco- onverted to a perco- provider was cho- ers were chosen	tisfaction in transferences and con- ted for the or- Science and tudied by the ff. sen? The availabit rentage weight 100) osen? because they ell organized	the femal llege of c colleges of arts- Na assigned lity of th by the foll	e section wa ommunity (9 of Sciences ajran (69.6% committee e data from owing equatio	s reported for the formal of t	
ounter ollege 1.8% ducati spect Inivers Exp . Why his in . How he ave f the so . Nam <u>erform</u> * Exp . Why hese e lajran . How he ave f the so	parts in t of Media respective ion and a ively). Ca sity to imp lain: this inter the internal be was the b rage of the in ance Meas lain: this exter external be university was the b rage of the rage of the cale / numb	er, the overall sa he male section. cine, deanship of ely), while the Applied medical uses for low sat prove satisfaction nal benchmark pro- onchmark is cho penchmark calcul questionnaire is co- per of the scale item atternal benchmark provide rnal benchmark provide and they are we penchmark calcul questionnaire is co- per of the scale item	The highest sa community ser least was report sciences and isfaction were s of teaching star rovider was cho sen because of lated? onverted to a percent multiplied by (k provider. ers were chosen ell known and we lated?(onverted to a percent smultiplied by (tisfaction in transferences and con- ted for the or- Science and tudied by the ff. sen? The availabit rentage weight 100) osen? because they ell organized	the femal llege of c colleges of arts- Na assigned lity of th by the foll	e section wa ommunity (9 of Sciences ajran (69.6% committee e data from owing equatio	s reported for the second seco	
ounter ollege 1.8% ducati spect Inivers Exp . Why his in . How he ave f the sc . Nam * Exp . Why hese c lajran . How he ave f the sc . Nam	parts in t of Media respective ion and a ively). Ca sity to imp lain: this inter iternal be was the b rage of the in ance Meas lain: this exter external be university was the b rage of the in ance Meas lain: this exter external be university was the b rage of the exter all / numb	er, the overall sa he male section. cine, deanship of ely), while the Applied medical uses for low sat prove satisfaction nal benchmark pro- enchmark calcul questionnaire is co per of the scale item nternal benchmark urement Unit rnal benchmark provide and they are we penchmark calcul questionnaire is co per of the scale item	The highest sa community ser least was report sciences and isfaction were s of teaching star rovider was cho sen because of lated? onverted to a percent multiplied by (k provider. ers were chosen ell known and we lated?(onverted to a percent smultiplied by (tisfaction in transferences and con- ted for the or- Science and tudied by the ff. sen? The availabit rentage weight 100) osen? because they ell organized	the femal llege of c colleges of arts- Na assigned llity of th by the foll	e section wa ommunity (9 of Sciences ajran (69.6% committee e data from owing equatio	s reported for the second seco	
ounter ollege 1.8% ducations spect (nivers) Exp . Why this in . How the ave f the sc . Nam (ajran) . How these e f the sc . Nam Arabia	parts in t of Media respective ion and a ively). Ca sity to imp lain: this inter iternal be was the b rage of the in ance Meas lain: this exter external be university was the b rage of the rage of the sale / numb	er, the overall sa he male section. cine, deanship of ely), while the Applied medical uses for low sat prove satisfaction nal benchmark pro- enchmark is cho benchmark calcul questionnaire is co ber of the scale item nternal benchmark urement Unit rnal benchmark provide and they are we benchmark calcul questionnaire is co benchmark calcul questionnaire is co ber of the scale item	The highest sa community ser least was report sciences and isfaction were s of teaching star rovider was cho sen because of lated? onverted to a percent multiplied by (k provider. ers were chosen ell known and we lated?(onverted to a percent smultiplied by (tisfaction in transferences and con- ted for the or- Science and tudied by the ff. sen? The availabit rentage weight 100) osen? because they ell organized	the femal llege of c colleges of arts- Na assigned llity of th by the foll	e section wa ommunity (9 of Sciences ajran (69.6% committee e data from owing equatio	s reported for the second seco	

Chart for Percentageof job satisfaction among teaching staff



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

KPI: Po	ercentage	v	on among male and AA KPI Reference			staff		
			utional KPI Refe			.9		
Act	ual	Target	Internal		mal Bench		New Target	
Bench	nmark	Benchmark	Benchmark*					
			King Khalid Uni.	Cairo Uni.	Arabian Gulf Uni.			
61.	2%	80%	64%	-	65.4%	72%	70%	
male	61.6							
female	60.2							
Analysi	s (list str	engths and re	commendations):					
Percent	ageof job	satisfaction an	ong male and fem	ale administ	trative staf	f at Najran U	niversity rated	
(61.2%)	, which	is lower than t	he target benchma	ark (80%), v	while it is	close to the	benchmark o	
Cairo U	Iniversity	and lower that	n that of Arabian	Gulf Univ	ersity. Thu	us, NU has f	ormed severa	
commit	tees to in	nprove degree	of job satisfactior	n. They hav	ve started	work and co	ordination ha	
been es	tablished	with the comm	nittee members to	detect areas	s of dissat	isfaction and	define prope	
improve	ement me	asures to deal v	with them.					
Degree	of job s	satisfaction in	1438/1439 H. w	ill be asses	ssed accor	ding to thes	e committees	
accomp	lishments	5.						
The hig	hest satis	faction was rep	orted for the relati	onship with	colleague	s (82.8%), wl	hile the lowes	
was for	the suit	ability of bonu	ses and incentive	s, chance for	or training	g and improv	ing skills and	
support	for creat	ivity and innov	vation (43.6%, 49	.8% and 52.	.6% respec	ctively). Rega	arding gender	
the over	all satisfa	action of the fe	male staff was slig	htly lower c	ompared v	with their mal	e counterparts	
but at t	he level	of some areas	the difference wa	s more obv	ioue e.g c	hances for pi	comotions and	
availabi	lity of fa	cilities, equibm	ents and stationery	y tools (47.6	5% and 57.	6% respective	ely).	
* Expl	ain:							
•			provider was chos					
This in	ternal be	nchmark is ch	osen because of	the availab	ility of the	e data from	previous	

2. How was the benchmark calculated?

years.

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?

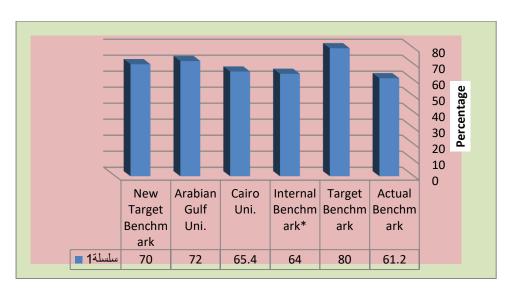
These external benchmark providers were chosen because they share common characteristics with Najran university and they are well known and well organized universities.

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



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

KPI: Pe	ercentageof		on with the adequ Reference Nux tutional KPI R	mber:	NU 3.		ders (Deans).
	tual hmark	Target Benchmark	Internal Benchmark*	Exter	rnal Bench	New Target Benchmark	
				King Khalid Uni.	Cairo Uni.	Arabian Gulf Uni.	
77	.6%	80%	78.6%	-	-	-	80%
male female	76.6% 78.1%						
Overall	(male and	ngths and recomp female) faculty sa ich is lower than	tisfaction with				

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?

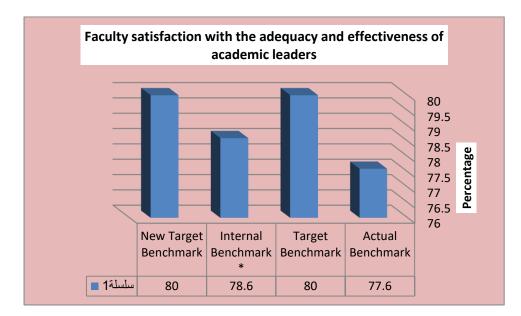
2. How was the benchmark calculated?

.....

3. Name of the external benchmark provider.

Not available

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



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

Departi	nents)						
			PI Reference N				
			al KPI Refere				
	tual	Target	Internal	Exter	New Target		
Benc	hmark	Benchmark	Benchmark*	17.	Benchmark		
				King Cairo Arabian		1 II WO IWII	
				Univ.	Univ.	Gulf Univ.	
77	.6%	80%	-	-	-	-	80%
male	77.2%						
female	79%						
Analysi	s (list stre	ngths and recom	mendations):				
		e and female) satisf		lequacy and	effectivene	ess of academic	leaders (Head of
		(77.6%), which is					
		the level of college	e and gender an	d recomme	ndations f	for improveme	<mark>ent.</mark>
* Exp							
1. Why	this internation	al benchmark prov	ider was chosei	n?			
			10				
		nchmark calculate			1 (1 6 11	• ,•	(D) ((1)
The aver	age of the q	uestionnaire is conv			by the follo	owing equation:	: The total mean
		r of the coole items	multiplied by (10)	0)			
of the sc	ale / numbe	r of the scale items		0)			
of the sc 3. Name	ale / number e of the inte	ernal benchmark p		0)			
of the sc 3. Name Performa	ale / number e of the inte ance Measur			0)			
of the sc 3. Name Performa ** Expl	ale / number e of the internet ance Measur ain :	ernal benchmark p rement Unit	rovider.				
of the sc 3. Name <u>Perform</u> ** Expl 1. Why	ale / number e of the internet ance Measur ain :	ernal benchmark p rement Unit al benchmark prov	rovider.				
of the sc 3. Name <u>Perform</u> ** Expl 1. Why	ale / numbe e of the into ance Measur ain: this extern	ernal benchmark p rement Unit al benchmark prov	rovider.				
of the sc 3. Name Performa ** Exp 1. Why	ale / numbe e of the into ance Measur ain: this extern	ernal benchmark p rement Unit al benchmark prov	vider was chose				
of the sc 3. Name <u>Performa</u> ** Expl 1. Why 2. How	ale / numbe e of the into ance Measur ain: this extern	ernal benchmark p rement Unit al benchmark prov enchmark calculate	vider was chose				
of the sc 3. Name <u>Performa</u> ** Expl 1. Why 2. How	ale / numbe e of the into ance Measur ain: this extern was the be	ernal benchmark p rement Unit al benchmark prov enchmark calculate	vider was chose				
of the sc 3. Name Performa ** Exp 1. Why 2. How	ale / numbe e of the into ance Measur ain: this extern was the be e of the ext	ernal benchmark p rement Unit al benchmark prov enchmark calculate	vider was chose				

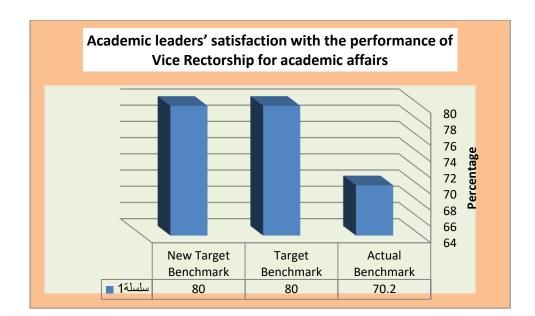
Chart for Percentageof of faculty satisfaction with the adequacy and effectiveness of academic leaders (Head of Departments)



NU1.12: Percentage of academic leaders' satisfaction with the performance of Vice Rectorship for academic affairs

		KPI Reference I KPI Reference			,	
Actual	Target	Internal		rnal Bencl		New Target
Benchmark	Benchmark	Benchmark*		1		Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
70.2%	80%	-	_	-	-	80%
male 69%						
emale 72.4%						
rograms to cope	ept for the satisfa with the needs of					
nally collaboration 2.4%,69.6% and Explain:	use of different no on with communi 64.8% respective al benchmark pro	ew technologies ity sectors to im ly compared to (and its ap prove stud 67.6%, 75.8	plications y plans ar	in education and academic p	and research and rograms (62.8%)
nally collaboration 2.4%,69.6% and Explain: . Why this internation . How was the be the average of the quation: The tot . Name of the interformance Measu * Explain:	on with communi 64.8% respective al benchmark pro enchmark calculat he questionnaire tal mean of the s ernal benchmark	ew technologies ity sectors to im ly compared to vider was chose ed? is converted to cale / number of provider.	and its ap prove stud 67.6%, 75.3 n? D a percen of the scal	plications y plans ar 8%, 70% (in education and academic p of academic p 57.2% for the 57.2% for the following the fo	and research and rograms (62.8%, male section).
nally collaboration 2.4%,69.6% and Explain: . Why this internation . How was the be The average of the quation: The tot . Name of the intu- erformance Measu * Explain: . Why this extern	on with communi 64.8% respective al benchmark pro enchmark calculat he questionnaire tal mean of the s ernal benchmark pro enchmark calculat	ew technologies ity sectors to im ly compared to vider was chose ed? is converted to cale / number provider.	and its ap prove stud 67.6%, 75.3 n? D a percen of the scal	plications y plans ar 8%, 70% (in education and academic p of academic p 57.2% for the 57.2% for the following the fo	and research and rograms (62.8%, male section).

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



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

0	of faculty satisfac uring the training el NCAAA			U	cance of train	ning courses and				
		al KPI Referen)					
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			New Target Benchmark				
			King Khalid Univ.	Khalid Univ Gulf Univ						
70%	80%	-	-	-	-	80%				
male 70% female 69.8%	_									
(70%), which is s teaching staff for domain of quality (67%).	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 intern	al benchmark prov	vider was chose	n?							
The average of t	enchmark calculate he questionnaire tal mean of the so	is converted to	-		•	-				
3. Name of the int Performance Measu ** Explain:	ternal benchmark p rement Unit	provider.								

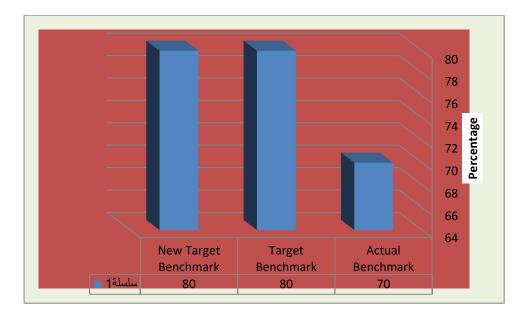
1. Why this external benchmark provider was chosen?

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)



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

New Target									
Benchmark									
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%).									

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)

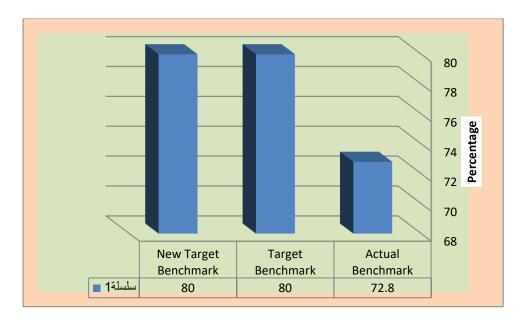


NU	7.4: Percentage of			with the usefulness and significance on ng the training effect)	f training courses a
	KPI: Percenta	courses and NCAAA F	l workshops (M XPI Reference	tion with the usefulness and significan easuring the training effect) Number: NU 7.4	nce of training
	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark

			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
72.8%	80%	-	-	-	-	80%
Analysis (list str	rengths and recom	mendations):				
	ff's satisfaction with	-			articipated in, ra	tted (72.8 %),
	tory, but lower thar	the target bend	chmark (80	%).		
Espiani	nal hanahmark pro	vidor was chose	nn?			
1. why this inter	nal benchmark pro	viuel was chose	511 (
2. How was the b	oenchmark calculat	ed?				
The average of	the questionnaire	is converted t	o a percen	tage weig	ght by the foll	owing
equation: The to	otal mean of the s	cale / number	of the scal	le items n	nultiplied by ((100)
-	nternal benchmark				· ·	
3. Name of the ir	nternal benchmark					
3. Name of the in Performance Meas						
3. Name of the ir Performance Meas ** Explain :	surement Unit	provider.				
 Name of the ir Performance Meas ** Explain: Why this exter 	surement Unit	provider.	en?			
3. Name of the ir Performance Meas ** Explain :	surement Unit	provider.	en?			
 Name of the ir <u>Performance Meas</u> ** Explain: 1. Why this exter 	surement Unit	provider. vider was chose	en?			
 Name of the ir <u>Performance Meas</u> ** Explain: 1. Why this exter 	surement Unit rnal benchmark pro 	provider. vider was chose	en?			

