

Najran University "NU" report on the achievements of the recommendations of NCAAA team



Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<ul style="list-style-type: none"> - The Vice-rector of Development and Quality assigned the unit of Strategic Planning and the Technical Bureau to review and revise all documents, publications and the e-portal, where the university's mission and strategic objectives are announced(Appendix 1/1). - Unit of Strategic Planning reviewed and revised the following: <ul style="list-style-type: none"> - All publications and documents that include the University's Mission. - Documents of the institutional developmental project and self-study report (in Arabic/English). - The Technical Bureau at the Deanship of Development and Quality reviewed the e-portal and all bulletin boards of the University to verify the statement of its mission and strategic objectives. - The Unit of Strategic Planning and the technical office presented a report to the Dean of Development and Quality about achieving their tasks and finalizing reviewing and editing all documents, bulletin boards and e-portal. (Appendix 1/2). - The Vice-rector of Development and Quality issued a circular note of the University's mission and objectives in Arabic and English to all academic and administrative units, the University's e-portal and university media to be included in the documents and bulletin boards (Appendix1/3). (1/1) A decision by Vice-Rector 	Accepted	NU should review and revise its documentation and signage, ensuring that the institutional mission is consistently recorded	1	المعيار الأول: الرسالة والغايات والأهداف

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<p>of Development and Quality of assigning Unit of Strategic Planning and the Deanship of Development and Quality for reviewing and revising the University's documents and bulletin boards.</p> <ul style="list-style-type: none"> - (1/2) Report of the Unit of Strategic Planning and the Technical Bureau. - (1/3) A circular note for the statement of the mission and strategic objectives in Arabic and English, issued by the Vice-Rector of Development and Quality to all academic and administrative units, NU Website and University media. 				
<ul style="list-style-type: none"> - Commissioning the Vice-Rector to administrate Najran University branches and assuring the quality of education and services. 	Accepted with Modification	NU should appoint a Vice Rector for its Sharora campus	2	المعيار الثاني: السلطات والإدارة
<ul style="list-style-type: none"> - Deanship of University Studies for female students is recently established, with academic responsibilities assigned to a female Dean, who has the right to attend University council and contribute to making decisions. 	Accepted with Modification	NU should appoint a female Vice Rector for the female campus in Najran with authorities and responsibilities comparable to other Vice Rectors.	3	

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<ul style="list-style-type: none"> – All Deans of Colleges and Supporting Deanships were addressed to report their nominations to assign experienced female Vice-Deans from their employees (Appendix 4/1) – The Standing Advisory Committee examined the nominees, and reviewed them with the concerned authorities, when necessary (Appendix 4/2) – The University Rector's decisions were taken as follows: <ul style="list-style-type: none"> - Assignment of a female Vice-Dean for the College of Medicine (Appendix 4/3). - Assignment of a female Vice-Dean for the College of Computer Science (Appendix 4/4). - Assignment of a female Vice-Dean for the College of Education (Appendix 4/5). - Assignment of a female Vice-Dean for the College of Administrative Sciences (Appendix 4/6). - Assignment of a female Vice-Dean for the College of Arts and Science in Sharoura (Appendix 4/7). - Assignment of a female Vice-Dean for the College of Shari'aa and Fundamentals of Religion (Appendix 4/8). - Assignment of a female Vice-Dean for the Deanship of Development and Quality (Appendix 4/9). - Assignment of a female Vice-Dean for the Deanship of E-Learning and Distance Education (Appendix 4/10). - Assignment of a female Vice-Dean for the Deanship of Scientific Research (Appendix 4/11). - Assignment of a female Vice-Dean for the Deanship of Higher Studies (Appendix 4/12). - Assignment of a female Vice-Dean for the Deanship of 	Accepted	<p>4. NU should incorporate adequate female representation in all formal and informal bodies of governance, especially at upper levels of management at NU.</p>	4	

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<p>the Preparatory Year Program (Appendix 4/13).</p> <ul style="list-style-type: none"> - Assignment of a female Vice-Dean for the Deanship of Admission and Registration (Appendix 4/14). - Assignment of a female Vice-Dean for the Deanship of Library Affairs (Appendix No. 4/15). As there were four colleges that do not have competent human resources to be assigned as female Vice-Deans, College Coordinators were assigned to administrate the female sections and support the educational process with appropriate responsibilities shown as follows: <ul style="list-style-type: none"> - Assignment of a female Coordinator for the College of Nursing (Appendix 4/16). - Assignment of a female Coordinator for the College of Medical Applied Sciences (Appendix 4/17). - Assignment of a female Coordinator for the College of Arts and Sciences in Najran (Appendix 4/18). - Assignment of a female Coordinator for the Community College (Appendix 4/19). - A new administrative unit was created at the Deanship of Personnel and Faculty Affairs (Appendix 4/20). - Three Supporting Deanships are being provided with qualified calibers and issuing Assignment decisions for them: <ul style="list-style-type: none"> - Deanship of Information Technology and Communication. - Deanship of Community Service and Continuing Education. - Deanship of Student Affairs. - Vice-Rectorship for Development and Quality conducted 				

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a study to identify the training needs of male and female University officials, and a decision issued by the Vice-Rector of Development and Quality for launching a comprehensive training project named "IMKAN".				
<p>Headed by the University Rector, The Standing Committee for carrying out and following-up the strategic plan delegated the Vice-Rector of development and quality (deputy of the committee) to form a team for updating the mission, goals and objectives and set up official procedures to monitor updating the mission, vision and goals (appendix 5/1).</p> <ul style="list-style-type: none"> • The Vice-Rector of development and quality formed the team, under his supervision (Appendix 5/2). • The teamwork has been divided into two sub-teams. • The first: The team of updating the mission, goals and objectives and setting up official procedures of updating. • The Second: The team of reviewing and updating the projects of the strategic plan. <p>- The tasks of the two committees were accomplished and reported to the main team (Appendix 5/3). The following were the most significant results:</p> <ul style="list-style-type: none"> • A proposal of the mechanism and procedures of updating the university's mission, goals and strategic objectives. • The statement of the mission and objectives was maintained because of their appropriateness, on one hand, and because of their approval by the Ministry of Planning and Finance of the tenth plan of development (1436/1440 H.), on the other hand. In addition, the university will 	Accepted	<p>establish and should NU publish a formal process for review of the mission, goals, and objectives of the institution</p>	5	

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<p>update its mission on completing the plan of development according to the reviewers team recommendations through the activities of the institutional developmental project.</p> <ul style="list-style-type: none"> - Updating the projects of the university's strategic plans was approved according to the report of the sub-team. - The accomplished tasks of the team were sent to the Rector, and in turn presented to the Standing Committee that approved the recommendations made by the team. (Appendix 5/4) 				
<p>The university Vice-Rector of Higher Studies and Scientific Research (Secretary General of the University Council) issued a decision of forming the team of development and quality counselors to provide a conceived proposal for designing a mechanism of measuring the effectiveness of the University Council (Appendix 6/1).</p> <ul style="list-style-type: none"> - The team, led by the Head of counselors of Rectorship of Development and Quality, investigated the adopted systems of national and international universities on measuring the effectiveness of the University Council's performance and providing a proposal of the mechanism (Appendix 6/2) that includes: <ul style="list-style-type: none"> - Notifying the members of the University Council of the effectiveness of the decisions taken in the previous meeting according to a set form to follow-up the implementing its decision and checking their appropriateness with the university policies (Attached: notification form-Appendix 6/2). - An annual report of the Council's performance using the inventory form of decisions based on the specified responsibilities in the regulations of the Council for Higher Education. (Attached: the inventory form- Appendix 6/2). - The annual report was presented to the University Council in the first meeting of the first semester, it highlighted the internal benchmark of the council's decisions with those of the past year. It should be tailored with a list 	Accepted	NU should establish and publish a formal process to assess the effectiveness of its University Council	6	

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<p>of recommendations for discussion with the members of the Council, approving what they agreed upon (Annual report form (Appendix 6/2)).</p> <ul style="list-style-type: none"> - The indicators of measuring the council's performance were designed and developed. (Attached: performance indicators map- Appendix 6/2). - The mechanism of qualifying the new members in the University Council was approved and activated, as well as informing them of the decisions taken previously (Appendix 6/2). - The opinion of the University employees on the performance of the University Council was surveyed and its results were included in the annual report of the University Council (Attached: the survey form- Appendix 6/2). - The Vice Rector of Higher Studies issued a decision of approving and publicizing the mechanism to the members of the University Council and secretariat of the Council to be implemented (Appendix 6/3). 				
<p>The Organizational Handbook was translated into English (Appendix 7/1).</p> <ul style="list-style-type: none"> - The Link of the Organizational Handbook in English on the University website. 	Accepted	. NU should make available, in English, the position descriptions and responsibilities of administrators.	7	
<ul style="list-style-type: none"> - The University Rector formed the Standing Committee for Crisis Management to deal with the following tasks: <ul style="list-style-type: none"> - Following-up the current situations and proposing immediate solutions and follow up their implementation. - Developing a comprehensive plan for emergency and crises in coordination with Vice Rectorship for Development and Quality. - Following-up the problems and needs based on the current situations of the University students and 	Accepted	8. NU should create and maintain documentation to demonstrate anticipation of emerging issues and corrective actions taken in a timely manner.	8	المعيار الثاني: السلطات والإدارة

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<p>employees to propose appropriate suggestions for them. (Appendix 8/1)</p> <ul style="list-style-type: none"> - The name of the committee has been modified into the Risk and Crisis Management Committee (Appendix 8/2). - The documents and information were maintained at the office of the Vice Rector (Head of Committee) . - The Committee was able to professionally tackle the crisis of the southern boundary with the Republic of Yemen and was able to complete the academic Year for two successive years despite the difficult circumstances in the region and took the necessary decisions. (Appendix 8/3). 				
<ul style="list-style-type: none"> - A Standing Committee was formed to review the policies, regulations and procedures and the scope of responsibility headed by The Vice-Rector of Development and Quality (Appendix 9/1). - The Ninth Jurisdiction of the committee assisted the Rector and the University Council to check the effectiveness of the delegation system of the University through the periodic reports on the effectiveness of delegation within the scope of responsibility and Jurisdiction. - The Standing Committee has designed a form that measures the effectiveness of the delegation system through editing or reformulating theses delegations in order to achieve more effectiveness without violating the accountability and reviewing system. (Appendix 9/2) / 	Accepted	9- NU should create and maintain documentation showing full compliance with respect to Standards 2.2.8-2.2.10 concerning delegation of responsibility	9	

