

NU Benchmarking System (Internal & External)

Introduction:

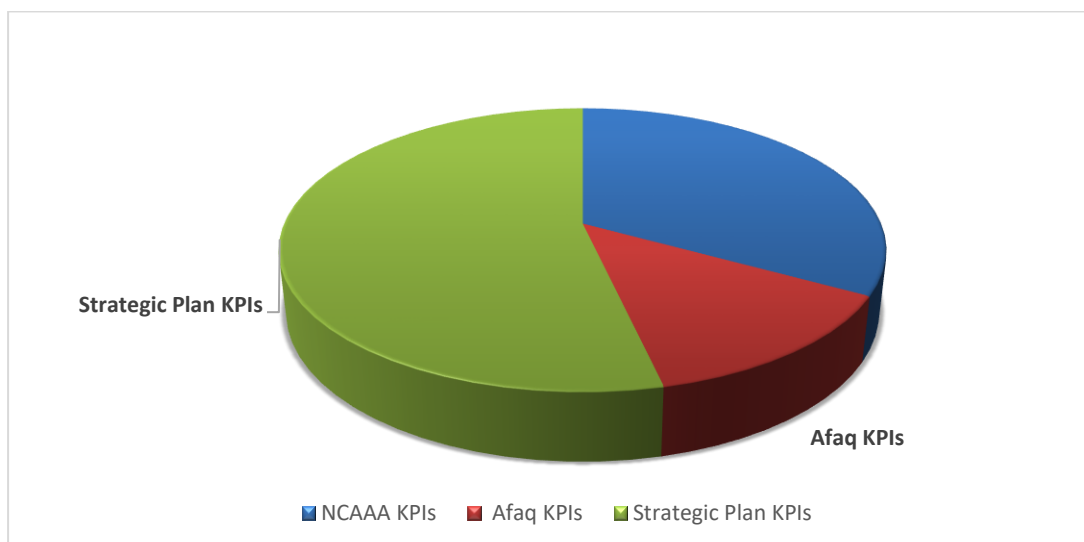
In the light of Najran University mission which provides that “offering teaching and learning that address the needs of society and the labor market; effective contribution to sustainable development through conducting applied research and optimal use of modern technologies; and establishing partnerships at the local, regional and global levels”

NU has adopted 100 KPIs to follow up on its mission and objectives.

They have been divided into three main groups:

- NCAAA KPIs: (28).
- Afaaq plan KPIs: (15).
- NU strategic plan KPIs: (57).
- The following figure shows the distribution of KPIs according to the source:
- NU has adopted (28) NCAAA KPIs, (15) Afaq Plan KPIs and (57) KPIs of NU strategic plan.

Figure (1) Source Distribution of KPIs



KPIs provide information and statistical data that help hold comparison, determine progress towards strategic objectives, and measure the extent of achieving the objectives of the institution/ program.

KPIs refer to a set of quantitative or qualitative estimates selected to evaluate the performance of the university, comparing it to the level of performance in previous years or comparing it to the level of performance in other universities.

External Benchmarking at the University Level:

Three universities have been identified as external benchmarking, they are:

- **King Khalid University, Saudi Arabia**
- **Arabian Gulf University, Bahrain**
- **Cairo University, Egypt**

NU annually monitors the values of 15 Afaaq plan KPIs, through which performance is compared among national universities and the ranking of the university is identified according to its performance in each indicator.