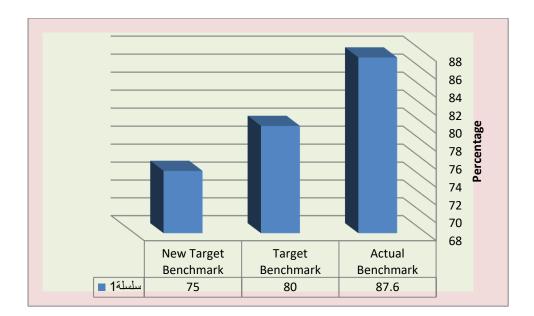
Not available

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



courses and work		he training effec XPI Reference KPI Reference	Number: _		;		
Actual Benchmark	Target Benchmark	Internal Benchmark*	Exter	rnal Bench	nmark**	New Target Benchmark	
Deneminark	Denemiark	Deneminark	King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	Deneminark	
67.6%	80%	-	-	-	-	75%	
			en?				
 Why this inter How was the b The average of 	1	ed? is converted t	o a percen		•	•	
 Why this inter How was the b The average of equation: The to Name of the ir Performance Meas 	benchmark calculat the questionnaire otal mean of the s	ed? is converted t scale / number	o a percen		•	•	
 Why this interposed How was the base of the average of equation: The to Name of the in <u>Performance Meas</u> ** Explain: 	benchmark calculat the questionnaire otal mean of the s nternal benchmark	ed? is converted t scale / number provider.	o a percen of the scal		•	•	
 Why this inter How was the b The average of equation: The to Name of the in Performance Meas ** Explain: 	benchmark calculat the questionnaire otal mean of the s nternal benchmark surement Unit	ed? is converted t scale / number provider.	o a percen of the scal		•	•	

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



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

KPI: Percentage of	faculty satisfaction with			hip for Dev	elopment and (Quality
		KPI Reference Nun				
Actual Benchmark		al KPI Reference Nur Internal Benchmark*		U 1.10 rnal Benchi	mark**	New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
77.8%	80%	71.8%	-	-	-	80%
male 77.8%		•	I			
female 77%						
Analysis (list stree	gths and recommend	lations):				
	faculty satisfaction with			for Develop	ment and Qualit	y at NU was applied
	members, it is also avai					
https://docs.google	.com/forms/d/e/1FAIp	QLSeGaGrh8sRJS9K	6XC3PcXB2	2pZC1Xn_	TeNUTEpaS3	Twu60JNag/viewf
orm						
	tive procedures were c					
	at proportion of faculty					
	438, with arithmetic me			her than the	benchmark of t	he preceding year
	ed (71.8%), but still low ll satisfaction (84.2%			the vice r	otorship in o	rannizina trainina
	hing staff on preparir					
	ed for the financial rev					
	for teaching staff sat					
	rts and science college	· · · · · · · · · · · · · · · · · · ·			· · ·	
	vas for female faculty					
	ences (67.4%. 68.6% a					
	r) was studied to defin	· · · · · · · · · · · · · · · · · · ·		· · · · ·		
* Explain:						k

* 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?

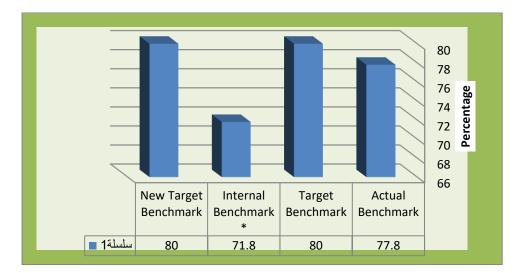
.....

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



NU1. 9: Percentage of faculty satisfaction with the performance of the units of Development and Quality

		KPI Reference I KPI Reference			9	
Actual Benchmark	Target Benchmark	Internal Benchmark*	Extern	al Bench	mark**	New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
74.4%	%80	%80 74.2%	-	-	-	80%
male 74%						
female 75.2%						
Analysis (list st	rengths and recom	mendations):				

(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

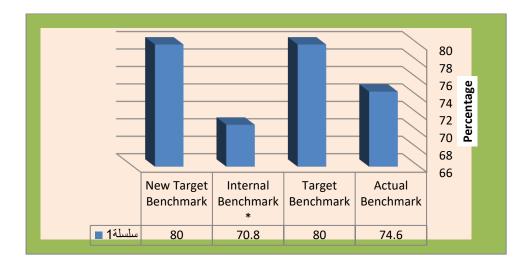


NU1.11: Percentage of faculty satisfaction with the performance of Deanship for Development and Quality

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 Banahmark*	Internal External Benchmark** New Benchmark*	New Target Benchmark			
Benchmark	Benchinark	Benchinark*	King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.		
74.6%	80%	70.8%	-	-	-	80%	
Analysis (list stren	gths and recommen	dations):					
with arithmetic mean (72.4%), and the seco	ith the performance of (3.73) on five-point scand benchmark of the actionark is close to the tan	ale. It is higher than cademic year 1436/1	the first bend 437, rating (chmark of th		third periodic benchmark, ear 1435/1436, rating	
* Explain: 1. Why this internal	benchmark provider benchmark provider	was chosen?		e branches	, it adopted tl	ne internal benchmark of	
mean of the scale	e questionnaire is co / number of the sca mal benchmark provi	le items multipli	-		ne following	equation: The total	
** Explain:							
1. Why this externa	l benchmark provide	r was chosen?					
•••••							
2. How was the ben							
3. Name of the exte	rnal benchmark prov	ider.					

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

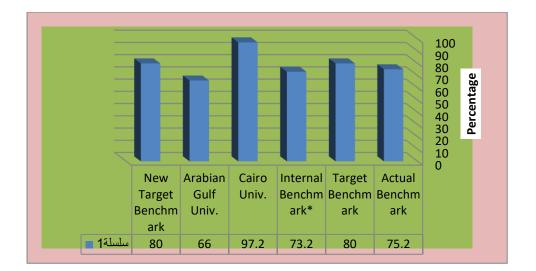


NU3.6: Percentage of faculty satisfaction with the quality of evaluation procedures adopted in NU

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

			KPI Reference Il KPI Referenc			6	
Actu Bench		Target Benchmark	Internal Benchmark*	Exterr	al Benchr	nark**	New Target Benchmark
				King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
75.2	2%	80%	73.2%	-	97.2%	66%	80%
male	75.2						
emale	74.4						
The over while the Full repo lissatisfa Expla Why t Since the benchma 2. How w The ave	call higher contrincture action as action as ain: his interre- e organiz rk (73.29 vas the b rage of t	was for the measur led variances at the guides for improve nal benchmark prove ational structure of %) depended on the enchmark calculate	s reported for the es used for evalu- ne level of colle- ement plans. vider was choser of the University e result of the pa ed? is converted to	te measure uation of t eges and g n? y does not ast year.	es used for eaching st gender; it include a tage weig	aff perforo was discus any branche ght by the :	ent of exams (79.8%) rmance (67.4%). sed to define areas o es, the current interna following equation:
	of the in	ternal benchmark	provider.				
Performan ** Expla 1. Why ta These ex	nce Measu ain: his extern ternal be	arement Unit	vider was choses s were chosen be	cause they		nmon char	acteristics with Najran
Performan ** Expla 1. Why t These ex universit 2. How v The ave The tota	nce Meass in: his extern ternal be y and the vas the b rage of t l mean of	arement Unit nal benchmark pro nchmark providers by are well known enchmark calculate	vider was chosen s were chosen be and well organiz ed? is converted to ber of the scale	ecause they red univers	sities. tage weig	ght by the	acteristics with Najran

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

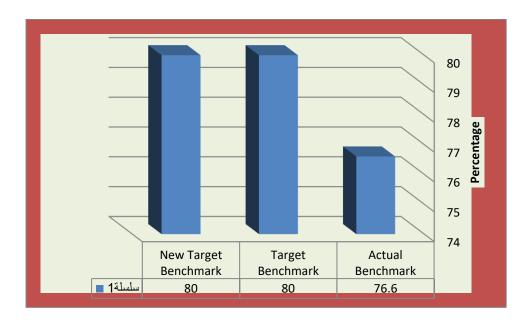


NU 7.10: Percentage of administrative leaders' satisfaction with the standards that monitor and evaluate the performance of administrative staff

KPI: Percentag					ds that mor	nitor and evaluate the
		performance of a				
		KPI Reference			10	
Actual Benchmark	Target Benchmark	KPI Reference Internal Benchmark*		<u>NU 7.</u> nal Benchi		– New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
76.6%	80%	-	-	-	-	80%
Analysis (list str	engths and recom	mendations):				
slightly lower that	n the target benchi uld be discussed ir	nark, points of c	lissatisfact	tion shoul	d be closely	e their performance is y studied and results of ' strategic objective for
* Explain:						
1. Why this interr	hal benchmark prov	vider was choser	n?			
•••••						
2. How was the b	enchmark calculate	ed?				
			a percen	tage weig	the states and the states of t	following equation:
_	of the scale / num		-			8 1
				-	-	
3. Name of the in Performance Measu	ternal benchmark r urement Unit	provider.				
** Explain:						
1. Why this extern	nal benchmark pro	vider was chose	n?			
•••••						
2. How was the b	enchmark calculate	ed?				

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



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

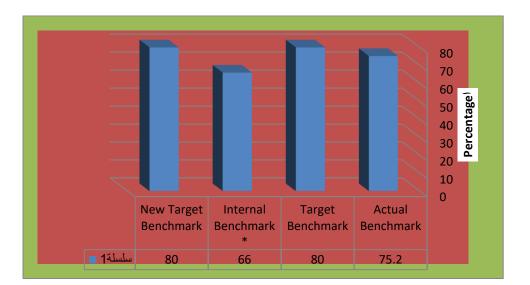
KPI: Pe	rcentage		KPI Reference	Number:		U1.7	
Actu Bench		Target Benchmark	l KPI Referenc Internal Benchmark*		nal Bench	New Target Benchmark	
				King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
75.2	2%	80%	66%	-	-	-	80%
male female	75.8 73.4						
Academic (84%) wa highest e science (8 was repo	c program as reporte valuation 88.2%), m orted for	d for the administra- for the teaching er nale staff in communi- the female staff of	aculty rated (75.2 ative work, while wironment was r nity college (88%) preparatory yea	e the lowes eported by) and femal r and fema	t was for female te le staff in c ale staff o	the research eaching staff college of m of nursing c	n. The highest evaluation n activities (65.4%). The f in college of computer edicine; while the lowest college (63.8% and 72.8 tion (61.8%) compared to
		ection with the lowes uding the detailed re					paratory year. neasures were adopted in
* Expla				_			
		hal benchmark prov			tinaluda	onry haan ah	es, the current internal
	U	%) depended on the	•	·		any branch	es, me current internal

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.

.....

Chart for Percentage of academic programs evaluated by NU faculty



NU2.1: Percentage of quality of e-courses evaluated by NU students

KPI: Pe	rcentage		ses evaluated by KPI Reference aal KPI Referen	Number:		2.1	
	ActualTargetInternalExternal BenBenchmarkBenchmarkBenchmark*		ernal Benchmark**		New Target Benchmark		
Beller	innai K	Deneminark	Deneminark	King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	Deneminark
76.	9%	80%	70%	-	70.8%	95.8%	80%
Male	78.9						
Female	76.3						
Analysi	s (list str	engths and recom	mendations):				

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%). 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.

* 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.

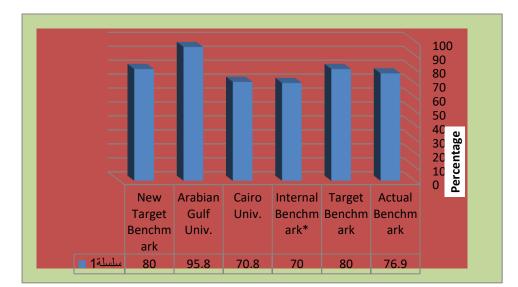
2. How was the benchmark calculated?

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

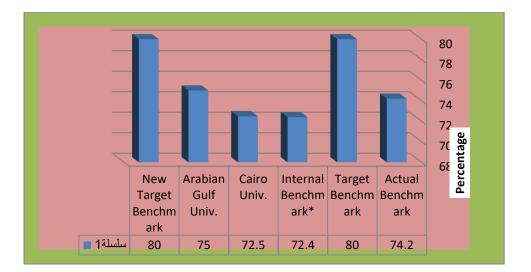


NU6.6: Percentage of student satisfaction with the services provided by Deanship of Admission and Registration

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

Registra	-		KPI Reference					
	tual nmark	Target Benchmark	nal KPI Referer Internal Benchmark*		nal Bench	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							
leanshi The hig providin with stu- and eque cor the registration * Expl 1. Why Since the Cor	p. hest satisf ag suitabl ident com ipments a availabil ion for co ain: this intern he organiz	e equibments and plains respectively and for the availabi- ity of technical sorrective actions ar and benchmark pro-	es and procedure computer labs f y. The least sati lity of technical taff. The full r ad improvement vider was chosen of the University	es (75.6%) for the stu sfaction o staff, whi report was measures. n? y does no	, while the dents for o f female s le for the 1 s sent for	e least (67.69 e- registratic tudents (72. nale section the deansh	provided by the % and 69.2%) was fo on and system dealing 2%) was for facilitie the least (76.6%) wa ip of admission and s, the current interna	
Total a	verage =	enchmark calculat Total average of tal average of the	the scale/no. o	-				
	e of the in							
3. Name Performa	ance Measure	ternal benchmark j urement Unit	provider.					
3. Name Performa ** Exp l 1. Why These e	ance Meass ain: this exter xternal be	urement Unit	vider was chose s were chosen be	ecause the		mmon chara	cteristics with Najran	
3. Name Performa ** Exp 1. Why These e universi 2. How Total a	ance Meass ain: this exter xternal be ty and the was the b verage =	urement Unit nal benchmark pro enchmark provider	vider was chose s were chosen be and well organiz ed? the scale/no. o	ecause the zed univer	sities. Dints	mmon chara	cteristics with Najran	

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



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*	Exterr	al Benchi	nark**	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

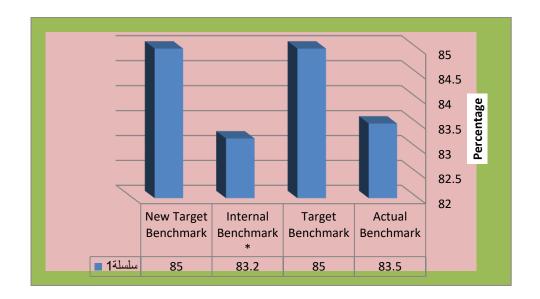


Chart for Percentage of stakeholders and labor market satisfaction with the level of alumni skills

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

KPI: Percentage		eaders' satisfactio KPI Reference I KPI Reference	Number:			
Actual	Target	Internal	Extern	hal Bench	mark**	New Target
Benchmark	Benchmark	Benchmark*	King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	Benchmark
65.4%	80%	66.8%	-	76.3%	-	70%
Since the organiz	nal benchmark pro zational structure ministrative leaders'	of the University	y does not			es, the current internal g (66.8%) depended on
2. How was the b	enchmark calculat Total average of		f scale po	oints		

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.

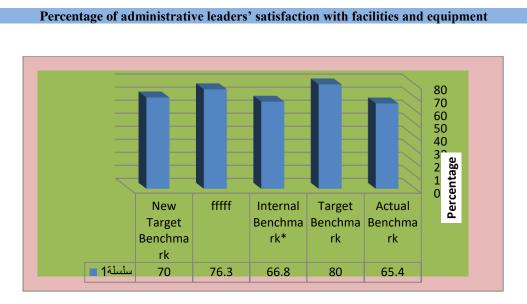
2. How was the benchmark calculated?

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



NU4.3: Percentage of academic leaders' satisfaction with facilities and equipment

KPI: Percentage	of academic leaders NCAAA	' satisfaction wit KPI Reference			ment	
		KPI Reference			J 4.3	
Actual Benchmark	Target Benchmark	Internal Benchmark*	Extern	nal Benchi	mark**	New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
66.8%	80%	65.4%	-	-	-	70%
Academic leaders' actual benchmark f	or this indicator is m of the results of othe	facilities and equuch lower than the	e target ben	chmark, in	nprovement	rerage value. The current actions should be University "including
* Explain:	nal benchmark prov	ider was chosen	1 9			

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?

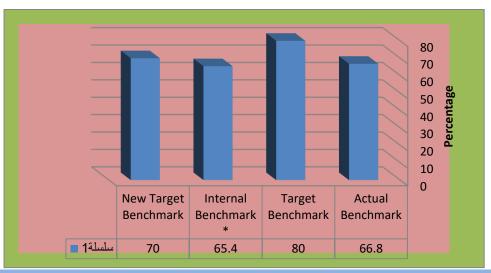
.....