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<p>(Appendix 9/3).</p> <ul style="list-style-type: none"> - The form has been sent to all University officials involved in the decision (1/1) concerning the delegation system (Appendix 9/4). - The forms received from the officials are now being revised by the Standing Committee. - The Director of Legal Affairs issued a circular note to all administrative officials involved in the decision (1/1) concerning the delegation system and the clarification of accountability systems concerning delegation of responsibility (Appendix 9/5). - At the beginning of each academic year, the University Council reviews the results of the delegation in the first meeting of the University Council. (Appendix 9/6). 				
<ul style="list-style-type: none"> - It was agreed with The National Commission for Academic Accreditation and Assessment (NCAAA) to fulfill 50% of the recommendation at the first stage provided that it will be completed at the second stage taking into account that the University is newly established and that the number of Saudi faculty members is still low. Appendix (10/1) - The Standing Advisory Committee made a list of all the University leaderships who hold more than one Administrative Assignment and found out that the number of these positions were (23). Appendix (10/2) - The Standing Advisory Committee studied the list and recommended the following : <ol style="list-style-type: none"> 1. Termination of the assignment of (9) of these positions, shown as follows: 	Accepted	.NU should assign no more than one position of leadership to any individual.	10	

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<ul style="list-style-type: none"> - Dean for the College of Maedicine. - Dean for the College of Dentistry. - Dean for the College of Nursing. - Dean for the College of Education. - Dean for the College of Languages and Translation. - Dean for the Deanship of Admission and Registration. - Dean for the Deanship of Scientific Research. - Vice Dean for the Deanship of Admission and Registration. - Vice Dean for the Deanship of Quality and Development. - Vice Dean for the Deanship of Quality and Development for Girls. <p>2. The rest of the positions will be terminated at the end of the assignment period as shown in the list. Appendix (10/3)</p>				
<ul style="list-style-type: none"> - In the future, the University will encourage involving all the stakeholders in the process of the strategic planning besides putting into account the work environment of the University. 	Accepted with Modification	.NU should involve all stakeholders in strategic planning process and explicitly take into account the environment in which the NU operates	11	
<ul style="list-style-type: none"> - The Vice-Rector of Development and Quality made the decision of forming the team of preparing the risk management plan that consists of a main team of thirteen members, one administrative team, and a supporting team, eight sub-teams of sixty three male and female members, to cover all potential risks in the university (Appendix 12/1), indicated as follows: - Health and medical lab risks/ scientific and engineering lab 	Accepted	. NU should develop a risk management plan that takes into account all forms and sources of risk.	12	

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<p>risks/documents and information security risks/ legal risks/ financial risks/media and mental image risks/ human resources risks/ natural hazards/ and institutions' and facilities' risks.</p> <ul style="list-style-type: none"> - The most significant responsibilities of the team are: <ul style="list-style-type: none"> • Listing all the potential risks in the specified locations according to the form of risk. • Making a list of the locations that are liable to have risks. • Making the action plan for tackling risks including (risk description, level, prevention policy, effects, the official, and the person in charge of implementation and following up). • Creating procedures of tackling risks. • Creating procedures of getting rid of the aftermath. • Creating procedures of preventing future risks. - The teams finished making risk plan that was discussed and reviewed by the main team, which recommended its approval (Appendix 12/2). - The Vice-Rector of Development and Quality approved the risk management plan (Appendix 12/3). - The plan was reported to the Standing Committee of risk management to be activated in all academic and administrative University units. (Appendix 123/4) 				

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<ul style="list-style-type: none"> – A team was formed according to a decision taken by the Vice-Rector for Development and Quality (appendix 13/1). – Holding three meetings headed by the project manager to specify tasks and assignments for the members of the concerned committee (appendix 13/2). – Formal Letters sent from the project manager to concerned colleges' administrative authorities in order to facilitate the tasks of committee members in collecting the required data. – Forms were designed and applied to all University programs, and data were collected (appendix 13/3). – Data were entered and analysed, and the final report was prepared based on the given data including: <ul style="list-style-type: none"> ▪ Listing the number of faculty members in both male and female sections according to academic degrees. ▪ Evaluating the current situation of the ratios of male and female students to male and female faculty members in every program according to the academic degrees. ▪ Actions have been taken to overcome the shortage of faculty members and the future expectations for improving the current situation were presented (appendix 13/4). – The study was reported to the Vice-Rector of Higher Studies and Scientific Research. – The five-year plan was designed to meet the targeted rates based on the study results (appendix 13/5) – The Vice-Rector of Higher Studies and Scientific Research Approved the five-year plan to meet the targeted rates (appendix 13/6) – The University is periodically announcing for recruiting Saudi and 	Accepted	<p>NU should increase the number of female assistant, associate and full professors in its faculty to a level consistent with the mix of students.</p>	13	

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Non-Saudi staff to accomplish the first stage of the five-year plan.				
	Accepted with Modification	14. NU should enforce its policy on "avoidance of plagiarism" consistently across all programs, colleges, and campuses	14	
<ul style="list-style-type: none"> - The Rector made a decision to create a Standing Committee for the periodic review of internal policies, regulations, by-laws, and the scope of responsibilities, including ten main tasks of the committee (Appendix 15/1). - The committee commenced its tasks by designing an action plan with the following priorities: <ul style="list-style-type: none"> - Designing the action plan and the following-up system (Appendix 15/2). - The procedures made simplified in the Deanship of Human Resources and proposing the training of staff on the specifications of the services offered and procedures. (Appendix 15/3) - Approving a mechanism for measuring the effectiveness of the delegation system in the University (Appendix 15/4). - Defining job description of the University's financial affairs 	Accepted	NU should establish a policy for periodic review and revision of all its policies, regulations, by-laws, and scope of responsibilities for administrators and committees.	15	المعيار الثاني: السلطات والإدارة
<ul style="list-style-type: none"> - The Vice-Rector of Development and Quality made a decision to form the University job satisfaction improvement committee, headed by the Director-General of Human Resources along with the concerned officials in the University (Appendix 16/1). 	Accepted	NU should establish a formal mechanism to improve organizational climate by systematically	16	

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<ul style="list-style-type: none"> – The committee held a meeting and decided reconsidering the scale used and the size of the sample to check the validity of the poverty of the job satisfaction (Appendix 16/2). – The unit of performance measurement redesigned the scale and the results were consistent with the previous ones of the poor level of job satisfaction (Appendix 16/3). – The committee studied the situation and made significant recommendations concerning designing a systematic mechanism of improving job satisfaction, indicated as follows (Appendix 16/4): <ul style="list-style-type: none"> - Forming the committee of administrative excellence headed by the Vice-Rector of Development and Quality, which is concerned with proposing a number of recognition and appreciation awards for the University employees. - Forming a committee for establishing the social club for the University employees, headed by the Dean of students affairs allowing the employees and their families to use sports and recreation facilities in the University campus. - Forming Mazaya “advantages” committee headed by the Senior Supervisor of Public Relations and University Media to hold joint agreements with commercial, sports and economic institutions to get advantages for the University employees. - Developing the mechanism of delegation to grant jurisdictions and responsibilities to the Administrative Board. 		<p>addressing employee concerns identified through satisfaction surveys.</p>		

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<ul style="list-style-type: none"> – Holding periodic meetings with the University's higher administration attended by the University employees of the Administration Board to identify their suggestions and complaints. Issuing a monthly report by the administration of Information Technology for each director on the number of finished and suspended administrative transactions of the employees to identify their administrative workloads and improve them when necessary. – Setting up delegation terms of each employee to attend a training course at the institute of administration provided that he/she should at least get one training course by the Deanship of Development and Quality during the same year. – The mechanism was submitted to the Standing Committee for reviewing internal policies, regulations and procedures for approval (Appendix 16/5). 				
<ul style="list-style-type: none"> - Administrative decision no. (54/1437) on (11/03/1437 H.) concerning forming a team to prepare a study on the challenges and problems facing the female faculty in Najran and Sharourah. (Appendix 17/1) - The teamwork was formed of representatives from all colleges (Najran and Sharourah campuses). - Many meetings were held (Appendix 17/2), in which a compromise was reached to hold meetings with the female faculty of each college individually (Appendix 17/3), and this is to: - Make an inventory of all the challenges and problems resulting from brainstorming meetings with the female faculty to 	Accepted	NU should take steps to create a positive environment by systematically addressing the concerns of faculty at its female campus in Najran and in Sharoura.	17	

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<p>categorize the domains of problems' inventory form facing the female faculty in Najran and Sharourah.</p> <ul style="list-style-type: none"> - Proposing the first draft of the form to be reported to Performance Measurement Unit at Vice-Rectorship for Development and Quality to be reviewed. - Presenting the final draft of the inventory form for the problems facing the female faculty in Najran and Sharourah (Appendix 17/4) after being reviewed and approved. It covered three main domains (academic problems, administrative problems and problems related to work environment). - The forms were distributed to (11) University colleges in (Najran and Sharourah), covering (216) female faculty. Then, data entered and analyzed. - Feedback sessions were held by the female faculty in all colleges to propose solutions to the problems included in the reports (Appendix 17/5). - The final report was prepared in light of the form analysis results, and the minutes of the brainstorming sessions held at the colleges. (Appendix 17/6) (Appendix 17/7). - In the light of this report, the teamwork held a meeting to discuss the results, set priorities of the problems and propose solutions for them. - The highest rates of agreement were on some problems listed in the survey of the female faculty and brainstorming meetings. They were reported to the concerned bodies to take instant actions, such as: <ol style="list-style-type: none"> 1. The female faculty of the female campus assigned to act as Vice-Deans (e.g., Vice-Dean of E-Learning and Distance Education, 				

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<p>Vice-Dean for Library Affairs, Vice-Dean of Students' Affairs, Vice-Dean of Scientific Research, Vice-Dean of Development and Quality)</p> <ol style="list-style-type: none"> 2. A library was established and equipped by the Deanship of Library Affairs to serve the campus of the girls' section. 3. Colleges were moved to the new campus at the University City that resulted in the availability of classrooms. 4. A kindergarten was inaugurated at the College of Education for the children of the female faculty and administrators. 5. A Medical Clinic was inaugurated in the premises of the Medical Sector. 6. Pre-University education Schools were inaugurated at the University City for the children of all employees, faculty and administrators. 7. Skills Development Unit in the University developed e a detailed plan of the first semester (1437/38) covering (28) running training programs. <p>Accommodation for Saudi and Non-Saudi female faculty was provided at the University City</p>				
<p>- The database of the companies contracted with the University was created on the main webpage of Vice-Rectorship for Development and Quality on Najran University website (Appendix 18/1).</p> <p>- The program includes:</p> <ul style="list-style-type: none"> • All administrations and departments in Najran University have jurisdictions, concerned with contracting and following up companies and external entities contracted with the University, to enter the data of these companies, the details of contractions and rates of achievement. • The database consists of entry fields of the person who is 	Accepted	NU should clarify what entities are controlled by the institution and address the requirements of Standard 2.8 for all such entities.	18	