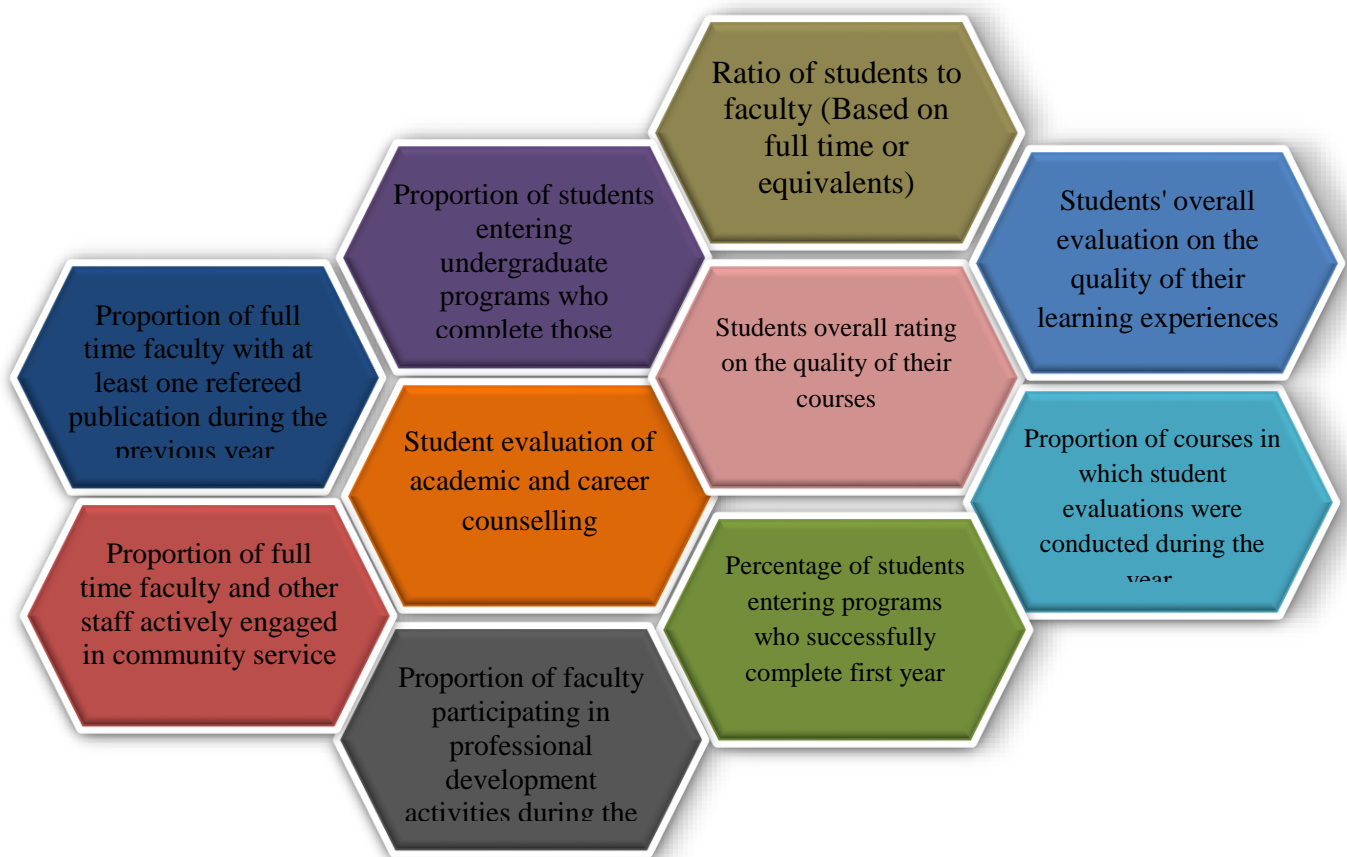
Internal Benchmarking at the University Level:

The University compares the results of the annual KPIs monitor to the results of the previous KPIs monitor in order to follow up progress in achieving the target performance values.

Benchmarking at Programs Level:

The University has approved an institutional system for the quality assurance of its programs through the annual evaluation of (10) KPIs required by Education Evaluation Commission that shall be representative of the most significant performance aspects of the programs. In addition to evaluating the indicators for the standards set by the Commission (i.e. Management of quality assurance and improvement, learning and teaching, research, community service), the University has sought to evaluate and follow-up the KPIs for student administration and support services, supporting services, and employment for their direct impact on teaching and learning processes.

Figure (2): Ten KPIs required by Education Evaluation Commission



Methodology of Evaluation

The annual evaluation of the programs' KPIs covered all colleges. In other words, two programs- at least- were selected from each college; about (23) out of (39) programs at the university level. Regarding the colleges that contain a program only, the KPIs of this program were obtained. Every program submitted a report about its KPIs and their internal and external benchmarks

It is to be noted that the evaluation methods of these indicators vary, as follows:

KPIs evaluated using unified measures within a standardized time frame by Measurement Performance Unit:

- Students' overall evaluation on the quality of their learning experiences
- Proportion of courses in which student evaluations were conducted during the year.
- Students overall rating on the quality of their courses.
- Student evaluation of academic and career counselling.

KPIs evaluated using central data from various resources (Deanship of Admission and Registration/ Deanship of Development and Quality):