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



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

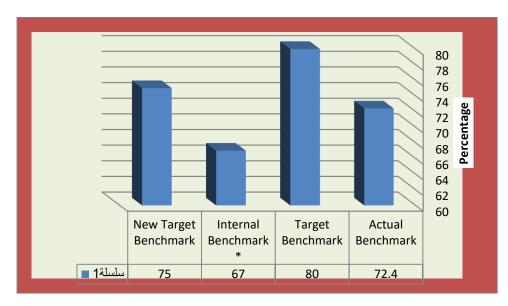
KPI: Percentage	NČAAA	ole in encouragin KPI Reference nal KPI Referen	Number:			rspective of faculty
Actual Benchmark	Target Benchmark	Internal Benchmark*	Exter King Khalid Univ.	nal Benchr Cairo Univ.	nark** Arabian Gulf Univ.	New Target Benchmark
72.4%	80%	67%	-	-	-	75%
male 74.8%						

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 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?
2. How was the benefitiated and the second
3. Name of the external benchmark provider.
Not available

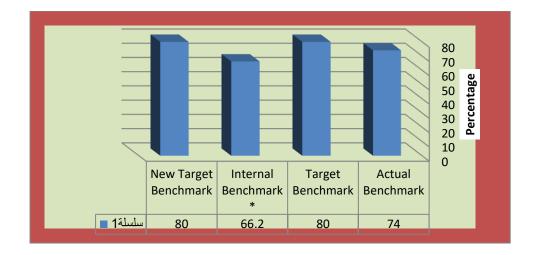
Chart for Percentage of evaluating NU role in encouraging scientific research from the perspective of faculty



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

KPI: Proportion of	University investmen	-	-	rvice from t	he perspective	of academic leaders
		A KPI Reference nal KPI Reference				
Actual	Target	Internal		nal Benchn		New Target
Benchmark	Benchmark	Benchmark*	LAten	nai Denenn	liai K	Benchmark
Deneminark	Deneminark	Deneminark	King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	Denemiark
74%	80%	66.2%	-	-	-	80%
Analysis (list strer	gths and recomme	ndations):				
			of its potential	in commun	itv service was	applied to a sample of
	s also available on the					-FF
nttps://docs.google.	.com/forms/d/e/1FA	IpQLSeGaGrh8sRJ	S9K6XC3Pc2	XB2pZC1X	Kn_TeNUTEp	aS3Twu60JNag/viev
orm						
Various administra	tive procedures were	conducted to raise	ratio of respo	onses. It wa	s statistically a	analyzed using SPSS
Results revealed the	at satisfaction with the	University investment	nt of its potenti	ial in comm	unity service rat	ed (74 %), with
arithmetic mean (3.70)) on five-point scale.	From the perspective	of academic le	eaders, it is h	igher than the p	receding benchmark
(66.2%) but still lowe	er than the target bench	nmark.				-
* Explain:						
1. Why this interna	l benchmark provide	er was chosen?				
Since the organiza	tional structure of t	he University does	not include	any branch	hes, the current	nt internal benchma
	on the result of the p					
2. How was the ber	chmark calculated?					
The average of th	e questionnaire is c	converted to a per-	centage weig	ght by the	following equ	uation: The total
mean of the scale	/ number of the sc	ale items multiplie	ed by (100)			
		······				
3. Name of the inte	rnal benchmark prov	vider.				
Performance measure	•					
** Explain:						
-	l benchmark provide	er was chosen?				
1. why this externe	*					
) How was the har	chmark calculated?					
Z HOW Was the per	ionnan curculutur.					
2. How was the ber						
		vider.				
	ernal benchmark prov	vider.				

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

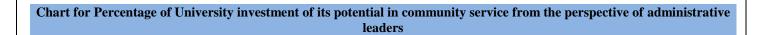


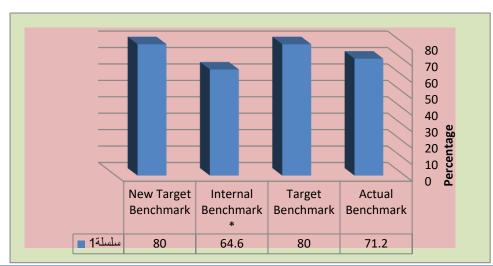
NU11.2: Percentage of University investment of its potential in community service from the perspective of administrative leaders

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

		A KPI Reference Nu						
Institutional KPI Reference Number:NU11.2 Actual Benchmark Target Internal External Benchmark** New Target								
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**			Benchmark		
	Denemiark		King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	Deneminark		
71.2%	80%	64.6%	-	-	-	80%		
A questionnaire on sample of administr https://docs.google.a orm Various administrat Results revealed tha arithmetic mean (3. lower than the targe * Explain: 1. Why this internal Since the organizat (64.6%) depended of 2. How was the ben Total average = Total 3. Name of the inter Performance measures ** Explain:	ative leaders, it is als com/forms/d/e/1FAI tive procedures were at satisfaction with U 56) on five-point sc et benchmark indicati benchmark provider ional structure of th on the result of the pa chmark calculated? otal average of the scal	University investme to available on the University investment oQLSeGaGrh8sRJS9 conducted to raise raniversity investment ale. The current valuing need for improver was chosen? e University does not st year. scale/no. of scale point der.	niversity we K6XC3PcX tio of respon of its potent ue is higher nent actions ot include a	bsite: <u>B2pZC1X</u> nses. It was tial in com than the p s.	n TeNUTEpa s statistically a munity service preceding ben	vice was applied to a <u>S3Twu60JNag/viewf</u> analyzed using SPSS. e rated (71.2 %), with chmark, but it is still at internal benchmark		
-								
2. How was the ben	chmark calculated?							
	•••••							

3. Name of the external benchmark provider. Not available





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:

Actual Benchmark	Target Benchmark	Internal Benchmark*	Extern King Khalid Univ.	al Benchi Cairo Univ.	nark** Arabian Gulf Univ.	New Target Benchmark
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

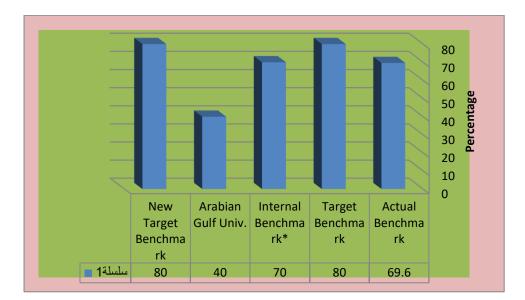
The average of the questionnaire is converted to a percentage weight by the following equation:

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



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

KPI: Pe	rcentage (NCAAA	on with the avail KPI Reference I KPI Reference	Number:			ve teaching strategies
Act Bench		Target Benchmark	Internal Benchmark*		nal Benchi		New Target Benchmark
				King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
69.8	8%	%80	76.4%	-	75.4%	79%	80%
male	71.6%						
female	63.4%						
Analysis	s (list stro	engths and recom	mendations):				

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.

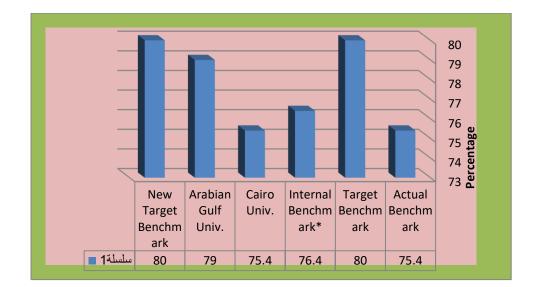
2. How was the benchmark calculated?

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

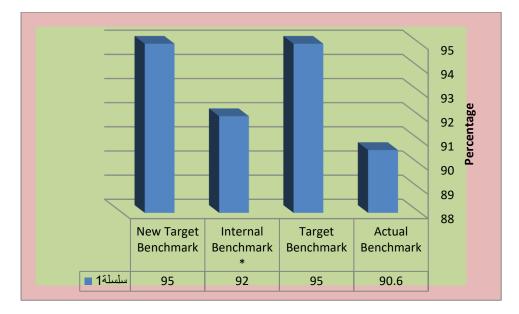
Chart for Percentage of Proportion of faculty satisfaction with the availability of requirements of effective teaching strategies



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

			KPI Reference I KPI Reference				erspective of faculty
	tual	Target	Internal	Extern	al Bench	mark**	New Target
Bench	nmark	Benchmark	Benchmark*	***			Benchmark
				King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
	6%	95%	92%	-	-	-	95%
male	89.4%						
female	91.6%		1 /• ``				
		engths and recom				_	
	0	e	0		perspective	e of <mark>both ma</mark> l	<mark>e and female</mark> faculty a
		gh (90.6%), with a	rithmetic mean (4.53).			
* Expl							
		nal benchmark prov					
Since th	ne organiz	zational structure of	of the University	y does not	include a	any branche	s, the current intern
benchm	ark (92%)) depended on the	result of the past	year.			
		enchmark calculate					
The ave	erage of t	the questionnaire	is converted to	a percen	tage weig	ght by the f	ollowing equation:
			1 0.1 1	•	14:41:4	$h_{\rm V}$ (100)	
	U	of the scale / num	iber of the scale	e items m	umpnea	Uy(100)	
	U	of the scale / num	iber of the scale	e items m	umpnea	Uy (100)	
The tot	al mean o			e items m	unipiied	Uy (100)	
The tot 3. Name	al mean of the in	of the scale / num ternal benchmark j irement Unit		e items m	umphed	Uy (100)	
The tot 3. Name Performa	al mean of the in	ternal benchmark j		e items m		by (100)	
The tot 3. Name Performa ** Expl	al mean of the in ance measured at the second state of the second	ternal benchmark j irement Unit	provider.				
The tot 3. Name <u>Performa</u> ** Expl 1. Why	al mean of e of the in ance measure ain: this exter	ternal benchmark j irement Unit nal benchmark pro	provider.				
The tot 3. Name <u>Performa</u> ** Expl 1. Why	al mean of the in ance measured at the second state of the second	ternal benchmark j irement Unit nal benchmark pro	provider.				
The tot 3. Name <u>Performa</u> ** Expl 1. Why	al mean of e of the in ance measure ain: this exter	ternal benchmark j irement Unit nal benchmark pro	provider. vider was chose				
The tot 3. Name <u>Performa</u> ** Expl 1. Why 2. How	al mean of e of the in ance measure ain: this exter	ternal benchmark j irement Unit nal benchmark pro enchmark calculate	provider. vider was chose				
The tot 3. Name <u>Performa</u> ** Expl 1. Why 2. How	al mean of e of the in ance measu ain : this exter was the b	ternal benchmark j irement Unit nal benchmark pro enchmark calculate	provider. vider was chose				
The tota 3. Name <u>Performa</u> ** Expl 1. Why 2. How	al mean of e of the in ance measu ain: this exter was the b	ternal benchmark j irement Unit nal benchmark pro enchmark calculate	provider. vider was chosen ed?				

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



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

Actual Benchmark	Institutional KPI Reference Number: NU6.2 Target Internal External Benchmar Benchmark Benchmark* Starter Starter			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%						
	engths and recom					
Results indicated	that satisfaction	of the students	with the	practicing	g effective tea	ching activities b
faculty at NU is ((73.6%) in the sec	ond benchmark	of the acac	lemic yea	r 1437/1438, a	nd it is close to th
benchmark of Ar	abian Gulf Univer	sity, but still lov	wer than th	ne target b	enchmark indi	cating the need for
further improvem				U		U
<u> </u>	ved that students s	see that used te	aching act	ivities ha	d the highest	(77.8%)
The results show	cu mai students a		U		U	
	· · · · · · · · · · · · · · · · · · ·					
encouraging disc	ussion and active p				ng experience,	while they had th
encouraging disc	ussion and active p 2%) on problem-so				ng experience,	while they had th
encouraging disc least impact (70.2		lving and critica	ıl thinking.		~ •	
encouraging disc least impact (70.2 Male students wo	2%) on problem-so ere least satisfied	lving and critica (72%) with the	ll thinking. impact of	the teach	ing activities of	n critical thinking
encouraging disc least impact (70.2 Male students we while the female	2%) on problem-so ere least satisfied section had the 1	lving and critica (72%) with the	ll thinking. impact of	the teach	ing activities of	n critical thinking
encouraging disc least impact (70.2 Male students we while the female contemporary pro-	2%) on problem-so ere least satisfied section had the 1	lving and critica (72%) with the	ll thinking. impact of	the teach	ing activities of	n critical thinkin
encouraging disc least impact (70.2 Male students we while the female contemporary pro * Explain:	2%) on problem-so ere least satisfied section had the 1	lving and critica (72%) with the east satisfaction	ll thinking. impact of (66.8%)	the teach	ing activities of	n critical thinkin

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.

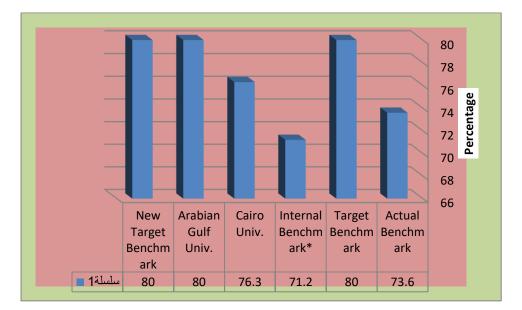
2. How was the benchmark calculated?

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

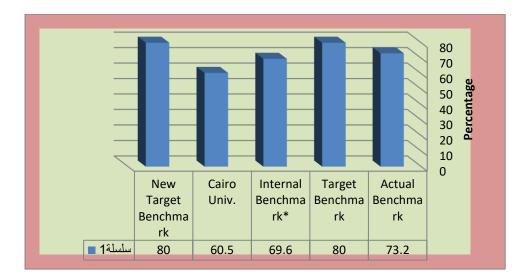


NU7.6: Percentage of efficacy of financial resources from the perspective of faculty

KPI: Percentage		cial resources fro KPI Reference I KPI Reference	Number:				
Actual	Actual Target Internal External Benchmark** New Target						
Benchmark	Benchmark	Benchmark*				Benchmark	
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.		