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<p>responsible for data entry and the affiliated administration (employee's name, employment number and affiliated administration) as well as the fields of the company's data (i.e., name of the company, code of company, contraction period, contraction value, contracted body, following-up authority, achievement rate, beneficiaries' satisfaction, alternative companies, potential risks and fulfilling the requirements required by the University).</p> <ul style="list-style-type: none"> • The database is user-friendly and accessible due to its well design on the main website of the University. • The database offers the stakeholders in the University the data and the statistics of the companies contracted with the University. This helps them study the current situation, achievement rates, drawbacks (if any), overcoming obstacles and solving problems. • The database helps take appropriate decisions, based on actual and periodic data of work progress of the companies and entities contracted with the University. • It provides important reports on risks of the companies' performance, re-contracting or not, besides the data of the alternative companies in case of the contract terminated. 				
<ul style="list-style-type: none"> - A uniform form for the analysis of surveys has been designed and reviewed by the committee of survey evaluation through. (Appendix 19/1) - The form was reported to the Advisory Council of the Vice-Rectorship of Development and Quality. (appendix 19/2) - A decision of approving the aforementioned form of analysis was issued by the Vice Rector of Development and Quality, a 	Accepted	Najran University should provide static analysis for all surveys.	19	المعيار الثالث: إدارة ضمان الجودة

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<p>copy of the decision attached (19/3).</p> <ul style="list-style-type: none"> - The Performance Measurement Unit provided a static quantitative and quantitative analysis of all surveys of the faculty members, students or personnel according to a uniform form agreed on after involving various parties at the Vice-Rectorship for Development and Quality, (Appendix 19/4). - The analysis covers: name of the indicator, an index of analysis items that include introduction, targeted value according to the standards of the National Commission for Academic Accreditation and Assessment and indicators of the University strategic plan in addition to the procedures used in evaluating the indicator, the results and discussing them and finally the recommendations, (Appendix 19/2). 				
<ul style="list-style-type: none"> – The director of the NU website designated a competent translator for the Vice-Rectorship and Deanship of Development and Quality to translate documents, plans and events on the English version of the website of the Vice Rectorship and Deanship. (Appendix 20/1) – The technical bureau developed and updated the website of Vice-Rectorship for Development and Quality through keeping in contact with the Heads of units and directors in the Vice-Rectorship and Deanship of Development and Quality. Appendix 20/2) – The Deanship of Development and Quality created electronic platforms for the Planning and Follow-up Unit and Unit of Skill Development in both English and Arabic. (Appendix 20/3) and (Appendix 20/4) 	Accepted	In the future, Najran University should provide summaries or overviews for all aspects of quality assurance in English.	20	

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<ul style="list-style-type: none"> - The Deanship of Development and Quality, represented by the Unit of Performance Measurement, has a record of performance indicators of its (8) units (i.e., Unit of Performance Measurement - Colleges' Support Unit- Learning and Education Unit- Strategic Planning Unit - Academic Accreditation Unit- Skill Development Unit- Technical Bureau - Studies and Planning Unit), where the International Cooperation Unit affiliated to the Vice-Rectorship of Higher Studies and Scientific Research. This record includes, (number of the indicator- name of the indicator and name of the unit - Procedure or activity achieved - Percentage of the target - Periodical Monitoring and Reports – Name of the body responsible for Monitoring and Measuring these indicators- Measurement Procedures/methods) (21/1) (21/2). - Vice-Rectorship for Development and Quality, represented by the Unit of Performance Measurement, has a matrix to measure the effectiveness of the performance of its (6) units (i.e., Strategic Planning Unit, Colleges' Support Unit, Learning and Education Unit, Academic Accreditation Unit, Skill Development Unit and Technical Unit). This matrix includes (Number of the indicator, Name of the indicator, the unit, Percentage of the targeted, measurement method and verification percentage). (21-3) 	Accepted	VRDQ should develop a systematic process for monitoring the impact of its quality assurance system and evaluating the performance of the nine units supervised by the deanship of quality and development with the aim of continuous improvement	21	المعيار الثالث: إدارة ضمان الجودة

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<ul style="list-style-type: none"> - The Vice-Rectorship of Development and Quality, represented by Unit of Performance Measurement, issued an annual report on the effectiveness of its Development and Quality Units according to the approved performance indicators, illustrating the percentage of achieving the targeted (21/4). These reports were reported to the units of the Deanship for follow-up and improvement. - Recently, the Rectorship of Development and Quality updated its Organizational Structure to include (5) units (i.e., Planning and Monitoring, Education and Learning, Academic Accreditation, Skill Development, and Creative Initiatives). Updating the matrix of performance measurement of these units is in progress (21/5). 				
<ul style="list-style-type: none"> - The University has reservations about the software license provided by the company for a legal issue regarding intellectual property, which compelled the University to terminate the contract with the company providing the software. - Regarding the current situation of the University, the annual financial budget was reduced; as a result, it failed to provide the required amount of money to complete the contract with another company. - The University will be satisfied with its current prospects of electronic programs, which provide data, information and benchmarking, that have already been provided during the institutional developmental project. 	Not Accepted	VRDQ should start using and training of staff to use software (Business Intelligence) in information systems to ensure flow of information between the sources and recipients and to monitor performance, self-evaluation processes, and internal benchmarking.	22	

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<ul style="list-style-type: none"> ▪ The Performance Measurement Unit has an updated strategy to survey the opinions of the faculty, students and personnel to include clear and declared policies and procedural mechanisms regarding assessment processes to monitor the degree of quality or continuous improvement of all targeted performance aspects in the University. The annual strategic plan includes: Appendices (23/1) and (23/2) <ul style="list-style-type: none"> 1- Vision 2- Mission 3- Objectives 4- The mechanism of the measurement procedures of the performance indicators or surveys whether of the faculty, students or personnel. ▪ Finally, The timetable of implementing the objectives of the annual strategic plan of Performance Measurement Unit. ▪ The Vice-Rectorship for Development and Quality has an improvement card to monitor performance attitude to identify the main causes of the performance attitude issue (Appendix 23/3). ▪ The Vice-Rectorship for Development and Quality has an approved form to follow up strategic objectives. (Appendix 23/4) ▪ A system of measuring the effectiveness of the annual strategy of Performance Measurement Unit was approved. (Appendix 23/5) 	Accepted	NU should establish a faculty and student survey strategy that ensures consistent and effective mechanisms for improvement and implementation of all its activities and provision in the University	23	
<p>1. Vice-Rector of Academic Affairs issued a decision to set a system for monitoring teaching and learning across Najran University- No. 7/36-37 on 6/19/1437 H. It was circulated through the Corresponding Tracking System to the concerned authorities, e-correspondence no. 3754. Appendix (24/1).</p>	Accepted	NU should develop and deploy a uniform framework for the oversight of teaching and learning across the	24	المعيار الرابع: التعليم والتعلم

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<p>2. A draft of the oversight system of teaching and learning across the University, including all periodic reports to be issued by the academic programs and followed up by the Vice-Rectorship of Academic Affairs. It was reviewed to be approved and circulated to all colleges by the Vice-Rector of Academic Affairs.</p> <p>3. A committee was formed to develop a uniform mechanism to describe the academic programs across Najran University with the decision No. (4/36-37) on (6/19/1437 H.) by the Vice-Rector of Academic Affairs and the committee was headed by the Dean of College of Education. Appendix (24/2)</p> <p>4. All colleges adopted the unified form in preparing the new study plans (Quality N- Teaching and Learning 1) in case of preparing new academic programs or modifying existing academic programs. Appendix (24/3).</p> <p>5. A committee was formed at the institutional level headed by the Vice-Rector of Academic Affairs, named "The Action Committee for Following up Teaching and Learning Domain" with decision No. 9/36-37 on 1/11/1437 H. Appendix (24/4).</p> <p>6. The committee held meetings and proposed recommendations. Based on the meeting, a circular note was sent by the Vice-Rector of Academic Affairs to all colleges to submit their annual reports and the reports of performance indicators to the committee to be examined and take the required actions.</p> <p>7. Reports and documents were sent by colleges to the committee, and were distributed to the members to be reviewed and the action recommendations were made to be reported to the Vice-Rector of Academic Affairs.</p> <p>8. The committee paid visits to some colleges to follow up all</p>		institution		

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
activities of teaching and learning. Visits to other colleges are being scheduled and the report of the visit was prepared. Appendix (24/5).				
<p>1- A formal letter was sent to the Vice Rectors and the Deans of colleges, No. 32034 on 6/19/1437 H. by the Vice-Rector of Academic Affairs (Appendix 25/1). The formal letter includes:</p> <ul style="list-style-type: none"> - Each course Instructor is requested to prepare a course report at the end of each given semester for each presentation of the course whether in the male and female departments or in any location separately. In addition, a final uniform report is prepared when the course is presented in more than one location. - A “comprehensive report” on all courses’ reports of the program must be prepared according to the form of the Unit of Teaching and Learning at the end of each semester. - Reviewing course reports by the respective person responsible for Technical Support of the college, affiliated to the Deanship of Development and Quality, and preparing a report of the review process. - Reviewing course reports by the External Evaluator when reviewing the program. - Response by the Instructor of the course to "course reports' review" supervised by the program's Coordinator. <p>2- Following-up implementation by the respective Technical Support provider of the form designed by Teaching and Learning Unit of Deanship of Development and Quality sent to all persons</p>	Accepted with Modification	NU should prepare separate course reports for each presentation of a course delivered in a given semester	25	

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<p>responsible for Technical Support by the Vice-Rector of Development and Quality. (Appendix 25/2).</p> <p>3- The reports of courses are available in male and female departments of the same course, in addition to preparing a comprehensive report when the course is presented in more than one location. (Appendix 25/3).</p> <p>4- Confirming this action by the Action Committee of Teaching and Learning of Vice-Rectorship for Academic Affairs when visiting colleges.</p> <p>5- A circular by the Vice-Rectorship of Academic Affairs sent to all colleges (after the recommendation of the Action Committee of Teaching and Learning) to send the "comprehensive report" of the courses' reports to the Action Committee. (Appendix 25/4).</p> <p>6- Training courses were conducted at Skill Development Unit on how to prepare course reports and the "comprehensive report" and its documents are available in the unit.</p> <p>Samples of the "comprehensive reports" of the courses are available. (Appendix 25/5).</p>				
<p>1. Review steps of Learning Outcomes of the courses were included within a uniform mechanism to specify the academic programs across Najran University. Appendix (26/1): The uniform mechanism to describe the programs of Najran University.</p> <p>2. A circular note by the Vice Rector of Development and Quality (E-correspondence14728 on 3/18/1437 H. Appendix (26/1) to all programs, it covers (16) actions:</p> <p>3. The Internal Review Committees review all the courses'</p>	Accepted	NU should review and revise its academic courses, ensuring that course-level outcomes are properly phrased as measurable competencies	26	المعيار الرابع: التعليم والتعلم