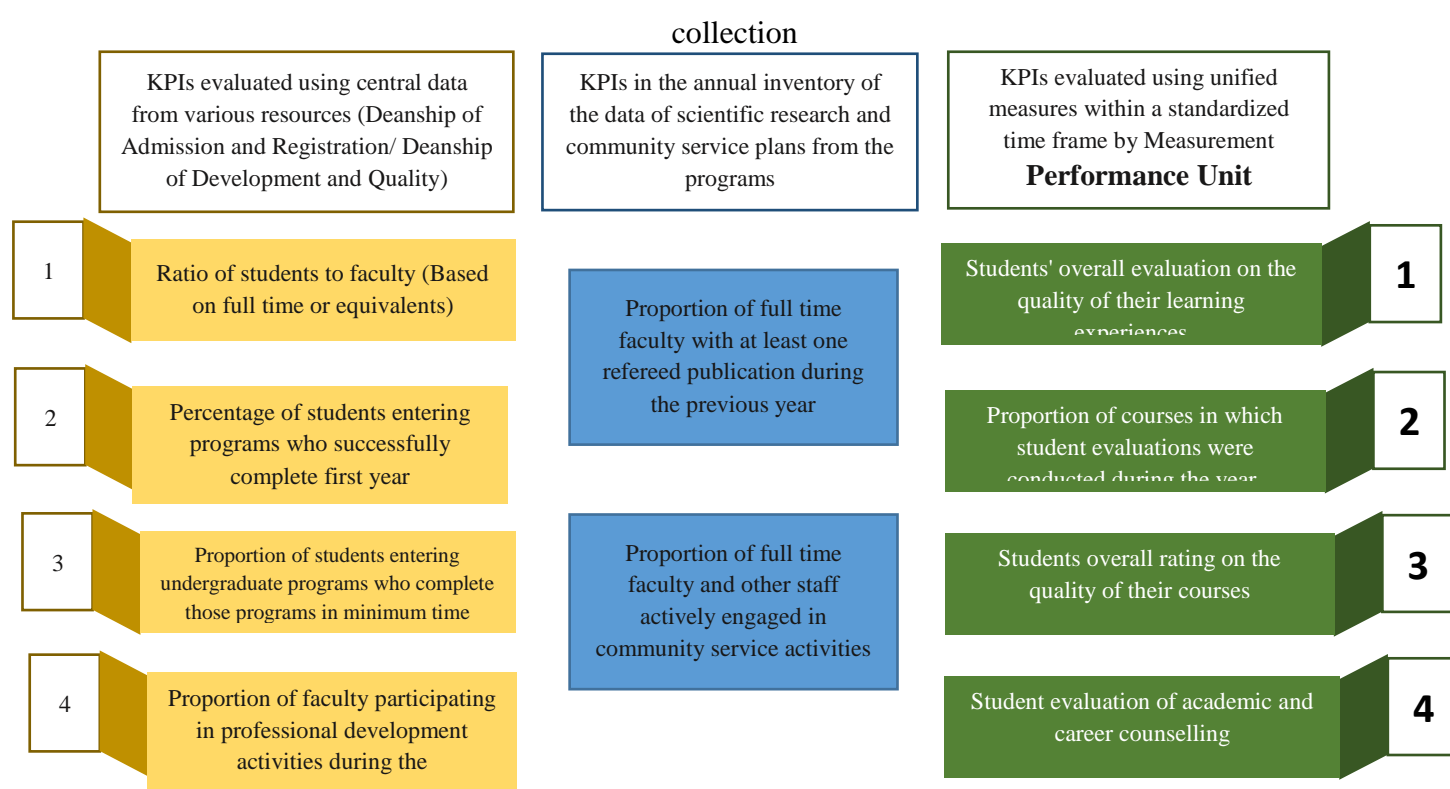
- Ratio of students to faculty (Based on full time or equivalents).
- Percentage of students entering programs who successfully complete first year.
- Proportion of students entering undergraduate programs who complete those programs in minimum time.

- Proportion of faculty participating in professional development activities during the past year.

KPIs in the annual inventory of the data of scientific research and community service plans from the programs:

- Proportion of full time faculty with at least one refereed publication during the previous year.
- Proportion of full time faculty and other staff actively engaged in community service activities.

Figure (3): Distribution of KPIs according to the methods of evaluation and data



Internal benchmark

The programs conducted internal benchmarking with corresponding programs from the university or approximate specialization and area of knowledge, as shown in the tables of KPIs evaluation and result discussion. If the results of corresponding programs are unavailable, the previous evaluation is adopted.

External benchmark

Regarding the external benchmarking, most programs did not complete the actions of communicating with corresponding programs outside the university except Pharmacy Program that conducted external benchmarking with the College of Pharmacy at King Saud University. Temporarily, the external benchmarking of the real values registered for the programs was conducted with the values of King Khalid University's KPIs.

The Vice-Rectorship of Development and Quality intends to benchmark the programs to corresponding programs in the present academic year according to the correspondences between NU and the Universities of King Khalid, Arabian Gulf, Cairo and Suez Canal.

Follow-up and evaluation

Performance Measurement Unit prepares detailed reports on the results of the annual central questionnaires (Student Questionnaire Package - Administrators Questionnaire Package - Faculty Questionnaire Package - Final Student Questionnaire Package - etc.). Reports include the aggregate results at the university level and a review of results at colleges / programs / Gender level with an analysis of the results and improvement recommendations. Reports discussed and approved before being submitted to the concerned units and departments to discuss them and take the necessary actions and plans to improve performance based on the nature of the unit / department. After studying the core causes behind weak performance, improvement plans reported to Deanship of Development and Quality to follow up on its implementation.

According to the template approved for preparing the report on the program's KPIs, the program makes a list of improvement priorities to be included in the annual improvement plan for the academic programs that shall be approved by department councils and its design and implementation are followed up by the competent units in the Vice Rectorship for Development and Quality.