73.	2%	80%	69.6%	-	60.5%	-	80%
male	73.8%						
female	70.8%						
			mmendations):				
		•	•				b) in the fifth periodi
benchm	ark of 1437	/1438, with ar	ithmetic mean (3	.66) on f	ive-point sca	ale. It is hi	igher than the previou
benchm	arks: the fi	rst (65.2%) in	1433/1434; the	second	(64.4%) in	1434/1435	; the third (68.2%) in
1435/14	36, and the	fourth (69.6%) in 1436/1437.	Although	the current	value for	this indicator is highe
than tha	t of the exte	ernal benchmar	k but it is still lo	wer than	the target be	ench mark	indicating the need fo
further	improvemer	nt actions.					
Faculty	members a	re highly satisf	fied (82%) with t	he invest	ments of the	e universit	y in digital library, bu
the leas	t satisfactio	on was reporte	d for the investi	ments in	facilities an	nd equipm	ents of extracuriculla
activitie	es (65.8%).						
Compai	ed to their r	nale counterpa	rts the female fac	ulty wer	e less satisfie	ed with the	e investments in lectur
halls wi	th internation	onal specification	ons (67% compar	red to 75.	.8%). More c	letails at th	ne level of colleges and
gender	is provided i	in the full report	rt.				
* Exp							
-		benchmark pr	ovider was chose	n?			
					ot include a	ny branch	es, the current interna
benchm	ark (69.6%)	depended on t	he result of the pa	ast year.			
• • • •			10				
		chmark calcula		C 1	• ,		
	-	-	of the scale/no. c	-		1 1	C 11 · · ·
	0	-		-	0 0	•	following equation:
The tot	al mean of	the scale / nu	mber of the scal	e items	multiplied t	oy (100)	
2 No.	of the inter						
	ance measure	rnal benchmark	c provider.				
** Exp							
-		l benchmark pr	ovider was chose	en?			
•					res common	characteri	stics with Najran
			d well organized				5
		chmark calcula		_			
			of the scale/no. c				
							following equation:
The tot	al mean of	the scale / nu	mber of the scal	e items	multiplied b	oy (100)	
a 11	6.1						
		rnal benchmarl	k provider.				
Cairo U	niversity						

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



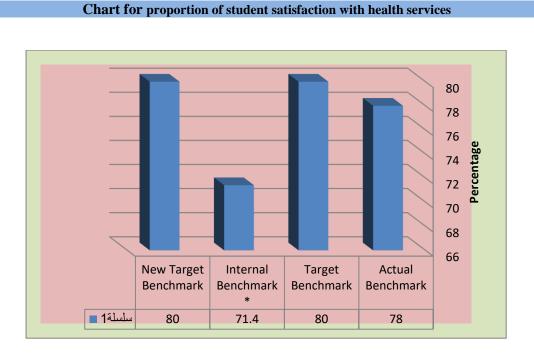
NU6.4: Percentage of student satisfaction with health services

			KPI Reference					
			l KPI Reference					
	tual	Target	Internal	Extern	al Bench	mark**	New Target	
Benc	hmark	Benchmark	Benchmark*		-		Benchmark	
				King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.		
78	3%	80%	71.4%	-	-	-	80%	
male	77.2%					11		
female	80%							
Analysi	is (list str	engths and recon	nmendations):					
Student	satisfacti	on with health se	rvices in the fou	rth period	ic benchr	nark rated ((78%), with arithmeti	
mean (?	3.90) on f	ive-point scale, ar	nd it is close to t	arget bend	chmark. T	The table an	d chart blow illustrat	
this resu	ult.							
Student	s highest	satisfaction (80%)	was for the avai	lability of	the clinic	es, while the	e least (74.4%) was fo	
							bays for treatment.	
	-							
Female	students	had higher satisfa	ction with all th	e items of	f the ques	· ·		
		had higher satisfa	ction with all th	e items of	f the ques	· ·		
counter	parts.	had higher satisfa	ction with all th	e items of	f the ques	· ·		
counter * Exp	parts. lain:				f the ques	· ·		
counter * Expl 1. Why	<mark>parts.</mark> lain: this interr	nal benchmark pro	vider was choser	1?		stionnaire c	ompared to their mal	
counter * Exp 1. Why Since th	parts. lain: this interr he organiz	nal benchmark pro	vider was choser of the Universit	n? y does not		stionnaire c	ompared to their mal	
counter * Expl 1. Why Since the benchm	parts. lain: this interr he organiz hark (71.49	nal benchmark pro zational structure %) depended on th	vider was choser of the University are result of the pa	n? y does not		stionnaire c	ompared to their mal	
counter * Expl 1. Why Since the benchm 2. How	parts. lain: this interr he organiz hark (71.49 was the b	nal benchmark pro zational structure %) depended on th enchmark calculat	vider was choser of the University the result of the particle red?	n? y does not ist year.	tinclude	stionnaire c	ompared to their mal	
counter * Expl 1. Why Since the benchm 2. How Total a	parts, lain: this intern he organiz ark (71.49 was the b verage =	nal benchmark pro zational structure %) depended on th enchmark calculat Total average of	vider was choser of the University te result of the pa red? The scale/no. o	n? y does not ist year. f scale po	t include	any branch	ompared to their mal	
counter * Expl 1. Why Since the benchm 2. How Total a The ave	parts. lain: this interr he organiz ark (71.49 was the b verage = erage of t	nal benchmark pro zational structure %) depended on th enchmark calculat Total average of the questionnaire	vider was choser of the University the result of the part red? The scale/no. o the scale/no. o	n? y does not st year. f scale po o a percen	include ints tage weig	any branch	ompared to their mal es, the current interna following equation:	
counter * Expl 1. Why Since the benchm 2. How Total a The ave	parts. lain: this interr he organiz ark (71.49 was the b verage = erage of t	nal benchmark pro zational structure %) depended on th enchmark calculat Total average of	vider was choser of the University the result of the part red? The scale/no. o the scale/no. o	n? y does not st year. f scale po o a percen	include ints tage weig	any branch	ompared to their mal	
counter * Expl 1. Why Since the benchm 2. How Total a The ave The tot	parts, lain: this intern he organiz ark (71.49 was the b verage = erage of t cal mean o	nal benchmark pro zational structure %) depended on the enchmark calculat Total average of the questionnaire of the scale / nun	vider was chosen of the University the result of the part and? The scale/no. o the scale/no. o the scale of the scale	n? y does not st year. f scale po o a percen	include ints tage weig	any branch	ompared to their mal	
counter * Expl 1. Why Since the benchm 2. How Total a The ave The tot 3. Name	parts. lain: this interr he organiz ark (71.49 was the b verage = erage of t cal mean o e of the in	nal benchmark pro zational structure %) depended on th enchmark calculat Total average of the questionnaire of the scale / nun ternal benchmark	vider was chosen of the University the result of the part and? The scale/no. o the scale/no. o the scale of the scale	n? y does not st year. f scale po o a percen	include ints tage weig	any branch	ompared to their mal	
counter * Expl 1. Why Since the benchm 2. How Total a The av The tot 3. Name Perform	parts. lain: this interr he organiz ark (71.49 was the b verage = erage of t cal mean of e of the in ance measu	nal benchmark pro zational structure %) depended on the enchmark calculat Total average of the questionnaire of the scale / nun	vider was chosen of the University the result of the part and? The scale/no. o the scale/no. o the scale of the scale	n? y does not st year. f scale po o a percen	include ints tage weig	any branch	ompared to their mal	
counter * Expl 1. Why Since the benchman 2. How Total a The ave The tot 3. Name Performant ** Expl	parts. lain: this interr he organiz hark (71.49 was the b verage = erage of t cal mean of ance measu lain:	nal benchmark pro zational structure %) depended on th enchmark calculat Total average of the questionnaire of the scale / nun ternal benchmark	vider was choser of the University e result of the pared? The scale/no. o is converted to nber of the scale provider.	n? y does not ist year. f scale po o a percen e items m	include ints tage weig	any branch	ompared to their mal	

2. How was the benchmark calculated?

.....

3. Name of the external benchmark provider. Not available



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	e Number	: NU	7.7	
	Actual	Target	Internal	Exter	nal Bench	ımark**	New Target
В	enchmark	Benchmark	Benchmark*				Benchmark
				King	Cairo	Arabian	
				Khalid	Univ.	Gulf Univ.	
				Univ.	UIIIV.	Guil Olliv.	
	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?

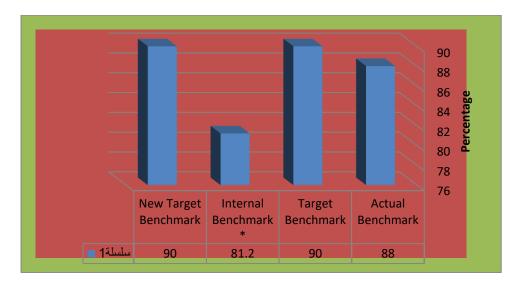
.....

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



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

KPI: Percentage retirement	of teaching staff	leaving the inst	titution in	the past	year for 1	reasons other than age
		XPI Reference N				
	Instituti	onal KPI Refer	ence Num	nber:		
Actual Benchmark	Target Benchmark	Internal Benchmark*	Exterr	nal Benchi	mark**	New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
0.05	Up to 10 %	0.02	0.19	-	-	0.03
Analysis (list str	engths and recom	mendations):				
Proportion of tea	ching staff leaving	g the institution	-	•		ner than age retirement apployment 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.

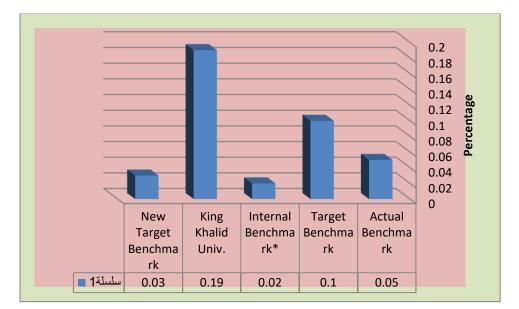
2. How was the benchmark calculated?

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



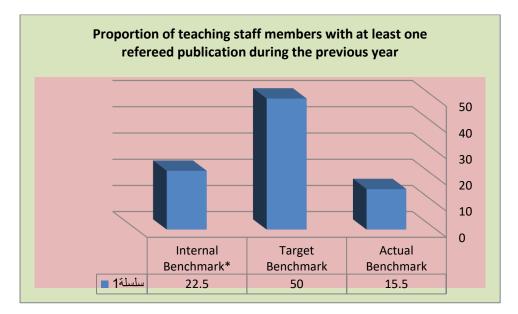
S10.3: Proportion of full time member of teaching staff with at least one refereed publication during the previous year

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:

		Instituti	olial KFI Kele	rence Nun	iber:		
	Actual	Target	Internal	Exter	rnal Benchr	nark**	New Target
E	Benchmark	Benchmark	Benchmark*				Benchmark
				King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	

15.5%	50%	22.5%	-	-	-	50%
Analysis (list str	engths and reco	mmendations):				
Proportion of full	time member of	teaching staff w	ith at least o	one refereed	d publication of	during the previous
year is (15.5).						
* Explain:						
1. Why this intern	nal benchmark pr	ovider was chos	en?			
2. How was the b	enchmark calcula	ated?				
Total number of	eaching staff me	mbers with at lea	ast one refer	eed publication	ation during th	ne previous year/
Total number of	eaching staff me	mbers.			-	-
3. Name of the in	ternal benchmark	k provider.				
Performance Mea	usurement Unit	-				
** Explain:						
1. Why this exter	nal benchmark p	rovider was chos	sen?			
2. How was the b	enchmark calcula	ated?				
3. Name of the ex	ternal benchmar	k provider.				

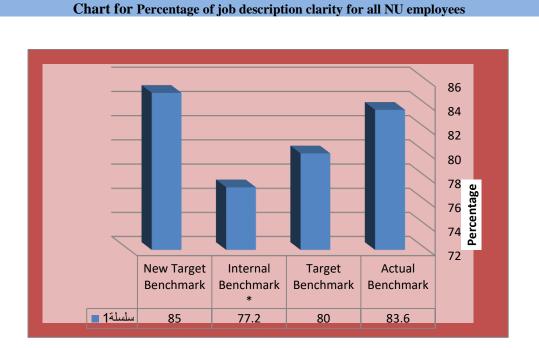
Chart for proportion of of teaching staff members with at least one refereed publication during the previous year



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

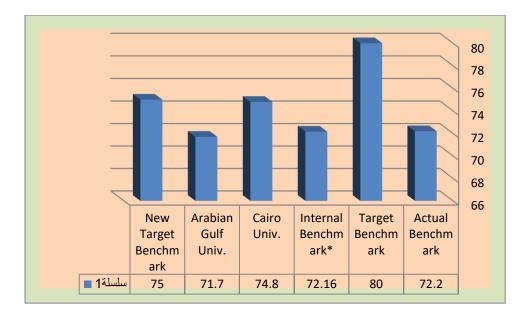
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
83.6%	80%	77.2%	-	-	-	85%
male83.2%female84.4%						
	engths and recom					
Proportion of jo	b description cla	rity for all N	U employe	es rated (8	83.6%) in th	ne second periodic
benchmark, with	arithmetic mean (4	.18) on five-po	oint scale. It	is higher th	nan the target	benchmark.
* Explain:						
	nal benchmark prov					
•			•	include ar	ny branches,	the current internal
	%) depended on the		ast year.			
	enchmark calculate					
-	the questionnaire		-		-	owing equation:
	of the scale / num		le items m	ultiplied b	y (100)	
	ternal benchmark J	provider.				
Performance measu	urement Unit					
** Explain :			_			
1. Why this exter	nal benchmark pro	vider was chose	en?			
		10				
2. How was the b	enchmark calculate	ed?				
•••••						
3. Name of the ex	sternal benchmark	provider.				
Not available		L				



NU 4.1: Percentage of faculty satisfaction with facilities and equipmentKPI: Percentage of faculty satisfaction with facilities and equipment

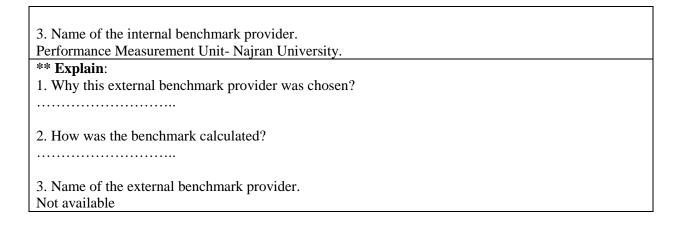
			AA KPI Referenc utional KPI Refe			41	
1.0	tual	Target	Internal		nal Benchr		New Target
	hmark	Benchmark	Benchmark*	King Khalid	Cairo Univ.	Arabian Gulf	Benchmark
72	.2%	%80	%72.16	Univ.	%74.80	Univ. %71.7	%75
male	75.4	/000	/072.10		/0/4.00	/0/1./	7075
female	67						
The Un NU atte The low Lower e campus	iversity is empts to ra est evaluat valuation f just recen	well-equipped aise satisfactio ion was reported from the female tly and they has	e section is due to ave not settle dow	target. ity of ele ⁻ the fact (vn yet (e	vators to ser hat some co .g. colleges	ve the teac olleges hav of medicin	hing staff (57.2%). e moved to the new ne, applied medica
						th the adm	inistration of these
* Expl		e ine requireu su	pport for quick ad	ijustinent	<mark>5</mark> .		
Since th benchma 2. How The ave	e organiza ark depend was the be erage of th	tional structure led on the result nchmark calculate questionnait	of the past year.	does not	ntage weig	ht by the f	-
Perform	ance Meas	ernal benchmarl urement Unit- M	k provider. Najran University.				
An exter Universi	this externation that the third the	eputed benchma		stances a			r to those of Najran rent from those of
The ave	erage of th		ated? re is converted to scale / number o				
			k provider.				

Chart for Percentage of faculty satisfaction with facilities and equipment

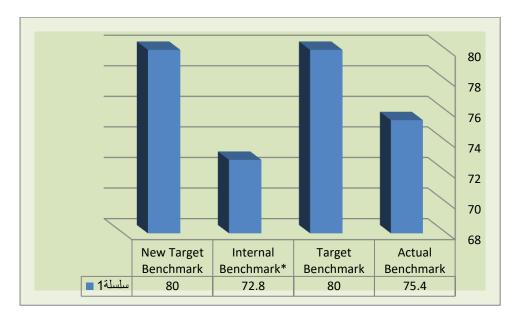


NU 1.8: Percentage of final-year students' satisfaction with programs' evaluation

KPI: Percentage of	NCAA	ents' satisfaction w AA KPI Referenc utional KPI Refe	e Numbe rence Nu	er: mber: NU	1.8	
Actual	Target	Internal	Extern	nal Benchr	nark**	New Target
Benchmark	Benchmark	Benchmark*	Khalid Cairo Gulf		Arabian Gulf Univ.	Benchmark
75.4%	80%	72.8%	-	-	80%	
male 74.2%						
female 76.2%						
Analysis (list stree	ngths and reco	mmendations):				
The current valu	U	L .		•		
questionnaire ite	ems reveal th	at the final-year st	udents' sa	tisfaction is	s about a	verage. It is good
value and close	to the target	penchmark (80%	%). Acc	ordingly,	more im	provements
should be imple		U				
Both male and	female stude	nts agreed on t	he high	est and lo	west are	eas of satisfaction
with their progr	ams. The hig	hest area for sa	tisfactio	on was wi	th the lea	arning experience
(79.4% and 77	7.8% for fea	nale and male	e stude	nts respe	ctively);	while the least
satisfaction was	with the aca	demic advising	and su	pport (73.	8% and	70.8% for female
and male studer	its respective	ly). Results wei	e repor	ted at the	level of	colleges and final
report was sent	for the colle	ges to design p	lans or	make cor	rective a	ctions to improve
areas of less sati	isfaction.					
Recommendati	ons:					
Continuity of imp	proving the pro	ogram quality at	NU and	taking the	measures	essential for
achieving such in	nprovements.			U		
* Explain:						
1. Why this interna						
The current interna	al benchmark de	pended on the res	ult of the	past year.		
2. How was the be	nchmark calcula	ated?				
The average of th			a percei	ntage weig	ht by the	following
equation: The tot	-		-		•	-







KPI: Rate of appro		anizational structu nal structures to ac				
		AA KPI Referenc				
	Instit	utional KPI Refe	rence Nu	mber: NU	7.1	
Actual	Target	Internal	Exter	nal Benchr	nark**	New Target
Benchmark	Benchmark	Benchmark*	King Khalid Univ.	Cairo Univ. Arabian Gulf Univ.		Benchmark
100%	100%	100%	-	-	-	100%
Analysis (list stre	ngths and reco	mmendations):				
Rate of approved	organizationa	l structures to ad				nits of NU is tures are approved
to the whole acad	lemic and adm	inistrative units.		-		
* Explain:						
1. Why this international terms of the second secon	al benchmark pr	ovider was choser	n?			
The current interna	al benchmark de	nended on the res	ult of the	nast vear		

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?