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<p>specifications according to the NCAAA template and make sure that the course learning outcomes are written using action verbs and stated as measurable competences in the outcomes domains that suit course content. Each course's learning outcomes should not be more than (8) in all learning outcomes domains. The Internal Review Committees make sure that all specifications are complete, consistent and accurate Appendix (26/3).</p> <p>4. A follow-up form, entitled "A Report on Following-up the Implementation of some Improvement Plans of Standard 4 Based on the External Reviewers' recommendations", was prepared by the Teaching and Learning Unit covering the review of the courses' specifications that include learning outcomes. It was sent by the Vice Rector of Development and Quality to all colleges to fill in the form and send feedback. Appendix (26/4).</p> <p>5. Following-up the implementation and review by the persons responsible for Technical Support of the colleges using the form designed by Teaching and Learning Unit of Development and Quality Deanship, sent to all persons responsible for Technical Support by the Vice-Rector of Development and Quality. Appendix (26/5).</p>				
<p>1. Steps of reviewing learning outcomes within the uniform mechanism for academic program specifications in Najran University were set. (Appendix 27/1)</p> <p>2. A circular note by the Vice-Rector of Development and Quality was sent, (correspondence no. 14728 on 18/3/1437. (Appendix 27/2), to all programs, which includes 16 action precedures:</p> <p>3. The internal review committees of the programs reviewed all the</p>	Accepted	- NU should review and revise as necessary the program-level outcomes of its academic programs, ensuring that these are stated as measurable competencies	27	

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<p>program specifications in light of the program mission, consistent with the NCAAA template, and made sure that the program learning outcomes (LOs) were formulated by using action verbs and are measurable in the outcome domains that suit the program, provided that the program LOs are no more than 14 ones in all LOs domains and that specifications were accomplished, consistent and accurate.</p> <p>4. A follow-up form was prepared by the Teaching and Learning Unit, entitled "A Report on following up implementation of some plans for improving standard 4 concerning External Reviewers' recommendations"; this form includes a review of programs' specifications. It was sent by Rectorship for Development and Quality to all colleges to be filled in and sent back (Appendix 27/3)</p> <p>5. The Colleges' technical support providers followed up the implementation and review on the form designed by the Teaching and Learning Unit at the Deanship for Development and Quality, which was sent to them by the Vice-Dean of Development and Quality (Appendix 27/4)</p> <p>The Executive Committee of the Teaching and Learning, at the Rectorship for Academic Affairs requested the programs' documents from colleges</p>				
<p>1. A committee for preparing a uniform mechanism for program specification in Najran University was formulated by a decision made by the Vice-Rector of Academic Affairs, decision No. 4/36-37 on 19/6/1437; the committee headed by the Dean of College of Education (Appendix 28/1)</p> <p>2. The committee held four meetings for preparing the uniform</p>	Accepted	NU should adopt a uniform approach to the development of program specifications.	28	

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<p>mechanism for program specification in Najran University.</p> <p>3. The uniform mechanism for program specification was prepared (Appendix 28/2)</p> <p>4. A circular note issued by Vice-Rector of Development & Quality (e-correspondence no. 14728 on 18/3/1437- Appendix 28/3) to all programs including 16 action precedures as guidelines ensuring the quality of the program specification, including the mission of the program, its objectives and learning outcomes through successive preparation and reviewing processes.</p> <ul style="list-style-type: none"> - Preparation of a program file, which includes all current program subfiles and the modified ones. All processes inside the program file must be documented. - Carrying on providing training courses for the faculty, specially the novice ones, in all academic programs, such as "Program Specification and "Course Specification". <p>5. Following up of implementation by Colleges' technical support providers through the form designed by Teaching and Learning Unit at Deanship of Development and Quality and reported to all technical support providers by Vice-Dean of Development and Quality (Appendix 28/4).</p> <p>A follow-up form was prepared by Teaching and Learning Unit, entitled "A Report on Following up Implementation of some Plans for Improving Standard 4 Based on External Evaluators' Recommendations"; this form includes a review of program specification. It was sent by Vice-Rectorship for Development and Quality to all colleges to be filled in and sent back. (Appendix 28/5)</p>				

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<p>1. A circular note sent by the Vice-Rector of Development and Quality to all college Deans (electronic correspondence no. 14728 on 18/3/1437- Appendix 29/1) to all programs, which includes 16 action verbs including:</p> <ul style="list-style-type: none"> - The necessary actions of reviewing the missions of the programs and the possibility of restricting them to educational aspects in consistency with the program objectives and learning outcomes. A committee in the program was formed with cooperation with strategic planning committee in every college to review the programs' missions and connect the programs' missions and objectives to their learning outcomes. <p>2. The Internal review committees reviewed programs' missions and linked the programs' missions and objectives to program learning outcomes.</p> <p>3. A follow-up form was prepared by Teaching and Learning Unit, entitled "A Report on Following up the Implementation of some Plans for Improving Standard 4 Based on External Evaluators' Recommendations". This form confirmed the review of the programs' missions. It was sent by Rectorship for Development and Quality to all colleges to be filled in and sent back (Appendix 29/2)</p> <p>4. Following up the implementation and reviewing by Colleges' technical support providers using the form designed by the Teaching and Learning Unit, Deanship of Development and Quality; and sent to all of technical support providers by Vice-Dean of Development and Quality (Appendix 29/3).</p> <p>5. A number of academic programs reported updating the program mission and restricting it to the educational aspects only (Appendix 29/4).</p>	Accepted	<p>NU should review and revise as necessary the missions of its academic programs, ensuring that this can be achieved by appropriate program-level outcomes</p>	29	

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
Najran University must continue to complete reviewing the specifications of academic programs and courses and ensure their consistency.	Accepted with Modification	NU should review and revise as necessary the program and course specifications for each of its academic programs, ensuring that these are complete, consistent and accurate.	30	
NU should continue to review and revise its approach to regular course reporting, ensuring that such reports are accurate, complete, comprehensive, and include plans for future improvement	Accepted with Modification	NU should review and revise its approach to regular course reporting, ensuring that such reports are accurate, complete, comprehensive, and contain plans for future improvement.	31	
<ol style="list-style-type: none"> 1. A committee of "preparing a system of students' assessment in Najran University" was formed by decision No. 6/36-37 on 6/19/1437 H. by the Vice Rector of Academic Affairs. Appendix (32/1) 2. Faculty members from all academic programs were trained on student assessment methods to be appropriate for the level and content of courses (Report of training in Skill Development Unit).Appendix (32/2) 3. Faculty members from all academic programs were trained on how to prepare Test Specifications Table (Report of training at 	Accepted	. NU is required to demonstrate that: (a) student assessment methods are appropriate for the level of the course, (b) the good practices of student assessment implemented by its Computer Science program are consistently	32	المعيار الرابع: التعليم والتعلم

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<p>the Skill Development Unit). Appendix (32/3)</p> <p>4. Faculty members from all academic programs were trained on how to form and measure learning outcomes (Report of training at the Skill Development Unit). Appendix (32/4)</p> <p>5. A uniform system of assessing students across Najran University was prepared, Appendix (32/5) including:</p> <ul style="list-style-type: none"> - Regulations of preparing test papers and that assessment methods are appropriate for courses' level and that each test measures targeted learning outcomes of the units covered. - Making use of the good practices of Computer Science Program regarding regulations of making and grading students' tests. - The uniform system supported using verbal performance Rubrics to assess students' assignments and projects, along with examples to be utilized. - Reviewing of the uniform system is in progress to be approved by the Vice Rector of Academic Affairs to be applied in all academic programs. <p>A circular note by the Vice Rector of Higher Studies and Scientific Research, Appendix (32/6), authorized to use plagiarism detection software, to the Vice-Dean of the College of Medicine to apply the programs to the assignments and projects of Health Colleges (Medicine- Dentistry- Pharmacy- Applied Medical Sciences) as a first stage to be circulated to all NU colleges during the next year.</p>		<p>implemented across the University, (3) grading rubrics are consistently implemented for grading assignments and projects, and (4) plagiarism detection software is used consistently across all colleges and programs to assess academic integrity violations.</p>		
<p>1. A committee was formed by the decision of the Vice-Rector of Higher Studies and Scientific Research, Correspondence no. 2517, dated 23/4/1437, so as to study the current situation of the Faculty Members holding PhD, and the range of adequacy of the Faculty Members' disciplines with the courses they teach, and</p>	Accepted	<p>NU is required to employ sufficient number of faculty members with a PhD in the teaching discipline</p>	33	

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<p>suggested satisfying the needs of the different disciplines. Appendix (33/1)</p> <p>2. Faculty members' list was developed and sent to the colleges by the Vic-Rector of Higher Studies and Scientific Research. Appendix (33/2)</p> <p>3. Data were collected from different programs at Najran University according to the specified forms. Appendix (33/3)</p> <p>4. The Data collected from the academic programs were analyzed and the needs required by the faculty members who hold PhD degree were identified. Appendix (33/4)</p> <p>5. The demonstrators were sponsored internally and externally to get the PhD degree in different disciplines to bridge the existing gap.</p> <p>6. The report of analyzing the gap and identifying the required number of PhD holders in different teaching disciplines has been prepared and the recruitment plan has been designed. Appendix (33/5)</p> <p>Reporting the study, the final report and the recruitment plan to the Vice-Rector of Higher Studies and Scientific Research, who is in charge of recruitment and the Head of the committee formed to study the issue to take the necessary actions.</p>				
<p>1. A Central Unit for Academic Advising was established; supervised by the Vice-Rectorship for Academic Affairs as part of the University modified organizational structure according to Rector's decision No. 4462.</p> <p>2. The Vice Rector of Academic Affairs made a decision of establishing a Central Unit for Academic Advising (No. 1/36-37) on 19/5/1437 (Appendix 34/1).</p>	Accepted	NU is required to establish an operating unit, under Vice Rector for Academics to diagnose the cause for academic difficulty faced by students and identify appropriate remedial	34	