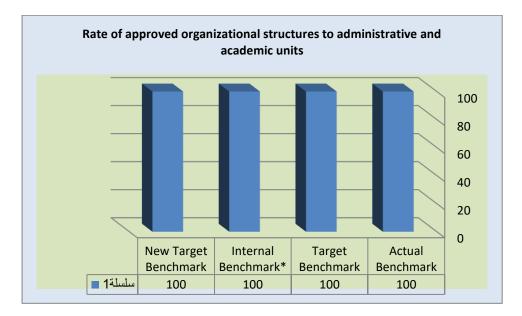
.....

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



NU3.4	: Rate of Full Professo	ors to Associate Prof	fessors to A	Assistant	rofesso	ors
KPI: Rate of Full Professors to As						
		XPI Reference Number: _ nal KPI Reference Numb				
Actual Benchmark	Target Benchmark	Internal Benchmark*		al Benchma	ark**	New Target Benchmark
	C		King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	C
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

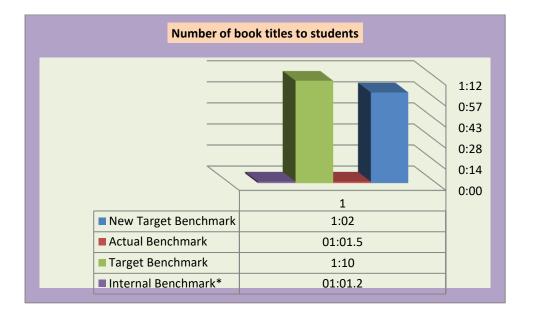
			•				1	1	
Analysis (list stren	gths and rec	ommenda	ations):						
Proportion of profes				1), Pro	fessor to	Assista	nt Profe	essor is (1:13.21)
and Associate Profe									
(1:2.93), while such		have not a	chieved the	e target.					
Recommendations	:								
It is necessary to ap	point or cont	ract with f	aculty mem	bers, su	uch as a	professo	or and a	ssociate profess	or.
* Explain:									
1. Why this internal	-	-							
The current internal			on the result	t of the	past yea	r			
2. How was the ben									
Number of Associa	te professors/	Number of	of professor	S					
	11 1	1 .1							
3. Name of the inter		-							
Performance Measure	ement Unit- N	ajran Unive	ersity.						
** Explain:	an abmanlt me	widon wood	ahooon?						
1. Why this external l	•	ovider was o	cnosen?						
•••••									
2. How was the bench	nmark calculat	ed?							
	•••								
3. Name of the extern	al benchmark	provider.							
Not available.									

NU5.3: Number of book titles to students

KPI: NU5.3 Numb	NCAA	to students AA KPI Referenc utional KPI Refe			5.3	
Actual Benchmark	Target Benchmark	Internal Benchmark*	Exter King Khalid Univ.	nal Benchr Cairo Univ.	nark** Arabian Gulf Univ.	New Target Benchmark
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



 NU3.3: Proporti	ion of training co	ourses held annuall	y by the	University to	o improve t	the skills of faculty	
KPI: Proportion of	f training course	s held annually by	the Unive	ersity to imp	rove the sl	cills of faculty	
NCAAA KPI Reference Number:							
Institutional KPI Reference Number: NU3.3							
Actual	Target	Internal	Exter	nal Benchr	nark**	New Target	
Benchmark	Benchmark	Benchmark*	King Khalid	Cairo Univ.	Arabian Gulf	Benchmark	
			Univ.	Carlo Univ.	Univ.		

112	10%	97	_	_	_	20%
courses in	annual	courses in				, .
1438/1439	increase	1437/1438				
Analysis (list stre	ngths and reco	mmendations):				
Proportion of train	ing courses held	annually by the U	niversity	to improve t	he skills of	faculty rated
(15.46%) in 143	38/1439 com	pared to the prop	portion	of the last	year, wl	hich is higher
than the target b	-		L			e
Strengths:						
0	to the improv	vement of facul	ty capał	pilities inc	reased. A	As a result, their
competence and	-		• •			
Recommendat	• •		sicivery			
		ohout next year	· in orde	er to enabl	e more f	aculty members
to take these co	▲	•••				•
regularly and pe		as update the et	ments		.1005 01 5	such courses
* Explain:	mouleany.					
1. Why this interna	al benchmark pr	ovider was choser	ו?			
1						
2. How was the be	nchmark calcul	ated?				
3. Name of the inte						
Performance Mea	surement Unit-	Najran University				
** Explain:			0			
1. Why this extern		rovider was chose	n?			
2. How was the be	nchmark calcul	ated?				
3. Name of the ext	ernal benchmar	k provider.				NT / 111

Not available

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

		AA KPI Referend utional KPI Refe			51	
Actual	Target	Internal		nal Benchr		New Target
Benchmark	Benchmark	Benchmark*	King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	Benchmark
79.6%	20% annual increase	0%	-	-	-	
Analysis (list stre The proportion of benchmark. Strengths	0	,	books rate	ed (79.6 %)	, which sur	passed the target

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.

	NCA	for which disciplin AA KPI Referend utional KPI Refe	ce Numbe	er:			
Actual	Target	Internal		nal Benchr		New Target Benchmark	
Benchmark	Benchmark	Benchmark*	King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.		
89.8%	100%	48.5%	-	-	-	100%	
regulations and ho rules and regulatio * Explain: 1. Why this internal This internal ben 2. How was the be (no. of disciplinar 3. Name of the internal Performance Mease ** Explain :	lication of disci lding education ns. al benchmark pr chmark is chos nchmark calculary actions that h ernal benchmarl surement Unit- 1	plinary actions to symposia for the rovider was chose sen because of th ated? ave been taken/ no c provider.	the violat students o n? ne availat o. of viola	on the disci	plinary act	University rules and ion in the university	

.....

3. Name of the external benchmark provider. Not available

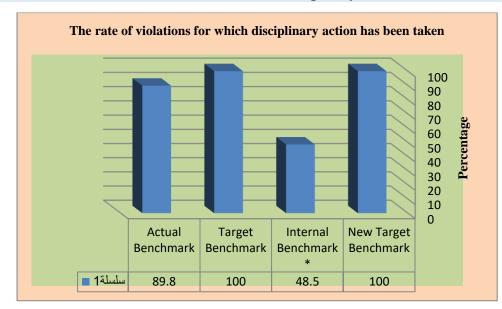


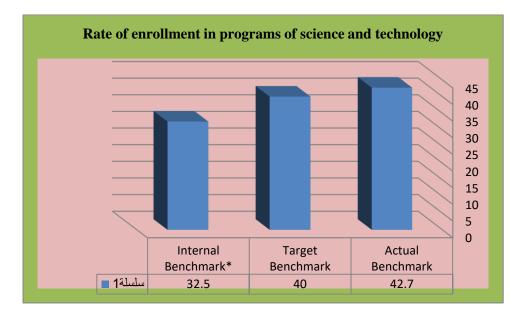
Chart for The rate of violations for which disciplinary action has been taken

Indicators of Afaq Plan

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

KPI: Rate of en	rollment in progr	ams of science KPI Reference		U .			
		al KPI Referen					
Actual Benchmark	Target Benchmark	Internal Benchmark*	Extern	al Bench	mark**	New Target Benchmark	
	Denominari	Donomian	King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.		
42.7%	40%	32.5%	-	-	-	45%	
Rate of enrollm	engths and recom nent in programs rk and the interna	of science and				it is higher than the	
•	nal benchmark prov nchmark is chose			ility of th	e data from	m previous years.	
	enchmark calculate d students in prog same year)		e and tech	nnology/	Total num	ber of enrolled	
3. Name of the in	ternal benchmark j	provider.					

Chart for Rate of enrollment in programs of science and technology



		KPI Reference al KPI Reference			2.1	
Actual Benchmark	Target Benchmark	Internal Benchmark*	Extern	nal Bench	mark**	New Target Benchmark
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	
45.5%	50%	34.5%	-	-	-	45%
Rate of faculty	-	of Science an				which is close to the , indicating progress

* 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?

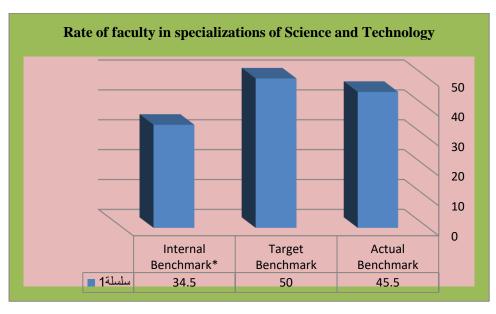
.....

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

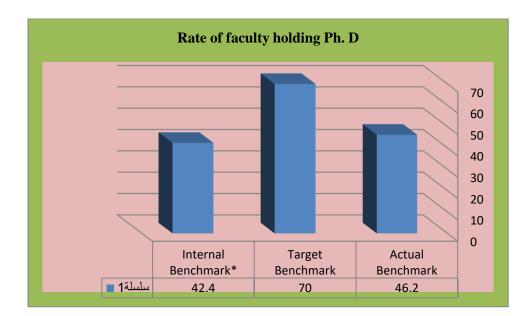


A2.2 Rate of faculty holding Ph. D

KPI: Rate of fac	culty holding Ph.			
		KPI Reference al KPI Reference	e Number: A2.2	
		x . 1		
Actual	Target	Internal	External Benchmark**	New Target
Benchmark	Benchmark	Benchmark*		Benchmark

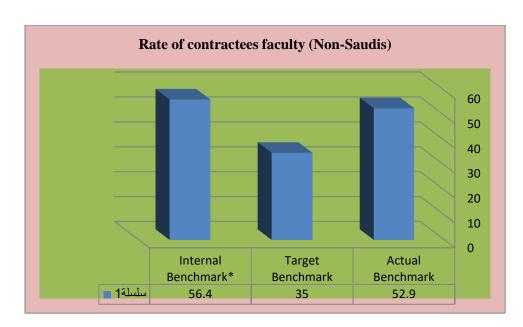
			King Khalid	Cairo Univ.	Arabian Gulf	
			Univ.		Univ.	
46.2%	70%	42.4%	-	-	-	45%
Analysis (list str	engths and recom	mendations):		1		
Rate of faculty	holding Ph. D ra	ted (46.2%) w	hich is hi	gher thar	n the inter	nal benchmark of the
previous year (4	42.4%), but mucl	n lower than th	ne target b	benchmar	k which r	equires improvement
	ns to ensure progr		-			1 1
* Explain:	1 0		0			
-	nal benchmark pro	vider was chosei	n?			
-	-			ility of th	e data from	m previous years.
	enchmark calculat					
(No. of faculty	holding Ph.D./ T	otal number of	faculty).			
		• 1				
3. Name of the in Performance Mea	iternal benchmark	provider.				
** Explain:						
-	nal benchmark pro	vider was chose	n?			
		vider was enose				
2. How was the b	enchmark calculat	ed?				
	xternal benchmark	provider.				
Not available						

Chart for rate of faculty holding Ph. D



KP1: Kate of col		Non-Saudis) KPI Reference al KPI Referen				
Actual Benchmark	Target	Internal Benchmark*	Extern	al Bench	New Target Benchmark	
Benchmark	Benchmark	Benchmark	King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	Benchmark
52.9%	35%	56.4%	-	-	-	
 strength for Naj Explain: 1. Why this intern This internal be 2. How was the b 	ran University). nal benchmark pro	vider was chosen n because of th ed?	n? ne availab	ility of th	e data from	m previous years.
	ternal benchmark		i otar nan		(active)	
** Explain:	nal benchmark pro	vider was chose	n?			
1. why this exter		10				
	enchmark calculat	ed?				
		ed?				

Chart for rate of contractees faculty (Non-Saudis)



A2.4 Rate of administrative staff that are holding post-secondary certificates

KPI: Rate of ad	KPI: Rate of administrative staff that are holding post-secondary certificates NCAAA KPI Reference Number: Institutional KPI Reference Number:							
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark** King Cairo Arabian Khalid Univ. Gulf Univ. Univ.			New Target Benchmark		
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.

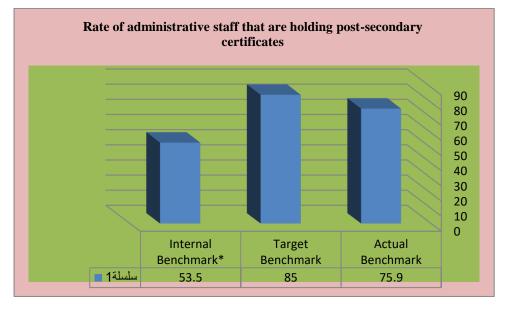


Chart for rate of administrative staff that are holding post-secondary certificates

A2.5 Rate of Saudi technicians

		KPI Reference al KPI Referen				
Actual	Target	Internal	Extern	al Benchi	nark**	New Target
Benchmark	Benchmark	Benchmark*	KingCairoArabianKhalidUniv.GulfUniv.Univ.		Benchmark	
100%	80%	94.1%	-	-	-	
This internal be 2. How was the b	nal benchmark pro	n because of th	ie availabi	-	e data froi	n previous years.
(No. of Saudi t		provider.				

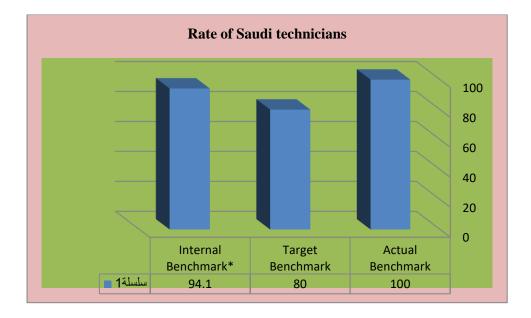
.....

2. How was the benchmark calculated?

.....

3. Name of the external benchmark provider. Not available

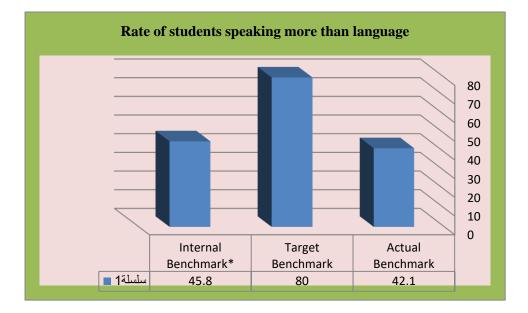
Chart for Rate of Saudi technicians



Actual Benchmark	Target Benchmark	Internal Benchmark*	Extern	ernal Benchmark**		New Target Benchmark
			KingCairoArabianKhalidUniv.GulfUniv.Univ.			
42.1%	80%	45.8%	-	-	-	
Rate of studen	rengths and recom ts speaking more he previous year (than language	e rated (4	2.1%) w	hich is lov	wer than the internal

(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	

Chart for Rate of students speaking more than language



KPI: Rate of acc	credited programs NCAAA	A3.3 Rate of acc S KPI Reference al KPI Referen	e Number	:	.3	
Actual Benchmark	Target Benchmark	Internal Benchmark*	Exterr King Khalid Univ.	nal Benchr Cairo Univ.	mark** Arabian Gulf Univ.	New Target Benchmark
11.1%	85%	13.8%	-	-	-	
•	engths and recom ted programs rate	· · · ·	nich is lov	wer than	the interr	al 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?

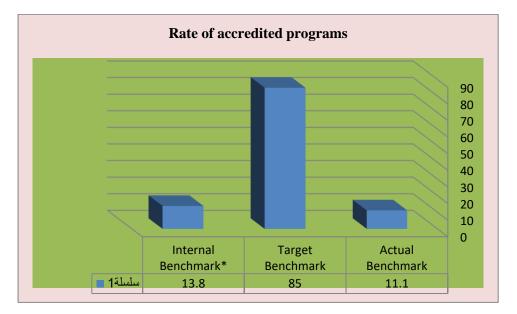
.....

2. How was the benchmark calculated?

.....

3. Name of the external benchmark provider. Not available

Chart for Rate of accredited programs

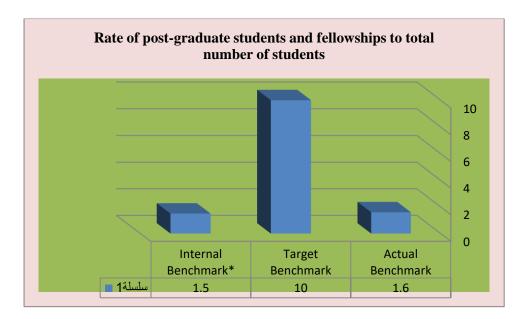


A3.4 Rate of post-graduate students and fellowships to total number of students

KPI: Rate of po	KPI: Rate of post-graduate students and fellowships to total number of students NCAAA KPI Reference Number: Institutional KPI Reference Number: A3.4						
Actual	Target	Internal	External Benchmark**	New Target			
Benchmark	Benchmark	Benchmark*		Benchmark			

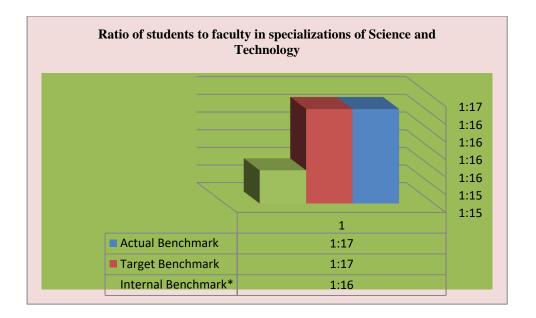
			King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.			
1.6%	10%	1.5%	-	-	-			
Rate of post-gra higher the previ actions are requi objective of Naj * Explain: 1. Why this intern This internal be 2. How was the b (total number of	 Analysis (list strengths and recommendations): Rate of post-graduate students 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: Why this internal benchmark provider was chosen? This internal benchmark is chosen because of the availability of the data from previous years. How was the benchmark calculated? (total number of post-graduate students and fellowships / total no. of students) Name of the internal benchmark provider. 							
** Explain: 1. Why this exter	nal benchmark pro	vider was chose	n?					
	2. How was the benchmark calculated?							
3. Name of the ex Not available	3. Name of the external benchmark provider.Not available							





	Institution	KPI Reference al KPI Referen	ce Number	•A	.2.9	
Actual Benchmark	Target Benchmark	Internal Benchmark*	* External Benchmark** King Cairo Arabian		New Target Benchmark	
			Khalid Univ.	Univ.	Gulf Univ.	
17:1	17:1	16:1	-	-	-	
2. How was the h	benchmark calculat	ed?				
2. How was the b (No. of studen of Science and	ts in specializatio		and Techi	nology/ N	lo. of facu	ilty in specializatio
(No. of studen of Science and3. Name of the in Performance Me	ts in specializatio Technology) nternal benchmark	ons of Science	and Techi	nology/ N	lo. of facu	ılty in specializatio
 (No. of studen of Science and 3. Name of the in <u>Performance Me</u> ** Explain: 	ts in specializatio Technology) nternal benchmark p asurement Unit rnal benchmark pro	ons of Science a		nology/ N	No. of facu	ılty in specializatic

Chart for rate of students to faculty in specializations of Science and Technology



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	Target	Internal	Extern	al Bench	New Target		
Benchmark	Benchmark	Benchmark*	King Khalid Univ.	Cairo Univ.	Arabian Gulf Univ.	Benchmark	
5:1	10:1	1:1	-	-	-		
number of stude * Explain: 1. Why this intern This internal ben 2. How was the b (No. of students 3. Name of the in Performance Mea	ents in this specia nal benchmark pro- nchmark is chose enchmark calculate s in specialization ternal benchmark p	lization accord vider was chosen n because of th ed? n of Medicine/I	ing to the n? he availabi	target be	enchmark o ne data from	han required for the of the plan for 2029. m previous years.	
** Explain: 1. Why this extern	nal benchmark pro	vider was chose	n?				
2. How was the b	enchmark calculate	ed?					

3. Name of the external benchmark provider. Not available

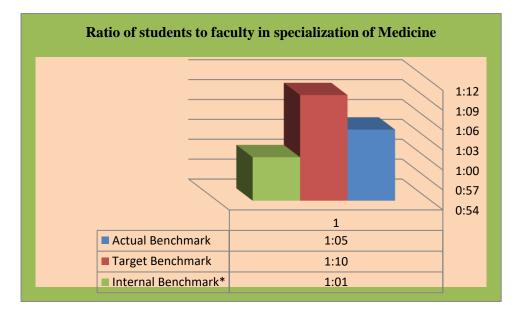


Chart for Rate of students to faculty in specialization of Medicine

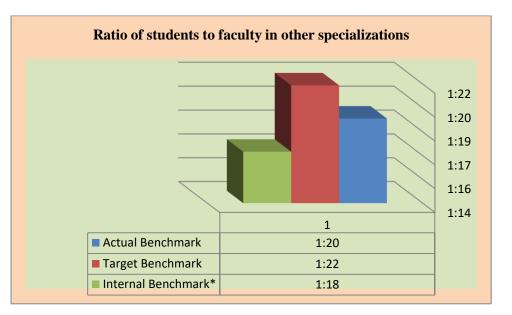
A2.10 Ratio of students to faculty in other specializations

KPI: Ratio of st	NCAAA	in other special KPI Reference I KPI Reference	e Number			
Actual	Target	Internal	External Benchmark**			New Target
Benchmark	Benchmark	Benchmark*				Benchmark
			King	Cairo	Arabian	
			Khalid	Univ.	Gulf	
			Univ.		Univ.	
20:1	22:1	18:1	-	-	-	
Analysis (list str	engths and recom	mendations):	I	I		
Rate of studen	ts to faculty in	other speciali	izations r	ated (20):1) which	n means that Najrar
University have	more faculty per	student ratio the	han recon	nmended	according	to AFAQ.
* Explain:			2			
•	nal benchmark prov					
This internal be	nchmark is chose	n because of th	e availab	ility of th	ne data fro	m previous years.
2 How was the h	enchmark calculate	-d?				
	in other specialized		faculty at	the com	notont coll	
,	ternal benchmark		laculty at	the com	petent con	eges).
Performance Mea	-	Jiovidei.				
** Explain:						

Why this external benchmark provider was chosen?
 How was the benchmark calculated?
 Name of the external benchmark provider.

Not available

Chart for rate of students to faculty in other specializations



A3.1 Rate of faculty trained on the latest teaching methods and strategies

IN I. Nate of fac		KPI Reference Al KPI Reference	Number	:		
Actual	Target	Internal	External Benchmark**			New Target
Benchmark	Benchmark	Benchmark*				Benchmark
			King	Cairo	Arabian	
			Khalid	Univ.	Gulf	
			Univ.		Univ.	
34%	35%	53.3%	-	-	-	
Analysis (list str	engths and recom	mendations):				
•	0		ethods an	d strateg	ies rated (34%) which matches
the target bench	mark of the plan	for 2029.		C		
* Explain:						
1. Why this intern	nal benchmark prov	vider was chosen	n?			
This internal be	nchmark is chose	n because of th	e availab	ility of th	e data froi	m previous years.

2. How was the benchmark calculated?

(Total no. of faculty trained on the latest teaching methods and strategies/ total no. of faculty)

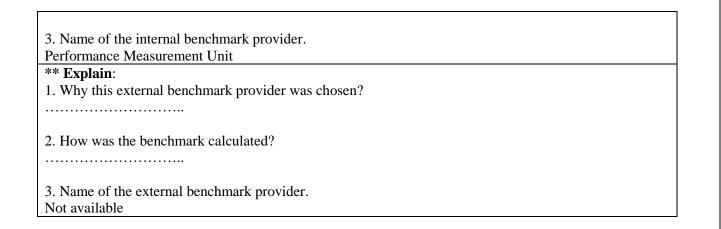
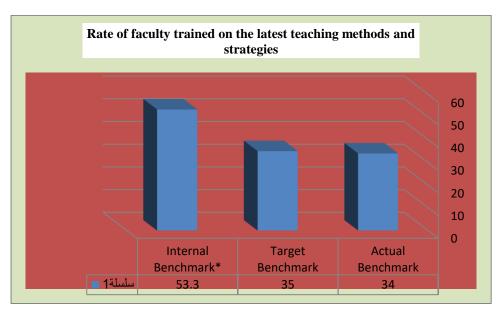


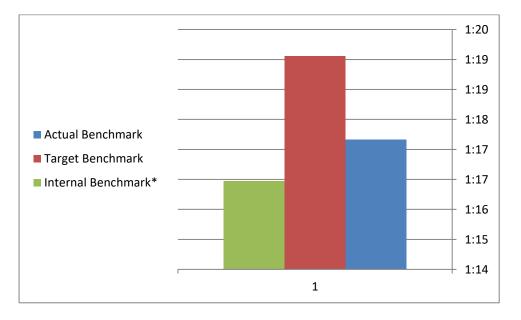
Chart for rate of faculty trained on the latest teaching methods and strategies



A2.7 Rate of total students to total faculty

KPI: Rate of tot		l faculty KPI Reference al KPI Reference						
Actual	Target	Internal	Exterr	nal Bench	mark**	New Target		
Benchmark	Benchmark	Benchmark*				Benchmark		
			King	Cairo	Arabian			
			Khalid	Univ.	Gulf			
			Univ.		Univ.			
18 :1	20:1	17:1	-	-	-	-		
Rate of total stu	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 inter	nal benchmark prov	vider was chosen	n?					

Chart for rate of total students to total faculty

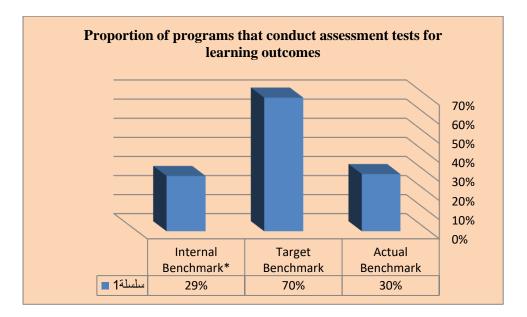


A3.2 Proportion of programs that conduct assessment tests for learning outcomes

KPI: Proportion	KPI: Proportion of programs that conduct assessment tests for learning outcomes NCAAA KPI Reference Number: Institutional KPI Reference Number: Actual Target Internal External Benchmark** New Target								
Actual	Target	Internal	Exterr	nal Bench	New Target				
Benchmark	Benchmark	Benchmark*				Benchmark			
			King	Cairo	Arabian				
			Khalid	Univ.	Gulf				
			Univ.		Univ.				

30%	70%	29%	-	-	-					
Analysis (list str	engths and recon	nmendations):								
Rate of students	s speaking more	than language	rated (309	%) which	is lower t	han the national level				
of the plan in 2029.										
* Explain:										
-	nal benchmark pro	ovider was chos	en?							
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 that con	nduct assessme	ent tests to	r learnin	g outcome	s/ total no. of				
programs)	iternal benchmark	providor								
Performance Me		provider.								
** Explain:										
-	nal benchmark pr	ovider was chos	sen?							
	·····									
2.11 (1.1		4 10								
2. How was the t	enchmark calcula	ted?								
3. Name of the ex	xternal benchmark	provider.								
Not available										

Chart for rate of students speaking more than language



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	Im proved performa nce	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	4		
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)	\checkmark		
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			×
\$5.2	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	Im proved performa nce	Target Not achieved
S7.1	Annual expenditure on IT budget	4.28%	5%			×
\$7.2	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%	1		
NU1.3	Proportion of student satisfaction with NU mission.	88.44%	80%	1		
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	Target	Target	Im proved	Target
		Benchmark	Benchmark	Achieved	performa nce	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%			×

CodeIndicatorActual BenchmarkTarget BenchmarkTarget Actieve Actieve Actieve Actieve ActieveNU7.3Proportion of administrative staff's satisfaction with the effectiveness of administrative leadership.74.6%75%NU7.7Proportion of administrative staff's satisfaction with the standards that monitor and evaluate their performance.88%90%NU3.10Proportion of faculty satisfaction with the usefulness and significance of training courses and workshops (Measuring the training effect)70%80%NU3.11Proportion of Department heads' satisfaction with usefulness and significance of training courses and workshops (Measuring the training effect)73.2%80%NU7.4Proportion of administrative leaders' satisfaction with the usefulness and significance of training courses and workshops (Measuring the training effect)67.6%80%NU7.5Proportion of administrative leaders' satisfaction with the standards that monitor and evaluate the performance of administrative leaders' satisfaction with the standards that monitor and evaluate the performance of administrative staff.76.6%80%NU1.8Proportion of final-year students' satisfaction with programs' evaluation.71.2%80%NU3.4Rate of approved organizational structures to Assistant Professors.100%100%✓NU3.4Rate of Full Professors to Associate Professors to Assistant Professors.Professor Professor ProfessorProfessor Professor Professor Professor Professor ProfessorProfessor Professor Professor Professor <th>Target Not achieved × × × × × × × × × ×</th>	Target Not achieved × × × × × × × × × ×
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Assistant Professors. Associate Associat Professor Professor: 1:4.51 Assist. Professor Professor Professor Professor	
Professor Associate 1:13.21 Professor: Associat Assist. e Professor Professor 1 : 1.5 : Assist. Professor 1 : 2.93	×
NU5.3 Number of book titles to students 1.5 :1 1 :10 ✓	
NU3.3 Proportion of training courses held annually by the 322% 10% annual increase 10% increase 10% annual 10	
NU5.1Proportion 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%	×
NU7.2Indicator for clarity rate of the organizational handbook for NU employees.83.6%80%	
A1.1 Rate of enrollment in programs of science and technology. 40% ✓	
A2.1 Rate of faculty in specializations of Science and Technology 50%	×

Code	Indicator	Actual Benchmark	Target Benchmark	Target Achieved	Im proved performa nce	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%	\checkmark		
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	\checkmark		
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
\$7.3	Stakeholder evaluation of facilities & equipment	72.2%	80%	75.4	67

		(02 (0/))	(0=0())	02.2	04.4
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

Cod e	КРІ	Locatio n	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
S1.1	Stakeholders'	Najran	Mathematic	Males	74.8				
	awareness ratings of the		S	Female s	70				
	Mission			Total	73	85	77.7	-	-
	Statement	Sharour	Mathematic	Males	80				
	and Objectives	а	S	Female s	80				
	(average rating on			Total					
	how well the mission is								
	known to teaching staff,								
	and undergraduat e and graduate students, respectively, on a five- point scale in an annual survey).				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.

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	Najran	Mathematic	Males	70				

Cod e	КРІ	Locatio n	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
	evaluation of the Policy Handbook,		S	Female s Total	73 72	80	74.6	-	80
	including	Sharour	Mathematic	Males	80	80	74.0	-	80
	administrative flow chart and	a	s	Female s	80				
	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).			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.

(e	Cod	KPI	Location	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
5	53.1	Students'	Najran	Mathematic	Males	79				
		overall evaluation		S	Female s	65				
		on the			Total	72	85	78.8	-	85
		quality of	Sharour	Mathematic	Males	75				

Cod e	KPI	Location	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
	their learning experience s (average rating of the overall quality on a five-point scale in an annual survey of final year students)	a	S	Female s Total	68 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%).

Cod e	KPI	Location	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
S3.2	Proportion of courses in which student	Najran	Mathematic s	Males Female s Total	100% 100% 100%	100%	100%		100%
	evaluation s were conducted during the year.	Sharour a	Mathematic s	Males Female s Total	100% 100% 100%	100%	100%	-	100%

Cod KPI Location H	Program's Gender	Actual	Target	Internal	External	New
e t	title	Benchmar	Benchmar	Benchmark	Benchmark*	Target
		k	k	*	*	Benchmar
						1-

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.

Cod e	KPI	Locatio n	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k	
S4.1	Ratio of	Najran	Mathematic	Males	1:37					
	students to teaching staff (based on full time equivalents)		S	Female s	1: 54					
				Total	1:45	1:30	1:17	-	1:30	
		Sharour a	Mathematic s	Males	1:7					
				Female s	1: No. 4					
				Total	1:6	1:25	1: No. 4	-	1:8	
Analysis (list strengths and recommendations):										

Cod e	КРІ	Locatio n	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
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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.

Cod e	КРІ	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark* *	New Target Benchmark
S4.2	Students	Najran	Mathematics	Males	60				
	overall			Females	80				
	rating on the quality of their courses (average rating of students on a five- point scale on overall			Total	70	80	75.8	-	80
		Sharour a	Mathematics	Males	86.4				
				Females	76.4				
				Total	81.4	80	81.4	-	81.2

Cod e	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark* *	New Target Benchmark
	evaluatio n of courses.)								