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<p>3. The decision specified the unit tasks as follows:</p> <ul style="list-style-type: none"> - Setting the strategic plan of the unit for three years. - Following up the establishment and the launch of the activities of Academic Advising Units in the colleges. - Setting an annual action plan for the tasks of the units across the University. - Proposing co-advising projects between the colleges and the deanships and supervising the approved ones. <p>4. A circular note concerning the decision was sent to all Deans and University officials.</p> <p>5. Four meetings of the unit were held (Appendix 34/2): Minutes of the meetings of Central Unit for Academic Advising)</p> <p>6. The College Academic Advising Units supervised the Academic Advising processes, distributed students to the programs' Academic Advisers and did follow up on the office hours of the faculty members.</p> <p>7. The office hours of the faculty members were included in their schedules and followed up by Heads of Departments.</p> <p>8. Weak students (Low achievers) were identified and remedial programs in academic domains for them were designed.</p> <p>9. Brilliant students were determined and honored in some colleges at the end of the academic year.</p>		mechanism to correct the cause for the difficulty and apply the practice in a consistent fashion across the University.		
<ul style="list-style-type: none"> - A committee was formed of English Language Program and a member of the Preparatory Year, headed by the Dean of Science and Arts College at Najran University with decision No. 3/36-37 on 6/19/1437 H. to establish a formal system to assess students' English language skills and design an appropriate plan to remedy 	Accepted	NU is required to establish a formal system to assess student English language skills and design appropriate study	35	

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<p>the identified language deficiency. Appendix (35/1)</p> <ul style="list-style-type: none"> - Several meetings were held by the committee including brainstorming sessions to identify the deficiency of English language skills among Najran University students and set the proposed system. - The committee prepared a draft of a system to assess English language skills among Najran University students. Appendix (35/2) - The draft was sent to Teaching and Learning Unit of Development and Quality Deanship to be assessed. - The Teaching and Learning Unit assessed the proposal and suggested the items of writing the system. Appendix (35/3) - The system for assessing Najran University students' skills in English language and the plan to remedy deficiency was formulated, Appendix (35/4) including the following: <ul style="list-style-type: none"> - Placement Test in the Preparatory Year. - Approving the system of the two educational levels to overcome the deficiency of English language skills by teaching them the basic skills in the first level and teaching the skills of integrated writing and writing technical reports in the second level. - Introducing "The linguistic club for Najran University students" in the Preparatory Year to develop their special skills, such as: writing poetry and essay in English. - Preparing a diagnostic test for students to identify course contents of the Preparatory Year. - Conducting ongoing practical assessment based on the results of the exams of the first and second semester. - Introducing two sub-programs; the first to foster the 		<p>plan to remedy the identified language deficiency.</p>		

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<p>language of low-level students and the other to enrich the level of brilliant students in English language (Remedial classes).</p> <ul style="list-style-type: none"> - Separating speaking (20%) from listening (80%) to be assessed separately. - The Academic Advising contributed to identifying and remedy of student deficiencies of English language. - Teaching English language for specific purposes courses to those students who did not get English language targeted marks in the Preparatory Year required to join the specialized colleges, such as: Medicine, Dentistry and Pharmacy. - Teaching English language for specific purposes courses to students of programs that did not require a Preparatory Year, such as: the programs of the colleges of Science and Arts, Administrative Sciences and Community College. - Finalizing the system technically is in progress to be approved and implemented. <p>Studying of Preparatory Year development was accomplished.</p> <p>Appendix (35/4)</p>				
<ol style="list-style-type: none"> 1. The Vice-Rector of Academic Affairs made a decision No. 5/36-37 dated 19/6/1437 to form a committee to review the systems of faculty members' evaluation at Najran University and develop a uniform system to be approved and applied in all University colleges (Appendix 36/1). 2. An item was included in the faculty member's evaluation system to ensure the faculty member's participation in at least one 	Accepted	NU should provide a target for every staff member to attend at least one teaching development activity in each academic year and that this is monitored at the individual level through	36	المعيار الرابع: التعليم والتعلم

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<p>activity of development of teaching in each academic year.</p> <p>3. Many meetings were held by the committee; a uniform system of faculty members' evaluation was prepared.</p> <p>4. An item of evaluating the teaching development activities (including items of teaching performance development activities) was added with percentage rate of 10% of total evaluation. By this item, the faculty member is required to attend or carry out an event, or an activity relevant to teaching development at least once a year.</p> <p>5. The University supported and encouraged the faculty members to attend the professional development activities inside and outside the University.</p> <p>6. The University determined the training needs including developing of teaching activities and the Unit of Skill Development in the Deanship for Development and Quality prepared and filtered a training matrix (Appendix 36/2).</p> <p>A number of training courses on teaching development activities were conducted in Najran University (Appendix 36/3).</p>		the staff appraisal process / personal development review.		
<p>1. A committee was formed by the decision of the Vice-Rector of Higher Studies and Scientific Research, e-correspondence no. 2517, dated 23/4/1437, so as to study the current situation of the rate of faculty members holding PhD, and determine the number of Ph.D holders needed to achieve the Standard Value of the Indicator (70%)</p>	Accepted	NU should develop a three-year (or five-year) plan indicating how the benchmarked growth in Ph.D. holders to 70% is	38	

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<p>besides counting the number of demonstrators, who were granted scholarships, and are expected to return in the next five years. (37/1)</p> <p>2. A list was developed for the faculty members who got PhD degree in different programs and reported to the colleges through the Vic-Rector of Higher Studies and Scientific Research. Appendix (37/2)</p> <p>3. Data were collected from different programs at Najran University according to the specified form (Samples of the data received from colleges). Appendix (37/3)</p> <p>4. The Data received from the academic programs were analyzed and the faculty members who hold PhD degree in each program were identified in addition to the listing the number of the male and female students. Appendix (37/4)</p> <p>5. The number of sponsored demonstrators at Najran University, who are expected to return within the next five years, was listed. Appendix (37/5)</p> <p>6. The total number of the Lecturers and Demonstrators at the University was listed and included in the report of the gap analysis.</p> <p>7. The report of the gap analysis was prepared to realize the Standard Value (70%) from the PhD holders in addition to the recruitment plan within the next five years taking into account the priority for the required disciplines in the programs based on the degree of need. Appendix (37/6)</p> <p>8. Reporting the study, the final report and the recruitment plan to the Vice-Rector of Higher Studies and Scientific Research, who is in charge of recruitment, and the Head of the committee formed to study the issue, to take the necessary actions.</p> <p>9. Support was provided to the Higher Studies programs at the University to increase the number of the Master degree holders as a</p>		going to take place over this period.		

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<p>step forward to grant them internal or external scholarships to get the PhD degree in some of the teaching disciplines.</p> <p>The University is carrying on its support to the Internal and External Scholarship Program, which in turn provides annually the University with a number of PhD holders graduated from well-reputed universities in different disciplines.</p>				
<ul style="list-style-type: none"> - A committee was formed by the decision of the Vice-Rector of Higher Studies and Scientific Research, No. 2516 on 4/23/1437 H. to provide a system to facilitate the placement opportunities for students. Appendix (38/1). - The committee held a number of meetings and brainstorming sessions. - The Central Unit of Alumni was established by the decision of the Rector, No. 29240 , and a director was assigned according to the decision No.9/36 on 5/28/1437 H. by the Dean of Students' Affairs, Appendix (38/2) - The Career Advising Office included within the organizational structure of the Central Unit of Alumni across the university (Appendix (38/3). It was included in the Alumni Units at the colleges with the following tasks: - Guiding male and female students to the available job opportunities in the labor market. - Promoting the University outcomes and opening job opportunities in different governmental and professional fields. - Trying to adapt the University specializations to the labor market needs. - The procedures of the Career Day developed by the University to 	Accepted	<p>- That all colleges offer placement opportunities to students on all (or most) programs</p>	38	

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<p>ensure the participation of the largest number of employers.</p> <ul style="list-style-type: none"> - The committee headed by the Dean of Students' Affairs addressed all colleges to ensure conducting surveys on employers about the skills required for the job market needs for each academic program and provide Job Advising Office with the names of institutions and governmental bodies to create a database of employers (Appendix (38/5). - The names of institutions and governmental bodies were identified to create a database of employers for most of the colleges. - The Dean of Students' Affairs addressed all Deans of Colleges to guide them to continue conducting training courses to the expected graduates on how to choose the job, how to write CVs and how to pass personal interviews for. The training course has been already conducted in a number of colleges, Appendix (38-6) For example; College of Nursing conducted the training course, Appendix (38/7). - The Dean of Development and Quality was addressed by the Dean for Students' Affairs to nominate trainers to deliver training courses on how to choose the job, how to write CV and how to pass personal interviews to be held across the University by The Deanship of Students' Affairs and a reply was received from the trainers. Appendix (38/8) - Deans of Colleges were addressed and instructed to inform the committee of field experience courses in the different programs according to a form prepared by the committee to make an inventory of the programs offering field experience and assessing them and the committee had to make recommendations on this aspect Appendix (38/9) - Recommendation of studying the inclusion of field experience 				

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<p>courses in the programs that do not offer field experience, e.g. the programs of Computer Sciences and Information Systems College was accomplished. The Vice-Rector of Academic Affairs sent a circular to the Dean of Computer Sciences and Information Systems College on this respect Appendix (38/10)</p> <ul style="list-style-type: none"> - The Vice-Rector of Academic Affairs sent a circular to all Deans of Colleges, Appendix (38/11), to continue taking the procedures that facilitate students' job opportunities to ensure the following: <ul style="list-style-type: none"> • Keeping in touch with the employers to survey their opinions of the skills required from the alumni to meet labor market needs that in turn facilitate their employment after graduation. • Caring for the courses of field experience regarding preparation, implementation and choosing appropriate training places to achieve the target learning outcomes of these courses. • Developing the events of the Career Day to ensure active participation of the largest number of employers in coordination with the Deanship of Students' Affairs. • Continue to conduct training courses to expected graduates on how to choose the job, how to write CV and how to pass personal interviews. • Continuously updating the databases of alumni and employers. • Encouraging students to work during the summer vacations. <p>Najran University conducted a survey for employers to measure the satisfaction of vocational and personal competences of its alumni. Appendix (38/12)</p>				
<p>1. Holding a meeting with the NCAAA (Appendix 39/1) to indicate the significance of involving the Computer Program into the pargrams taught in Sharoura Campus, pointing out that it is an</p>	Accepted with Modification		39	المعيار الخامس: إدارة شئون

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<p>educational program.</p> <p>Offering technical support to academics and personnel in Sharoura campus to increase the enrichment programs in Sharoura Campus, in which admission rates are lower than the rates of the peer programs in the Main Campus.</p>				الطلاب
<p>-All admission procedures finished according to publicized timetable. Students electronically follow-up the results on the NU Website through their personal accounts.</p> <p>-The same admission policies are applied to all students.</p>	Not Accepted	وضع سياسة لقبول الطلاب بعد انتهاء فترة القبول.	40	
<p>- Regarding circularizing the rules and regulations of student misconduct to the faculty members and students (males and females), the following actions have been implemented:</p> <ul style="list-style-type: none"> ✓ Addressing the Deans of colleges and the Supporting Deanships concerning circularizing the rules and regulations of students' misconduct to the faculty members and students (males and females) and the penalties imposed that may affect the male/female students in their academic study and to be aware of their rights and duties. ✓ Addressing ❶ University Media Dep. (Appendix 	Accepted with Modification	تنقيح وتعميم قواعد ولوائح سوء السلوك الطلابي وضمان اتساق صنع القرار في كل الكليات.	41	

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<p>41/2), ❷ the General Supervisor of NU Website (Appendix 41/3), ❸ the Deanship of Information Technology (Appendix 41/4), ❹ and the Deanship of Admission and Registration to upload and set the regulations of students' misconduct on the NU homepage, and to be set on the website of the colleges, Supporting Deanships and University administrations .</p> <ul style="list-style-type: none"> ✓ Assigning the Department of Student activities the task of publicizing the regulation and distributing hard copies to be included in all of its assigned activities and distributing them to the students' sports clubs . ✓ Introducing the student disciplinary regulation during the orientation sessions and the Advising weeks of the students . ✓ Forming a committee of media officials in the University and colleges to publicize the rules and 				

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<p>regulations of students' misconduct .</p> <p>Because of the importance of the consistency of the disciplinary decisions against students in similar cases in all the University colleges in accordance with the rules and regulations of students' misconduct, the disciplinary regulation of the students was reported to the Deans of colleges and Supporting Deanships. In addition, an explanatory letter has been sent from the Head of the Disciplinary Committee to the Deans and the Deanship of the Preparatory Year for more clarification about the items and articles included in the regulation, which are relevant to the decisions and penalties taken by the Deans against students especially about the misconduct of students during exams, stipulated in the second article of the regulation related to the items (D, Z & K) considering consistency of the disciplinary decisions of the students across the University.</p> <p>- Statistics have been prepared by the Disciplinary Standing Committee of the various students' misconduct and the types of penalties imposed for the academic years 1432/1433, 1433/1434, 1434/1435 and 1435/1436H.</p>				

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<ul style="list-style-type: none"> – The Psychological and Educational Counseling Unit was established in the College of Education based on a decision made by the Rector. Meetings were held by the unit (Appendix 42/2) to prepare its organizational structure and the job description of its relevant tasks , develop the vision, mission and objectives of the unit , determine the means of communication with members of the unit in the male and female departments , identify the tasks of the unit , and prepare the action plan of the unit ,. Fliers, brochures and guiding signboards were prepared to introduce the unit, its services and activities . – In cooperation with the Academic Advising Units in colleges, a questionnaire has been prepared to identify the most psychological and educational problems that affect the students at the university . A mechanism was developed to ensure an effective communication between the psychological and educational counseling unit of College of Education and the Academic Advising units in the colleges of the university . To increase and promote the communication, a special website for the unit was designed . on NU website. Moreover, preparing a referral model to refer students who suffer from psychological problems to the respective specialists . besides identifying their ways of referral . – Preparing of a report of some cases of students that were tackled , and a list of the courses and the training programs that were held by the unit . A mechanism was developed to ensure effective communication with female /male students of the University , a mechanism developed to deal with students who suffer from psychological problems , and a mechanism to deal 	Accepted	NU must make an effective and quick plan to manage students with psychological problems and who need surgical services	42	المعيار الخامس: إدارة شئون الطلاب

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
with students who have psychological problems and treatment and surgical services are required.				
<ul style="list-style-type: none"> - The Rector inaugurated clinics in the campus for both male and female faculty members on a clear location in the new campus. The Vice Rector of Academic Affairs; Dean of the College of Medicine, the General Supervisor of Health Services and the University Hospital, issued administrative Decision No. (8 / 36-37) dated 08/03/1437 to designate Dr. Mohammed Hamadan Alshehry as a supervisor of the clinics of the faculty members on campus . Using his jurisdictions, he issued a decision dated 08/03/1437 concerning the formation of the Board of the clinics . He also recruited male /female technicians, doctors, pharmacists, nurses and heads of departments and deputies, secretariats and personnel, in the clinics. - The clinics of male/female sections were furnished and equipped with adequate medical equipment that secures providing excellent health services , as well as triage and bandaging room and a pharmacy were furnished and equipped in addition to the male/female Emergency Reception . Moreover, a well-equipped ambulance with all necessary medical equipment to transport patients from and to the clinics was provided . <p>The clinics began to receive all the University employees, students, staff and faculty members and provide them with all health service, as indicated in the report of clinic supervisor . is a record of the patients who visited the clinics, the cases treated in their housing or transported to the clinics, the cases referred to or transported to the University</p>	Accepted	<p>. NU must establish a medical clinic on a clear location in the new campus to provide the medical needs of students/staff throughout the hours they are present on campus, and provide access to an adequate out of hours service for students/staff living in staff and students housing.</p>	43	

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
hospital				
<ul style="list-style-type: none"> - Acommittee from the Department of Students' Affairs at the Deanship of the Students' Affairs was formed to publicize the extra-curricular activities to students. The decision of forming the committee .The extra-curricular activities prepared by Students' Affairs Deanship for the academic year 1437/1438 were publicized on the pages of the websites of the University, Deanships and Colleges. The extra-curricular activities were publicized during the Orientation sessions and Advising weeks held by the colleges and by the Deanship of Preparatory Year across the University . Abooklet of the accomplished activities was prepared and distributed. - Publicizing the plans of the extra-curricular activities to students, prepared by the colleges, was done through the screens and electronic pages of colleges, the Orientation sessions and Advising weeks at the colleges and publicizing through posters and bulletinboards across the colleges. - To follow-up finishing the construction and preparation of the athletic facilities at the colleges, a committee headed by the Director of Students' Activities was assigned to do the follow-up , visiting the athletic facilities at the colleges and submitting a report with photos of the progress of the construction and preparation . - Making a list of the students' needs (males-females) of the extra- 	Accepted	NU should publicize the extra-curricular activities to students and establish athletic facilities for all students (both male and female).	44	

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<p>curricular activities , making an inventory of the devices and the requirements of the activities and preparing an inventory of the devices and the requirements of the activities available in the athletic facilities .</p> <ul style="list-style-type: none"> - To follow-up the supervision of the operation and maintenance of the devices of the athletic facilities, the Deans were officially asked to assign supervisors for the athletic facilities of boys and girls , a list of the supervisors of operating and maintaining the sports devices in the sports areas has been made and a report of the condition of the sports devices has been made . - To determine the level of the progress achieved in establishing and equipping the University sports stadium, the Project Manager at the University was formally addressed , and a team from the Students' Affairs was assigned to visit the athletic facilities at the University and provide a progress report supported with photos on the process of constructing and preparing the University Sports Stadium. 				
<p>1. A central unit to follow up the alumni was established. Appendix (45/1). Notifying the colleges of the decision of establishing the central unit of following up the alumni affairs at the Deanship of Student Affairs and reporting the Deanship of the names of the supervisors of Alumni Units at the colleges.</p> <p>2. The Deanship of Student Affairs has already assigned a director</p>	Accepted	NU should establish an institution-level office for employability and career services, with appropriate leadership, a strategy, and	45	

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<p>for the Central Alumni Unit, A decision of forming the board of the Central Alumni Unit, The Central Alumni Unit to follow up alumni affairs was established, Preparing an organizational structure and recruitment handbook in addition to formulating the vision, mission and objectives of the unit,</p> <p>3. A mechanism of communication was developed between the central unit in the university and the sub alumni units at the colleges through the meetings of the unit .</p> <p>4. An action plan proposed to increase recruitment and professional services to alumni, and reporting the plan to the University officials. The action plan of the unit was approved, and activated, and implementing activities and events was followed up .</p>		a responsibility to work appropriately with colleges and departments.		
<p>1. Evaluating the current situation of Human Resources in the library for the academic year 1436/1437H, based on the numbers of male and female students in the academic year 1436/1437H, defining the number of the employees of the Deanship of Library Affairs compared to the number of students by the performance indicator of the percentage of the library employees to the students of the academic year 1436/1437H., and identifying the number of students of the five-year plan of the University 1436/1441 H.,</p> <p>2. Establishing and equipping (10) libraries; (8) of them in the University City and (2) in Sharoura Campus, Appendix (46/6), and identifying the future needs of the Deanship employees over the next three years, Appendix (46/7).</p> <p>3. Developing recruitment plan over the next three years for the</p>	Accepted	NU should put in place a library staffing plan for the next three years to ensure that appropriate specialist staff is in place and that the national benchmark for library staffing is met when the new Central Library and 28 college libraries are functioning	46	المعيار السادس: مصادر التعلم

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
library staff, to ensure achieving the national benchmarking standard of the library staffing and approving it by the concerned authorities. .				
<ul style="list-style-type: none"> – The development of the administrative and technical infrastructure of the Deanship of E-learning and Distance Learning has been launched by developing the organizational structure and job description of the Deanship, increasing the number of administrative and technical cadres, introducing specialized departments and units , and illustrating the responsibilities of each unit or department .Furthermore, the role of e-learning coordinators has been activated at the colleges, and a mechanism of active communication between the departments of male and female students has been determined . – At the stage of completing the strategic plan of the Deanship of E-learning and Distance Learning, its strategic objectives was refined , the developmental projects of the strategic plan objectives in the Deanship were modified, performance indicators of the strategic plan objectives were set , and a timetable of implementing the strategic plan of the Deanship was prepared . – To complete the equipment of e-learning and identifying the standards of designing electronic courses at the Deanship of E-learning and Distance Learning, a report of the facilities and equipment of e-learning in the university was prepared , a report of the required equipment and a report of the training needs to develop the faculty in e-learning were prepared. In 	Accepted	NU should continue to increase its engagement with e-Learning and distance learning through the Deanship of e-Learning and Distance Learning. This should ensure that the University of Najran will be well-positioned to play an important national role in developing this type of material when all distance learning materials move to the Saudi Electronic University under the auspices of the Minister of Education	47	المعيار السادس: مصادر التعلم

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<p>addition, a system of promoting the faculty members in using e-learning systems was set and a questionnaire of the faculty's satisfaction of e-learning systems available in the Deanship was prepared and analyzed .</p> <p>A number of projects that help in the technical equipment of the Deanship were prepared, as follows:</p> <ul style="list-style-type: none"> - A project to design and develop electronic courses . - A project of the specifics required for the system of administrating e-learning . - A project of the specifics required for the system of virtual classes . - The specifics required for the system of administrating electronic tests . - The specifics required for the system of lecture recording “Echo” . <p>In addition to identifying the key standards and specifics of designing the electronic courses of the Deanship ..</p> <ul style="list-style-type: none"> – Statistics of the number of activated sections was prepared for the academic year 1436/1437H. a report of the rate of using lecture recording using Eco 360 system , and statistics of the number of virtual classrooms created on Blackboard Collaborate , were prepared. A study of the rate of activating electronic courses was prepared over the three past years from 1434/1435 to 1436/1437H. , a report of attending e-learning courses at the University colleges, a report of the College of Sciences and Arts , and the College of Computer Science and Information Systems 				