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%).

Cod e	КРІ	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	Najran	Mathematic s	Males Female s	95 -				
	doctoral qualifications	Sharour Mathematic a s		Total	67	80	44.4	-	80
	quanneations		Mathematic	Males	63				
			Female s	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
	differences v	were in fav achieved 1	or of the manothing in N	iles, as sl ajran can	own in the npus. In Sh	table where aroura camp	e the males a	s. Male and fe chieved (95% prences favore) and
Cod e	КРІ	Locatio n	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
	Percentage		title Mathematic	Males	Benchmar	Benchmar	Benchmark	Benchmark*	Target Benchmar
e	Percentage of students	n	title	Males Female	Benchmar k	Benchmar	Benchmark	Benchmark*	Target Benchmar
e	Percentage	n	title Mathematic	Males	Benchmar k 12% 32%	Benchmar k	Benchmark *	Benchmark*	Target Benchmar
e	Percentage of students entering programs who	n	title Mathematic	Males Female s Total Males	Benchmar k 12%	Benchmar	Benchmark	Benchmark* *	Target Benchmar k
e	Percentage of students entering programs	n Najran	title Mathematic s	Males Female s Total	Benchmar k 12% 32% 22%	Benchmar k	Benchmark *	Benchmark* *	Target Benchmar k

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%).

Cod e	KPI	Locatio n	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k

Cod e	КРІ	Locatio n	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
S4.5	Graduation rate for undergraduat e students:	Najran	Mathematic s	Males Female s Total	20% 15% 18%	25%	12%	_	25%
	Proportion of students entering	Sharour a	Mathematic s	Males Female s	- 90%	2370	1270		2.5 70
	undergraduat e programs who complete those programs in minimum time.			Total	90%	70%	90%	-	-

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

Cod e	KPI	Locatio n	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
(90%), while the	males ach	ieved nothin	g.					
Cod e	KPI	Location	Program's title	Gender	Actual Benchmar	Target Benchmar	Internal Benchmark	External Benchmark*	New
					k	k	*	*	Target Benchmar k
S5.3	Student evaluation of academic	Najran	Mathematic s	Males Female s Total	k 79.4 78 79				Benchmar
S5.3	evaluation of	Sharour a		Female s	k 79.4 78	k	*	*	Benchmar k

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

Cod e	КРІ	Location	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
	us. In Sharoved (82%).	oura camj	pus, the diff	erences f	avored the	males who	achieved (9	90%), while t	he females
Cod e	KPI	Location	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
e			title		Benchmar k	Benchmar	Benchmark	Benchmark*	Target Benchmar
	Stakeholde r evaluation	Location Najran		Gender Males Female s	Benchmar	Benchmar	Benchmark	Benchmark*	Target Benchmar
e	Stakeholde r evaluation of the	Najran	title Mathematic s	Males Female s Total	Benchmar k 30.27 59 45	Benchmar	Benchmark	Benchmark*	Target Benchmar
e	Stakeholde r evaluation of the digital	Najran Sharour	title Mathematic s Mathematic	Males Female s Total Males	Benchmar k 30.27 59	Benchmar k	Benchmark *	Benchmark*	Target Benchmar k
e	Stakeholde r evaluation of the	Najran	title Mathematic s	Males Female s Total	Benchmar k 30.27 59 45	Benchmar k	Benchmark *	Benchmark*	Target Benchmar k

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%).

	Cod e	КРІ	Location	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
L										

Cod e	KPI	Location	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
S7.3	Stakeholde r	Najran	Mathematic s	Males Female	85				
	evaluation			s	75				
	of facilities			Total	80	90	75.7	-	95
	&	Sharour	Mathematic	Males	67				
	equipment	а	s	Female	90				
				S	70				
				Total	79	80	79	-	80

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 Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
S9.1	Proportion of teaching	Najran	Mathematic s	Males Female s	0 8%				
	staff leaving the institution	Sharour a	Mathematic s	Total Males Female s	8% 11% 0	0	0	-	0
	in the past year for reasons other than age of retirement			Total	11%	Less than 10%	11%	-	10%

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.

Cod e	KPI	Locatio n	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
S9.2	Proportion	Najran	Mathematic	Males	100				
	of teaching staff		S	Female s	100%				
	participatin			Total	100%	100%	76.6%	-	100%
	g in	Sharour	Mathematic	Males	-				
	professional developmen	а	S	Female s	-				
	t activities during the past year.			Total	-	-			

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.

Cod e	KPI	Location	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
S10. 1	Number of refereed publication s in the	Najran	Mathematic s	Males Female s Total	21 0 21	17	20		25
	previous year per full time	Sharour a	Mathematic s	Males Female s	1 0				
	equivalent teaching staff			Total	1	2: 1	3: 1	-	2: 1

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 Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
S10. 2		Najran	Mathematic s	Males Female s Total	36 0 36	21	36	-	40
	refereed journals in the	Sharour a	Mathematic s	Males Female s					

Code	KPI	Location	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
	previous year per full time equivalen t faculty members			Total					

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 Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
2 3	510. 3	Proportion of full- time member of	Najran	Mathematic s	Males Female s Total	%70 0 %70	60%	60%	_	75%
		teaching staff with at least one refereed	Sharour a	Mathematic s	Males Female s Total					

Code	KPI	Location	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
	publicatio n during the previous year.								

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

Cod e	KPI	Location	Program' s title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
S1.1	Stakeholders' awareness ratings of the Mission	Najran	Arabic Language	Males Female s Total	78.73 76.2 77.47	80	72.8		80
	Statement and Objectives (average	Sharour a	Arabic Language	Males Female s Total	- - 77.47	80	75	-	80

Cod e	KPI	Location	Program' s title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
	rating on how well the mission is known to teaching staff,								
	and undergraduat e and graduate students, respectively, on a five- point scale in an annual survey).								

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%).

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	Najran	Arabic	Males	73.85	75	88	-	75
	evaluation of the Policy		Language	Female s	68.81				
	Handbook,			Total	71.33				
	including	Sharour	Arabic	Males	-				
	administrative flow chart and	а	Language	Female s	-				
	job responsibilitie			Total					
	s (average rating on the adequacy of				80	80	80.5	-	85

Cod e	KPI	Locatio n	Program' s title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
	the Policy Handbook on a five-point scale in an annual survey of teaching staff and final year students).								

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'	Najran	Arabic	Males	84.3	80	76	-	80
	overall		Language	Females	65.31				
	evaluation			Total	74.76				
	on the	Sharoura	Arabic	Males	-				
	quality of		Language	Females	-				
	their learning experiences (average rating of the overall quality on a five-point			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)								

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	Najran	Arabic Language	Males Females Total	100% 100% 100%	100%	100%		100%
	student evaluations were	Sharoura	Arabic Language	Males Females Total	100% 100%	100%	100%		100%
	conducted during the year.			10(a)	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	Gender	Actual	Target	Internal	External	New
			title		Benchmark	Benchmark	Benchmark*	Benchmark**	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	students to teaching	Najran	Arabic Language		1: 14 1: 17 1: 15	1: 20	1: 10		1: 20
	staff (based on full-time	Sharoura	Arabic Language	Males Females	-	1: 10	1:6		1:10
	equivalents)		00	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
	hed the targe ooth are comp				,	ratio was (17	7: 1) and it v	vas (14: 1) for	the males

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S4.2	Students	Najran	Arabic	Males	86	80	82.2	-	80
	overall		Language	Females	76.6				
	rating on the			Total	81.3				
	quality of	Sharoura	Arabic	Males	-				
	their		Language	Females	-				
	courses (average rating of students on a five- point scale on overall evaluation of			Total	75	80	90	-	80

C	Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
		courses.)								

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%).

Cod e	KPI	Location	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	Najran	Arabic Language	Males Female	85.7 52.94	85	33.3	-	85
	qualifications			s Total	69.3				
		Sharour	Arabic	Males	-				
		a	Language	Female s	-				
				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%).

e	KPI	Location	Program' s title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
	Percentage of students entering programs		title	Gender		Target Benchmark			Target
	Percentage of students entering	Location		Gender Males Females Total		Benchmark			Target
Code S4.4	Percentage of students entering programs who successfully complete		title	Males Females	Benchmark 19% 43%	Benchmark	Benchmark*	Benchmark**	Target Benchmark

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

Cod e	КРІ	Location	Program' s title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
S4.5	Graduation	Najran	Arabic	Males	22.2	70	24.61	-	30
	rate for undergraduat		Language	Female s	20.2				
	e students:			Total	21.2				
	Proportion of	Sharour	Arabic	Males	-				
	students entering	а	Language	Female s	-				
	undergraduat e programs who complete those programs in minimum time.			Total	70	70	70	-	80

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%).

C 1	VDI	T	D 1	C 1	A (.1	T	T	T 1	NT.
Cod e	KPI	Location	Program' s title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
Code S5.3	KPI Student evaluation of academic and career counselling (Average)	Location Najran		Gender Males		Target Benchmark			
	Student evaluation of academic and career counselling		title Arabic	Males	Benchmark 88	Target Benchmark			Target
	Student evaluation of academic and career counselling		title Arabic		Benchmark	Target Benchmark			Target
	Student evaluation of academic and career counselling	Najran	title Arabic	Males Females Total	Benchmark 88 81.4	Benchmark	Benchmark*	Benchmark**	Target Benchmark
	Student evaluation of academic and career counselling		title Arabic Language	Males	Benchmark 88 88 81.4 84.7	Benchmark	Benchmark*	Benchmark**	Target Benchmark

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 67.36				
		1		Total	68.42	70	68	-	70
		Sharoura	Arabic	Males	-	70	00		10
		Sharoura	Language	Females	-			<u> </u>	<u> </u>
				Total	68	70	-	-	70

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 &	Najran	Arabic Language	Males Females Total	84.2 72 78.1	80	76	-	75
	equipment	Sharoura	Arabic Language	Males Females Total	- - 70	75	91	-	80

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%).

C	Code	КРІ	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Targe Bench	
S	9.1	Proportion of	Najran	Arabic Language	Males	0	Less than 10%	-	-	Less	than 10%
		teaching			Females	10.52					
		staff			Total	10.52					
		leaving	Sharoura	Arabic	Males	-					
		the		Language	Females	-					
		institution in the past year for reasons other than age of retirement.			Total	0	Less than 10%	6.6	-	Less	than 10%

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	КРІ	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
\$9.2	Proportion of teaching staff participating in	Najran	Arabic Language	Males	2: 1				

(Code	КРІ	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
		professional development			Females Total	2: 1 2: 1	1:1	2:1	-	1:1
		activities	Sharoura	Arabic	Males	-		2. 1		1. 1
		during the		Language	Females	-				
		past year.			Total	1:1	1:1	1:1	-	1:1

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	Males	-				
			Language	Females	-				
				Total	5:1	3:1	0.57: 1	-	5:1

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	Najran	Arabic	Males	%16.66				
	of full-		Language	Females	%13.33				
	time			Total	%15	20%	13.3%	-	15%
	member of	Sharoura	Arabic	Males	-				
	teaching		Language	Females	-				
	staff with at least one refereed publication during the previous year.			Total	3%	2%	-	-	3%
Analy	vsis (list stro	engths an	d recomm	endation	s):				

Code	КРІ	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
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The proportion of full-time faculty members with at least one referred 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	Najran	Arabic	Males	1				
	papers or		Language	Females	1				
	reports			Total	2	5	3	-	2
	presented	Sharoura	Arabic	Males	-				
	at academic		Language	Females	-				
	conferences during the past year per full- time equivalent faculty members			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
during		ear per f	ull-time ed	quivalent	faculty me	mbers in b	oth Najran a	at academic c and Sharoura	

C	Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S	11.1	Proportion	Najran	Arabic	Males	16.66				
		of full-		Language	Females	20%				
		time			Total	18.33%	30	7.81	-	25
		teaching	Sharoura	Arabic	Males	-				
		and other		Language	Females	-				
		staff actively engaged in community service activities			Total	13%	30	-	-	20

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

Cod e	KPI	Location	Program' s title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
S1.1	Stakeholders' awareness ratings of the	Najran	English language	Males Female s	77.79 80				
	Mission Statement			Total	80	75%	77.46%		80%
	and	Sharour	English	Males	-				
	Objectives	а	language	Female s	-				
	(average rating on			Total					
	how well the mission is known to teaching staff,								
	and undergraduat e and graduate students, respectively, on a five- point scale in an annual				75%	80%	77.5%		80%

Cod e	KPI	Location	Program' s title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
	survey).								

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%).

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	Najran	English language	Males Female s	88% 75%				
	Handbook, including			Total	81.5	75%	71.33%		80%
	administrative	Sharour	English	Males	-				
	flow chart and	а	language	Female	-				
	job			S				1	
	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).			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

KPI	Locatio n	Program' s title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar
								k
ersity website o	or paper (i	flayers, ba	nnerset	c.). The tab	le shows th		-	U
)	ersity website o	nsibilities in Sharoura c rsity website or paper (1	nsibilities in Sharoura campus, uti ersity website or paper (flayers, ba	nsibilities in Sharoura campus, utilizing all ersity website or paper (flayers, bannerset	hsibilities in Sharoura campus, utilizing all possible mersity website or paper (flayers, bannersetc.). The tab	nsibilities in Sharoura campus, utilizing all possible means, wheth	nsibilities in Sharoura campus, utilizing all possible means, whether electronic ersity website or paper (flayers, bannersetc.). The table shows that male and	hasibilities in Sharoura campus, utilizing all possible means, whether electronic via e-publishersity website or paper (flayers, bannersetc.). The table shows that male and female different

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S3.1	Students'	Najran	English	Males	76%				
	overall		language	Females	72%				
	evaluation			Total	74%	80%	74.6%		80%
	on the	Sharoura	English	Males					
	quality of		language	Females					
	their learning experiences (average rating of the overall quality on a five-point scale in an annual survey of final year students)			Total	70%	80%	75%	-	80%

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
learr	-	ful. The	table show	vs that m	ale and fem	0	0	experience an favor of the	

Code	КРІ	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
\$3.2	Proportion of courses	Najran	English language	Males Females	100% 100%		[
	in which			Total	100%	100%	100%		100%
	student	Sharoura	English	Males	100%				
	evaluations		language	Females	100%				
	were conducted during the year.			Total	100%	100%	100%		100%

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	КРІ	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S4.1	Ratio of	Najran	English	Males	10: 1				
	students to		language	Females	21:1				
	teaching staff (based on full-time equivalents)			Total	1: 16	15: 1 scientific courses 20: 1 theoretical	1: 34		1: 10
		Sharoura	English	Males					
			language	Females					
				Total	1:27	25: 1		1:20	1:20

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	Najran	English language	Males Females Total	82.2% 75% 76.8%	75%	81.3%		80%
	the quality of their courses (average rating of students on a five- point scale on overall evaluation of courses.)	Sharoura	English language	Males Females Total	75.6%	80%	78.4%		80%

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	КРІ	Location	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	Najran	English language	Males Female s	33.33% 12.90%				
	doctoral qualifications	Sharour	English	Total Males	23.43%	75%	69.32%		75%
		a	language	Female					
				S	20.60	500/	6504		500/
				Total	28.6%	50%	65%		50%

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	Najran	English	Males	50%				
	of students		language	Females	52.40%				
	entering			Total	51.20%	80%	31%		60%
	programs	Sharoura	English	Males					
	who		language	Females					
	successfully complete			Total	76%	80%	60%		80%

Са	ode	КРІ	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
		first year.								

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%).

Cod e	КРІ	Location	Program' s title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
S4.5	Graduation	Najran	English	Males	22.7%				
	rate for undergraduat		language	Female s	26.51%				
	e students:			Total	26.51	80%	21.2%		40%
	Proportion of	Sharour	English	Males					
	students entering	а	language	Female s					
	undergraduat e programs who complete those			Total	33.7%	80%	20%		80%
	programs in								

C e	od	KPI	Location	Program' s title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
		minimum time.								

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	КРІ	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
	annual survey of final year students.)								

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%).

C	ode	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S	.6.3	Stakeholder	Najran	English	Males	71.10%				
		evaluation		language	Females	68%				
		of the			Total	69.55%	70%	68.42%		75%
		digital	Sharoura	English	Males					
		library		language	Females					
		(average overall rating of the adequacy of the digital library).			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 hol- benefit and utilize males who achiev	e the digit	al library.	The table	shows that	male and fe	10		-

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
\$7.3	Stakeholder evaluation	Najran	English language	Males Females	84% 76%				
	of facilities			Total	80%	75%			85%
	&	Sharoura	English	Males					
	equipment		language	Females					
				Total	70%	80%	72.5%		80%

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	Najran	English	Males	0				
	of		language	Females	0				
	teaching			Total	0				
	staff	Sharoura	English	Males					
	leaving		language	Females					
	the institution in the past year for reasons other than age of retirement.			Total	33%	5%	5%		Not more than 5%

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	КРІ	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S9.2	Proportion of teaching staff	Najran	English language	Males Females Total	1: 1 2: 1 2: 1	1:1	5:1		1:1
	participating in	Sharoura	English language	Males Females	-	1.1	5.1		1.1
	professional development activities during the past year.			Total	1: 3	1: 1	1: 15		1: 1

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	Najran	English language	Males Females Total	4: 1 0 5: 1	1:1	5: 1		1:1
	in the previous	Sharoura	English language	Males Females	-				
	year per full time equivalent teaching staff			Total	1: 3	1: 1	1: 1.5		1: 1

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	Najran	English	Males	125				
	of		language	Females	3				
	citations			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

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	Najran	English	Males	13.33%				
	of full-		language	Females	0				
	time			Total	13.33	25%	15%		

Code	КРІ	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
	member of teaching	Sharoura	English language	Males Females					
	staff with at least one refereed publication during the previous year.			Total	23%	80%	20%		80%

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.

Code	КРІ	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S10.4	Number of	Najran	English	Males	3				
	papers or		language	Females	0				
	reports			Total	3	5	2		15
	presented	Sharoura	English	Males					
	at academic		language	Females					
	conferences during the past year per full- time equivalent			Total	-	5	3		8

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
	faculty members								

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.

Co	ode	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S1	1.1	Proportion	Najran	English	Males	0				
		of full-		language	Females	16.12%				
		time			Total	7.81	10%	18.33%		10%
		teaching	Sharoura	English	Males					
		and other		language	Females					
		staff actively engaged in community service activities			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
There by enl	fore, further hancing fact	measures thy aware	s shall be ta ness of the	iken to in importar	crease this price of active	proportion in engagement	n both campu nt in commur	mpus that rat uses, especially nity service act in favor of t	y in Najran tivities and

who achieved (16.12%), while the males rated nothing.

Computer Science Program

Cod e	KPI	Location	Program' s title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
S1.1	Stakeholders' awareness ratings of the	Najran	Compute r Science	Males Female s					
	Mission Statement	C1	a	Total	61%	90%	86%		80%
	and Objectives	Sharour a	Compute r Science	Males Female s					
	(average rating on			Total					
	how well the mission is known to teaching staff,				-	70%			
	and undergraduat								

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).								

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	Najran	Compute r Science	Males Female s Total	-	-			
	administrative flow chart and	Sharour a	Compute r Science	Males Female s					
	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).			Total	75%	80%	75%		

Cod	KPI	Locatio	Program'	Gender	Actual	Target	Internal	External	New
e		n	s title		Benchmar	Benchmar	Benchmark	Benchmark*	Target
					k	k	*	*	Benchmar
									k

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'	Najran	Computer	Males					
	overall		Science	Females					
	evaluation			Total	62.5%	75%	63.5%	-	75
	on the	Sharoura	Computer	Males	93.86				
	quality of		Science	Females	98.5				
	their learning experiences (average rating of the overall quality on a five-point scale in an annual survey of final year students)			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**	U
									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
\$3.2	Proportion of courses	Najran	Computer Science	Males Females	100% 100%				
	in which			Total	100%	100%	100%		100%
	student	Sharoura	Computer	Males	100%				
	evaluations		Science	Females	100%				
	were conducted during the year.			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	Najran	Computer	Males					
	students to		Science	Females					
	teaching staff (based			Total	1:4	1:3	1: 20 theoretical		1: 15
	on full-time	Sharoura	Computer	Males	1:9.6				
	equivalents)		Science	Females	1:25.3				
				Total	1: 15.3		1:6	-	-

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	Najran	Computer	Males					
	overall		Science	Females					
	rating on			Total	71.4	80	73.3		80
	the	Sharoura	Computer	Males	83.2				
	quality of		Science	Females	69	-			
	their courses (average rating of students on a five- point scale on overall evaluation of courses.)			Total	75.8	80	81.4		80

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.

Cod e	KPI	Location	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	Najran	Compute r Science	Males Female s	200/	700/	150/		500/
	qualifications	Sharour a	Compute r Science	Total Males Female s	20%	70%	15%		50%
				Total	47.4%	60%	37%		60%

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.

С	ode	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S ²	4.4	Retention	Najran	Computer	Males					

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
	rate		Science	Females					
	Percentage			Total	85%	80%	40%	-	90%
	of students	Sharoura	Computer	Males	40%				
	entering		Science	Females	53.85%				
	programs who successfully complete first year.			Total	47%	75%	65%		-

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%).

Cod e	KPI	Location	Program' s title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
S4.5	Graduation rate for undergraduat e students:	Najran	Compute r Science	Males Female s Total	25%	70%	76.47%	-	70%

Cod e	KPI	Location	Program' s title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
	Proportion of students entering	Sharour a	Compute r Science	Males Female s	47.4% 18.15%				
	undergraduat e programs who complete those programs in minimum time.			Total	32.77%	70%	45%		50%

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	КРІ	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S5.3	Student	Najran	Computer	Males					
	evaluation		Science	Females					
	of			Total	85%	75%	73%		90%
	academic	Sharoura	Computer	Males					
	and career		Science	Females					
	counselling (average			Total	74%	80%	86%		80%

Code	КРІ	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.)								

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	Najran	Computer Science	Males Females					
	of facilities		Science	Total	77%	70%	69.5%		80%
					//%	/0%	09.3%		80%
	&	Sharoura	Computer	Males					
	equipment		Science	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
perce	ntage in Sha	roura cam	pus becaus	se it is un	der construc	ction as som	e projects are	e being impler	nented.

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchma	Internal k Benchmark*	External Benchmark**	New Target Benchmark
S9.1	Proportion	Najran	Computer	Males					
	of		Science	Females					
	teaching staff			Total	7%	Less that 10	/%		
	leaving	Sharoura	Computer	Males					
	the		Science	Females					
	institution in the past year for reasons other than age of retirement.			Total	5%	Less that 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
reaso	ns other that be taken to	in the age	of retiren	nent in Sl	naroura cam	pus rated (5%). Conseq	ution in the pa uently, further anditions of er	measures
			_						
Code	KPI	Location	Program's	Gender	Actual	Target	Internal	External	New

Code	KP1	Location	title	Gender	Benchmark	Benchmark	Benchmark*	External Benchmark**	New Target Benchmark
S9.2	Proportion	Najran	Computer	Males					
	of teaching		Science	Females					
	staff			Total	1:2	4:1	2:4		1:4
	participating	Sharoura	Computer	Males					
	in		Science	Females					
	professional development activities during the past year.			Total	1: 1	1: 1	-	-	-

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
promo	otion require	ments.							
1	Ĩ								
Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S10.1	Number of	Najran	Computer	Males					
	refereed		Science	Females					
	publications in the	~	~	Total	1:0.02	2:1	1: 0.42	-	2:1
	previous	Sharoura	Computer	Males					
	year per full		Science	Females			0		
	time			Total			One paper from all the		
	equivalent						faculty		
	teaching				8:1	1:3	members of	-	-
	staff						Mathematics		
							Program= 1: 3		

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 Benchmarl
									Benchmari
Code	KPI	Location	Program's	Gender	Actual	Target	Internal	External	New
Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	Target
Code	KPI	Location		Gender					Target
			title						Target
Code S10.3	Proportion	Location	title	Males					
	Proportion of full-		title	Males Females	Benchmark	Benchmark	Benchmark*		Target Benchmar
	Proportion of full- time	Najran	title Computer Science	Males Females Total					Target
	Proportion of full- time member of		title Computer Science Computer	Males Females Total Males	Benchmark	Benchmark	Benchmark*		Target Benchmar
	Proportion of full- time member of teaching	Najran	title Computer Science	Males Females Total Males Females	Benchmark	Benchmark	Benchmark*		Target Benchmar
	Proportion of full- time member of	Najran	title Computer Science Computer	Males Females Total Males	Benchmark	Benchmark	Benchmark*		Target Benchma

refereed publication

during the previous year.

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.

50%

80%

80%

Code	KPI	Location	Program's title	Gender	Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
S10.4	Number of	Najran	Computer	Males					
	papers or		Science	Females					
	reports			Total	0.02: 1	1:3	0.21:1		3:1
	presented	Sharoura	Computer	Males					
	at academic		Science	Females					
	conferences during the past year per full- time equivalent faculty members			Total					

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	Najran	Computer	Males					
	of full-		Science	Females					
	time			Total	1:6	1:5			1:5
	teaching	Sharoura	Computer	Males					
	and other		Science	Females					
	staff actively engaged in community service activities			Total	20: 8	Two thirds of the members	-	-	-

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.

Cod e	KPI	Locatio n	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
S1.1	Stakeholders' awareness ratings of the	Najran	Fundamental s of Religion	Males Female s					
	Mission			Total	76%	80%	-		80%
	Statement	Sharour	Islamic	Males					
	and Objectives	а	Studies	Female s					
	(average rating on			Total					
	how well the mission is known to teaching staff,								
	and undergraduat e and graduate students, respectively, on a five- point scale in an annual survey).				76%	80%			80%

Sharia Program (Najran)- Islamic Studies (Sharora)

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%).

Cod e	KPI	Locatio n	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
S3.1	Students' overall evaluation on the	Najran	Fundamental s of Religion	Males Female s Total	86%	80%	80%		90%
	quality of their	Sharour a	Islamic Studies	Males Female s					
	learning experience s (average rating of the overall quality on a five- point scale in an annual survey of final year students)			Total	65.4%	80%	60%		85%

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.

Cod e	KPI	Locatio n	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
S3.2	Proportion	Najran	Fundamental	Males	100%				
	of courses		s of Religion	Female	100%				

Cod e	КРІ	Locatio n	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
	in which student			s Total	100%	100%	1000/		1000/
	evaluation	C1	T.1			100%	100%		100%
		Sharour	Islamic	Males	100%				
	s were	а	Studies	Female	100%				
	conducted			S	10070				
	during the			Total	100%	100%	100%		100%
	year.				100%	100%	100%		100%

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.

Cod e	KPI	Locatio n	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
S4.1	Ratio of students to teaching staff (based	Najran	Fundamental s of Religion	Males Female s Total	21: 1	20: 1	10: 1		20: 1

Cod e	KPI	Locatio n	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
	on full-time equivalents)	Sharour a	Islamic Studies	Males Female s Total	25: 1	20: 1	23.2: 1		20: 1

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.

Cod e	KPI	Location	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
S4.2	Students overall rating on the	Fundamental s of Religion	Fundamental s of Religion	Males Female s Total	78.3%	80%	75%		80%
	quality of their courses	Islamic Studies	Islamic Studies	Males Female s					

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%

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	Najran	Fundamental	Males					
	teaching staff		s of Religion	Female					
	with verified			S					
	doctoral			Total	56%	75%	89%		75%
	qualifications	Sharour	Islamic	Males					
	•	а	Studies	Female					
				S					
				Total	88%	93%	60%		90%

Cod e	KPI	Locatio n	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar
The which	ysis (list stren proportion of h was lower th be taken to in	faculty han the sa	members with me proportion	h verifie n in Shar	d doctoral oura campu	is that rated	(88%). The	refore, further	measures

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	Najran	Fundamental s of Religion	Males Female s Total	29%	80%	75%		80%
	who successfull y complete first year.	Sharour a	Islamic Studies	Males Female s Total	39.9%	60%	20.4%		50%

	Cod e	KPI	Locatio n	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark*	New Target Benchmar
						-	-			k
1										1

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.

S4.5 Graduation rate for undergraduat e students: Najran Fundamental s of Religion Males Image: Constraint of students entering undergraduat e programs in minimum time. Sharour a Islamic Studies Males Image: Constraint of students entering undergraduat e programs in minimum time. Sharour a Islamic Studies Males Image: Constraint of students entering undergraduat e programs in minimum time. Studies Female s Image: Constraint of students entering undergraduat e programs in minimum time. Graduation of students entering undergraduat e programs in minimum time. Males Image: Constraint of students entering enteri	Cod e	KPI	Locatio n	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
Proportion of students entering undergraduat e programs hose programs in minimumIslamic StudiesMalesMalesIslamic StudiesMalesFemale sIslamic Female sFemale sIslamic Female sFemale sIslamic Female sFemale sIslamic Female sFemale sTotalIslamic sFemale sIslamic Female sFemale sIslamic Female sFemale sIslamic Female sFemale s0Female sIslamic Female sFemale sIslamic Female sFemale sIslamic Female sFemale 	S4.5	rate for undergraduat	Najran		Female s	33%	70%	70%		70%
e programs who complete those programs in minimum		students entering			Males Female					
		e programs who complete those programs in minimum				60%	75%	-		70%

Cod e	КРІ	Locatio n	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
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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.

Cod e	KPI	Locatio n	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
\$5.3	Student evaluation of academic	Najran	Fundamental s of Religion	Males Female s	74%	80%	80%		80%
	and career	Sharour	Islamic	Total Males	74%	80%	80%		80%
	counsellin g (average	a	Studies	Female s					
	rating on the adequacy of academic and career counsellin g on a five- point scale in an annual survey of			Total	35.4%	80%	26.59%		80%

Cod e	КРІ	Locatio n	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
	final year students.)								

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.

Co e	od	KPI	Locatio n	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
S.(6.3	Stakeholde r evaluation of the	Najran	Fundamental s of Religion	Males Female s Total	75%	80%	75%		80%
		digital library (average	Sharour a	Islamic Studies	Males Female s	1370	0070	1370		8070
		overall rating of the adequacy of the digital library).			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 Benchmar k	Target Benchmar 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	Najran	Fundamental s of Religion	Males Female					
	r evaluation		s of Religion	S					
	of facilities &			Total	65%	80%	70%		80%
	& equipment	Sharour	Islamic Studios	Males					
	equipment	а	Studies	Female					
				s Total	44.3%	80%	44.3%		80%
						0070			

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.

Cod e	KPI	Location	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
S9.1	Proportion	Najran	Fundamental	Males					
	of teaching		s of Religion	Female s					
	staff leaving			Total	12%	Less than 10	-	-	7%
	the	Sharour	Islamic	Males					
	institution in the past	а	Studies	Female s					
	year for reasons other than age of retirement			Total	0.45%	Less than 10		-	0

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 Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
S9.2	Proportion of teaching staff	Fundamenta ls of Religion	Fundamenta ls of Religion	Males Female					
	participatin g in	Islamic	Islamic	Total Males	6%	100%	6.6%		100%
	professiona 1	Studies	Studies	Female s	1				
	developme nt activities during the past year.			Total	66.6%	70%	70%		70%

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	Locatio n	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
S10. 1	1 refereed publication s in the previous	Najran	Fundamental s of Religion	Males Female s Total	21	1: 1	5		2: 1
		Sharour a	Islamic Studies	Males Female s					
				Total	23	1:1	13		1: 1

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	Locatio n	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
S10. 3	Proportion of full- time member of	Najran	Fundamental s of Religion	Males Female s Total	47	50	3		50
	teaching staff with at least one refereed publicatio n during the previous year.	u	Islamic Studies	Males Female s					
				Total	40	70	66.66		70

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	Locatio n	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
S10. 4	Number of papers or reports	Najran	Fundamental s of Religion	Males Female s					

Code	KPI	Locatio n	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
	presented			Total	5	10	1		8
	at	Sharour	Islamic	Males					
	academic	a	Studies	Female					
	conference			S					
	s during			Total					
	the past								
	year per full-time				22	24	6		10
	equivalent				23	24	6		40
	faculty								
	members								

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	Locatio n	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
S11. 1	Proportion of full- time	Najran	Fundamental s of Religion	Males Female s					
	teaching			Total	45	70	1:1		55
	and other	Sharour	Islamic	Males					
5	staff	а	Studies	Female					

Code	KPI	Locatio n	Program's title	Gender	Actual Benchmar k	Target Benchmar k	Internal Benchmark *	External Benchmark* *	New Target Benchmar k
	actively engaged in communit y service activities			s Total	51.11%	60%	53.65%		55%

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.