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<p>, were prepared. In Health Colleges where attending e-learning decreases, a plan was set to use Blackboard Collaborate to open new educational options and support the traditional education with technical and electronic tools .</p> <p>To publicize e-learning in the labor market and the community, a field study has been conducted to examine the labor market needs of the academic disciplines required to introduce two programs of Distance Learning, then identifying the two programs to serve the labor market and the community, and implementing the two programs (proposed for community service) through Distance Learning by the end of the academic year 1437/1438H.</p>				
<ul style="list-style-type: none"> – To activate the units and departments of the organizational structure approved for the Deanship of Library Affairs in both male and female sections, the decision by the Rector was issued to assign a Vice-Dean to the female section (Appendix 48/1) and issuing administrative decisions by the Dean of Library Affairs of assigning female director of Central Library (Appendix 48/2) and assigning a number of directors of the administrative units and departments recently created in the Deanship (from appendix 48 /3 to 48/12) and forming the Advisory Committee of the Deanship (Appendix 48 /13). – To provide effective means of communication between male and female sections and achieve full participation in the meetings, planning and decision-making processes, the Deanship of Information Technology and Communication was addressed to provide and create an icon in Corresponding Tracking System with a fixed telephone number to all female employees of the Deanship (Appendix 48/14); 	Accepted	<p>. NU should find a means of satisfying the requirement of Standard 2, with regard to library services, that "comparable standards are achieved in each section, while taking account of variations appropriate for different needs".</p>	48	

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<p>connecting devices in girls' library to the university's Internet services (Appendix 48/15); addressing the female Vice-Dean to activate the specialized libraries at girls' colleges (Appendix 48/16); sending mechanisms, policies and publications of the Deanship to the female Vice-Dean (Appendix 48/17); addressing colleges Deans to nominate male and female coordinators to library affairs at colleges (Appendix 48/18).</p> <p>– The following procedures implemented to secure equal information resources and the library content for both male and female sections;</p> <p>❶ furnishing the Central Library of boys and girls (Appendix 48/19). ❷ Addressing the general supervisor of Girls' Colleges to provide a library for girls (Appendix 48/20). ❸ The notification of the general supervisor of girls' colleges that there are some libraries in the female section that need equipment and recruiting 3 female employees (Appendix 48/21). ❹ Preparing and furnishing (4) sub-libraries (traditional and digital) in the female section (Appendices 48/22 and 48/23) in the various disciplines (library of Health colleges, Information and Computer, Social and Sharia, and Science and Arts in Sharurah). ❺ Preparing a list of books supplied to the previously mentioned sub-libraries in the University from Appendix 48/24 to appendix 48/27. ❻ Addressing the Deans to identify their needs of books and the educational means supporting curricula teaching (Appendix 48/28) and requirements of supporting Teaching and Learning (Appendix 48/29). ❼ Approving and following-up the activation of a mechanism that secures equal library services in both male and female sections (Appendix 48/30).</p> <p>Approving and following-up the activation of the library's mechanism of the</p>				

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<p>process of providing and evaluating information resources (Appendix 48/31). Activating the plan of the University Central Library to develop and improve the effectiveness of library services (Appendix 48/32). Activating the approved follow-up system in the Deanship to monitor the plans and policies in the sections of male and female students (Appendices 48/33 and 48/34).</p>				
<ul style="list-style-type: none"> ▪ A committee headed by the senior supervisor of the University website was formed to fulfill the recommendation (49/1). ▪ Preparing a comprehensive study of the current situation of the website (49/2). ▪ Preparing the organizational and job structure of the website 1 (49/3). ▪ Translating the sub- websites of the University, including (4) Vice-Rectorships, (14) colleges, (1)1 Supporting Deanships, (7) Centers and institutes, (10) General Departments, Scientific Repository and Prince Mishaal bin Abdullah Scientific Chair. Translators were assigned to translate these sub-websites into English (49/4). ▪ Determining the official of updating the University's database and information in Arabic and English. About (80%) of the database was updated (49/5). ▪ Preparing a periodic maintenance plan of the website (49/6). ▪ Preparing a training plan to promote the efficiency of the website's employees and the coordinators of the sub-websites (49/7). ▪ Several training courses of the training plan have been delivered (49/8). ▪ Holding monthly meetings with the sub- website coordinators 	Accepted	NU should update and ensure the completeness of the university web-site in both Arabic and English	49	المعيار السابع: التجهيزات

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<p>and training them on the optimal use the website (49/9).</p> <ul style="list-style-type: none"> Survey the opinions of the University employees about the services provided by the website in both Arabic and English (49/10). 				
<ul style="list-style-type: none"> A medical clinic was established in the University City to provide medical services to the students in addition to an ambulance car (50/1). The Internet was connected in the University Housing, rules and regulations of using it were publicized and students were notified of these rules. (50/2) Supplying the students of the University Housing with nutrition and the concerned administration was identified (50/3). <p>A decision of the authority in charge of supervising and following up laundry services in the University Housing was made. (50/4)</p>	Accepted	NU should provide facilities necessary in the students housing including medical clinic, transportation to the colleges, internet service, and food and laundry services. <u>This is urgent</u>	50	
<ul style="list-style-type: none"> A decision was issued for appointing a responsible person to supervise the cleaning and maintenance work in the students housing. 	Accepted	NU should appoint a responsible person to supervise the cleaning and maintenance work in the students housing	51	المعيار السابع: التجهيزات
<ul style="list-style-type: none"> The mechanisms of the optimal use of facilities in all University departments have been publicized (elevators- Internet- security and safety means...etc.). (52/1) Regularly periodic maintenance operations have been done to all facilities through the annual plan of managing and maintaining the University Facilities and checking its validation. (52/2) 	Accepted	NU should ensure that all facilities in buildings are functioning	52	

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<ul style="list-style-type: none"> A project entitled "The Signage within the University City" has been listed in the Tenth Development Plan (1436/1437H. – 1440/1441 H.) (2015-2019) in item No. (40) (Appendix 53/1), and a budget has been allocated to contract with a specialized company to make large electronic sign boards to be installed in all buildings and departments and the contract should cover maintenance and updating. 	Accepted	NU should make the signage for colleges clear and readable from a distance.	53	
<ul style="list-style-type: none"> Projects of the University Strategic Plan have been listed in the projects of the tenth development plan (1436/1437 H.- 1440/1441 H.) (2015-2019) in item No. (20), (Appendix 54/1). The tenth development plan included an elaborated description of the projects (Appendix 54/2). 	Accepted	NU should prepare a five-year financial plan to support strategic planning	54	المعيار الثامن: الإدارة المالية
<ul style="list-style-type: none"> The most up to date electronic accounting system is used by the Ministry of Finance. It has three main interfaces; the first is concerned with the University budget; the second performs the operation of connecting the items of the budget to the expenditure; and the third with the expenditure of the various items of the budget. This E-System also has many options that may be used to output the operations of connecting the budget and items of expenditure. (Appendix 55/1) 	Accepted	NU should establish a system to follow up and assess expenditure plans relation to the budget	55	

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<ul style="list-style-type: none"> ▪ The Budget System is flexible that allows moving the funding from one item to another in coordination with the concerned authorities inside and outside the University based on the instructions of the Ministry of Finance, and the implementation of article (8) of the law of the State's budget decree. Moreover, budget flexibility and facilitation of the transfer procedures of the financial credits were adopted . Appendix (56/1) ▪ The academic departments of all colleges participated in identifying their financial needs when budgeting so as for the budget to include the essential requirements of educational process, whether of the faculty members or the scientific equipments and labs of the male and female departments, where there are specified forms available for that to be officially sent on the system of e-correspondence, and to be resent to the budget administration after being filled in to be included in the budget system after the approval of the respective authorities. This mechanism is implemented at the male and female departments Appendix (56/2). 	Accepted	<p>NU should ensure that flexibility in the budget is based on consultation with and consent from all parties concerned within the university, including the female section</p>	56	
<ul style="list-style-type: none"> – The University Rectorship for Development and Quality prepared a "staffing profile", which included all required characteristics of University Staffing concerning age, balance between males and females, qualifications, cultural and 	Accepted	<p>NU is required to develop a staffing profile that covers all aspects listed in standard addition to 9.1.1, in</p>	57	المعيار التاسع: التوظيف

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<p>educational background, and Saudization (57/1)</p> <p>– The staffing profile was reviewed and modified by the University Standing Advisory Committee.</p>		Saudization		
<ul style="list-style-type: none"> Statistical annual reports on the University have been issued to cover all statistics of students, faculty members and employees. Appendix (58/1) An accurate assessment of staff-student ratios in accordance with the available. Specializations. The report is annually measured by the University Performance Indicators in the plan of “AAFAQ”; the Strategic Plan of Higher Education in the Kingdom of Saudi Arabia. Appendix (58/2) 	Accepted	NU should review and correct where necessary, its periodic institutional profile data in order to obtain an accurate assessment of staff-student ratios across the institution.	58	المعيار التاسع: التوظيف
<p>– The Vice-Rectorship for Development and Quality cooperated with the University colleges to make a list of the faculty members with deficiencies in the aspects of Teaching, Research, Community Service and Self-Development. A uniform form was prepared in all University colleges in this regard. (59/1)</p> <p>– A list of the under-qualified Faculty members in all University colleges was made.</p> <p>– The Unit of Skill Development at the Deanship for Development</p>	Accepted	NU is required to develop and implement a faculty development plan that will reduce the proportion of under-qualified faculty and, where necessary, address inappropriate student staff ratios.	59	

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<p>and Quality identified the deficiency in the faculty members' skills in all University colleges.</p> <ul style="list-style-type: none"> – Developing and approving a comprehensive training plan to develop under-qualified faculty members' skills based on all the aspects of deficiencies observed in the teaching, research, community service, and self-development fields. (59/2- 59/3). – Applying the training impact measurement system to follow up the performance of under-qualified faculty members after promoting their skills and monitoring the improvement in their performance. (4/59). 				
<p>- A Circular by the Vice-Rector of Higher Studies and Scientific Research was issued (Outcoming 435-5-1829-/26-2-1435H.) to form the main teams of the project of preparing the strategic plan of scientific research at Najran University (Appendix 10-60-1). The main teams were formed and started their tasks. The teams shown as follows:</p> <ol style="list-style-type: none"> 1. The main team. 2. The team of environmental analysis. 3. The team of preparing the research trends. 4. The team of preparing the document of policies and implementation mechanisms. 5. The team of preparing the strategic plan and the research one. <p>- An action plan was developed (Appendix 10-60-2) to meet the requirements of the recommendation No. (60), that Najran University</p>	Accepted	NU is required to develop and implement its research strategy, which should include performance indicators and targets.	60	المعيار العاشر: البحث العلمي

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<p>should develop and implement its research strategy.</p> <ul style="list-style-type: none"> - The strategic plan was prepared in its final draft to cover the strategic objectives of the scientific research at Najran University, and the indicators of performance measurement, which was reviewed by specialists in scientific research (Appendix 10-60-4). - A decision by the Deanship of Scientific Research No. 3/2/1437 was taken to approve the final draft of the strategic plan of scientific research at Najran University (Appendix 10-60-5). - A circular (Outcoming 437-36-42251) on 10/8/1437 H., attached copies of the strategic plan of scientific research at Najran University, was sent to all scientific research centers at the University. It addressed the need of adhering to the strategic plan of scientific research at Najran University on making their research plans (Appendix 10-60-6). 				
<ul style="list-style-type: none"> - An action plan was designed (Appendix 10-61-1) to meet the requirements of recommendation No. (61) that NU is required to establish annual reporting of research productivity across its research centers. A meeting was held by the Scientific Research Deanship on 10/24/2016 (Appendix 10-61-2) to discuss and approve the achievements of the action plan. The meeting also included the decision of the Board of Scientific Research Deanship that research centers of Najran University must adhere to prepare annual reports. - The following research centers prepared reports of scientific research, indicated as follows: <ul style="list-style-type: none"> 1. A report of the achievements of Scientific and Engineering Research Center, 1435-1437 H. Appendix (10-61-3). 2. A report of the achievements of Health Research Center, 1435-1437 H. Appendix (10-61-4). 	Accepted	<p>NU is required to establish annual reporting of research productivity across its research centers.</p>	61	

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<p>3. A report of the achievements of the Islamic, Educational, and Humanities Research Centre, 1435-1437 H. Appendix (10-61-5).</p> <p>- The Scientific Research Deanship Council approved the annual reports of Najran University's Scientific Research Centers, assuring the need of preparing the reports of scientific research annually. Appendix (10-61-6).</p>				
<p>- Procedures for approving an obligatory comprehensive system of a regular evaluation for Najran University Teaching Staff will be taken, ensuring the appropriate relative weighting for the scientific research criterion among other criteria in this system.</p>	Accepted with Modification	<p>NU should revise its teaching staff evaluation and promotion criteria and their relative weighting, ensuring that research is acknowledged as a more important indicator of performance.</p>	62	
<p>1. The Unit of Performance Measurement of the Vice-Rectorship for Development and Quality measured the quality of facilities in male and female campuses across the University. The study identified the satisfaction of male and female faculty members with the facilities and equipment in both campuses (Appendix 10- 63- 1).</p> <p>2. The Unit of Performance Measurement of the Vice-Rectorship for Development and Quality measured the satisfaction of male</p>	Accepted	<p>NU is required to provide comparable support for male and female faculty members to encourage and enhance scientific research.</p>	63	

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<p>and female faculty members with the most significant elements relevant to the quality of scientific research in both male and female campuses. The satisfaction degree rated (35%) for the female campus and (65%) for the male campus. (Appendix 10- 63- 1).</p> <p>3. A committee was formed to study and update the projects of Najran University's Strategic Plan based on the decision no. (43/1437) issued by the Vice Rector of Development and Quality (Appendix 10- 63- 2). Some strategic projects were introduced to suit the current situation, such as project No. 5/7 of equally updating labs and equipment for both male and female campuses (Appendix 10- 63- 3) .</p> <p>4. A decision issued by Najran University Rector of assigning a female faculty member to hold the position of Vice-Dean of Scientific Research in the female campus based on the nomination of the Dean of Scientific Research in letter no. (39759/36) on (2/28/1437H.) (Appendix 10- 63- 4).</p>				
<p>- Work teams were formed at the Deanship of Community Service and Continuing Education, conducting a number of activities and actions that can be summarized, as follows:</p> <p>1. A study of updating the SWOT analysis of the internal and external factors affecting the activities of the Deanship of Community Service and Continuing Education, as responsible for managing the system of Najran University's community relationships was conducted. (Appendix 11-64-1).</p> <p>2. A recent study was conducted (Appendix 11- 64- 2) according</p>	Accepted	NU should prioritize its short/long term strategic goals for the community relationships.	64	المعيار الحادي عشر: خدمة المجتمع

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<p>to the improvement plan, where the most significant results, were shown as follows:</p> <p>Priorities of the community needs required from Najran University were identified under the current circumstances and in the light of the results of the project of the first stage in the strategic plan of Najran University conducted by the Deanship of Community Service and Continuing Education on the “Assessment of Najran Community Needs from the Research and Academic Units of Najran University” in 1433-1438H.</p> <p>B. The achievements of the Deanship of Community Service and Continuing Education were identified over the last three years according to the Deanship's plan and the University's strategic plan 1433-1438 H. relevant to the University's relationship with the community.</p> <p>C. Based on the above mentioned, prioritizing short/long term strategic objectives has been identified for the Deanship of Community Service and Continuing Education mentioned in the report of the Reviewers concerning recommendation No. 64.</p> <p>3. The Deanship of Community Service and Continuing Education issued a decision no. (4), dated 26/12/1437 H., Appendix (11-64-3), which includes the following:</p> <p>a. Approving the priorities of Najran University's short/long term strategic objectives concerning the relationships with the community.</p> <p>b. Notifying all academic, research and administrative units of Najran University of this decision to be considered when setting their plans of community service.</p>				

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<p>1- As a result of not activating Business Intelligence Program due to unexpected circumstances, the Deanship of Community Service and Continuing Education adopted an alternative plan (Plan B) of developing a database of community service, supervised by the the Deanship of Community Service and Continuing Education. The University employees can access the database through the website of of Najran University using the following link: https://stu.nu.edu.sa/Achievement/list.aspx (Appendix 11- 65 -1).</p> <p>2. The Deanship for Community Service assigned coordinators in the University's academic, research and administrative units to update the data of community service in their units on the aforementioned database (Appendix 11- 65 -2).</p> <p>3. The Deanship of Community Service and Continuing Education held a training workshop for the community service coordinators to train them on how to use the database created and supervised by the Deanship (Appendix 11- 65 -3).</p> <p>4. To ensure the continuing improvement of community service of Najran University and its database, the Deanship of Community Service and Continuing Education periodically follows up the process of updating the data of NU website, Appendix (11-65-4), as well as a decision, no. 1 dated 17/12/1437 H. (11-65-5) issued by the Deanship of Community Service and Continuing Education, where all academic, research and administrative units at Najran University are notified of the decision, which required adhering to the following items:</p> <p>a. Colleges, research centers, deanships and administrations of Najran University should be committed to prepare an annual plan</p>	Accepted	NU should establish a database of community service activities carried out by faculty and students	65	

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<p>of community service according to the requirements of the National Commission for Academic Accreditation and Assessment, of which a copy was submitted to the Deanship of Community Service and Continuing Education at the beginning of each academic year.</p> <p>b. The Commitment of Colleges, research centers, deanships and administrations of Najran University to continuously update the data of their achievements of community relationships with the continuous feedback for the website of the community service database supervised by the Deanship of Community Service and Continuing Education.</p> <p>c. The Commitment of the Deanship of Community Service and Continuing Education to form a committee, by the end of each academic year so as to be responsible for analyzing the data available on the website, writing a report that illustrates the weaknesses and strengths of community relationship across the university, and developing proposals to tackle weaknesses and reinforce strengths to be reported to the University units.</p>				
<p>- Issuing an obligatory policy, including action procedures for all colleges, which clearly define the rules and protocols of forming the Advisory Boards across the colleges.</p>	<p>Accepted with Modification</p>	<p>NU should establish a policy for including employers and members of professions in appropriate advisory committees.</p>	<p>66</p>	

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<ul style="list-style-type: none"> - The decision by the Rector No. 436-1-4465 on 5/14/1436H. was issued to establish the central unit of Najran university's alumni affairs (Appendix 11-67-1). It is responsible for designing and following up the implementation of specialized work programs of the relationships with the alumni. Administratively, it follows the offices of alumni affairs which were established at the University's colleges according to the internal system of quality activated in Najran University. - The Deanship of Students Affairs provided a well-furnished and equipped place for the central unit to follow up alumni affairs at Najran University. The e-correspondence No. 9/1436 was issued by the Dean of Student Affairs to assign a director for the central unit (Appendix 11-67-2). - The administrative decision No. 2/1437 was issued by the Dean of Student Affairs of forming the board of the central unit to follow up the alumni affairs at NU (Appendix 11-67-3). - An approved regulation was issued to cover all the issues of the central unit of following up alumni affairs such as vision, mission, strategic objectives, organizational structure, job tasks as well as principles and procedures that regulate work and its relationship with the office of following up alumni affairs at the colleges (Appendix 11-67-4). - The administrative decision No. 7/1437 was issued by the Dean of Student Affairs of completing the employment system of the central units to follow up the affairs of the alumni (Appendix 11-67-5). - An action plan was designed and activated within time frame including the programs of consolidating the relationships with 	Accepted	NU should establish an alumni relationship program.	67	

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
<p>the alumni of Najran University and achieving the mission and objectives of the central unit of following up alumni affairs (Appendix 11-67-6).</p> <ul style="list-style-type: none"> - The Deanship of Student Affairs sent an electronic file including documents that illustrate the activation of some activities and programs of the relationships with the alumni (Appendix 11-67-7). 				
<ul style="list-style-type: none"> - The employees of the Department of Public Relations and University Media under the supervision of Academic Accreditation Unit investigated all procedures and steps necessary for adopting a strategy for monitoring and enhancing the reputation of the University. Environmental analysis of Najran University was also reviewed and investigated. - Accordingly, a proposal of a strategy for the Department of Public Relations and University Media was formulated. This proposed strategy included vision, mission, strategic objectives and operating objectives for each strategic objective and performance indicators required for measuring scope of achieving strategic objectives. It also included action programs within a specific time framework to achieve the strategic objectives for the Department. - Two workshops were held for staff of Department of Public Relations and University Media to discuss all aspects of the proposed strategy; their points of view were taken into consideration during preparing the final statement of the strategy. - The strategy of the Department of Public Relations and University Media was approved according to an official correspondence No. (438-21-10674) on 24/11/2016 (24/2/1438) sent to Vice Rectorship for 	Accepted	<p>NU should develop a comprehensive strategy for monitoring and enhancing the reputation of the institution.</p>	68	

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Summary of NU achievements	NU response	Recommendations of NCAAA	No.	STANDARDS
Development and Quality by Director of Department of Public Relations and University Media (appendix 2-68-11), stating the approval and implementation of the strategy.				