



### SSRI Notations & Recommendations

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1		The self-study report is highly descriptive and needs to be summarized to be analytical report (506 Pages). Many of the mentioned information, tables and figures should be attached as appendices and deleted from the Self Study Report.	1	--	Recommendation accepted: The self-study report was summarized to ( 342 pages).						
2	109	NU needs to report on the strategic plan projects & identify performance level & progress across objectives & goals.	2	--	Recommendation not accepted: The required documents have been already reported and addressed in detail in the first standard and also available in the Appendices of the first standard (Please see <b>Appendices 1-2-4, 1-2-5, 1-2-6 and 1-2-7</b> ), and need not to be repeated in the Appendices of the second standard. It should also be noted that these reports are available in Arabic and English in Eligibility Criteria No. 3 and 4.						



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3	116	The University needs to report the details of its KPIs as regards the campuses and gender.	3	101	<p>Recommendation accepted:</p> <p>The campuses and gender are added to the KPIs table.</p> <p>The Recommendation is met as follows:</p> <p>NU is preparing separate detailed reports on the annual results of monitoring KPIs through which campuses and gender KPIs shall be presented, performance improvement suggestions shall be provided and sent to the colleges to take the necessary measures at campuses and programs levels.</p> <p>NU has a report on the results of performance quality control indicators at the level of colleges and programs which has been added to the list of self-study appendices of the third standard and the list of Eligibility, No. 14.</p> <p>A summary of the variance at the campuses / programs / gender level was added in the comment on KPIs tables in the annual report of monitoring the University KPIs 1437/1438 AH, which</p>						



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					was added to the appendices of the third standard of the self-study report and Eligibility No. 14. NU and Sharourah programs KPIs comparison tables was added in addition to comment on the results of the annual report for monitoring NU KPIs 1437-1438 AH to the self-study appendices of the third standard and Eligibility No. 14.						
4	127	Engagement of teaching staff in community service in NU is very low (26.4%) clarification for that is needed	4	112	Accept recommendation: 1-The KPI Table for the performance indicator " Proportion of full time teaching and other staff who are actively engaged in community service activities, NCAAA KPI Reference Number: S 11.1, used in the submitted self study report of Najran University, showed that Najran University has not achieved the target value (50 %) in both actual benchmark (measured in 1437/1438 H; 26.4%) and the internal benchmark (measured in 1436/1437 H; 13.8%). However:						



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					<p>a- The KPI of Najran University almost doubled in the year 1437/1438 H, comparing to the KPI measured in the previous year 1436/1437 H.</p> <p>b- The KPI of Najran University in the year 1437/1438 H (i.e. actual benchmark 26.4%) exceeded the KPI of King Khalid University, (i.e. the external benchmark 17%.</p> <p>2-Najran University developed an obligatory unified system for regular evaluation (annual evaluation) of faculty members. According to this system, the criterion of community activities composes 10% of the total score of this regular evaluation. This system had been approved on 15/8/1438H. Applying this system is expected to increase proportion of full time teaching and other staff who are actively engaged in community service activities in the near future.</p>						



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5	164	Activating external benchmarking, especially with regard to the outcomes of students' achievement and their progress rates.	5	--	Recommendation accepted: This recommendation has been previously responded as one of the independent opinion recommendations. The University has taken action in cooperation with King Khalid University to develop external benchmarking between the two universities to sign a comprehensive cooperation protocol, including in some of its items the activation of the external benchmarking between the two universities programs and other Independent opinion processes among programs. All the university programs shall take this action through the outputs of the second semester 1438/1439 AH. A separate report on NU internal and external benchmarking actions and arrangements has been added to Eligibility No 15.						
6	184	Graduation rate is very low (18.8%) more explanation and discussion for that is	6	100	Recommendation accepted with Justification:						



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		needed and action plan for improvement should be taken to raise the graduation rate.			<p>The rate mentioned in the recommendation is (18.8%), which is the graduation rate for students of post-graduate studies (Masters) in the minimum duration of the program and not the graduation rate for undergraduate students and the graduation rate for NU undergraduate students, which is (23.52%) and the target is (50%).</p> <p>Clarification:</p> <p>With reference to your report on low graduation and completion rates in some programs, we would like you to note the following:</p> <p>NU has been affected by the current security incidents taking place in the southern border where the enemy military operations targeted the bombing of educational facilities in Najran. As a result, the security committee in the region directed the University to take precautionary measures to maintain the</p>						



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					<p>safety and security of its students and employees.</p> <p>Based on the above, the University has fully assumed its educational and community responsibility under exceptional political and military conditions in the university community and took the following measures:</p> <ul style="list-style-type: none"> <li>- Providing students with e-learning, distance education, and traditional education simultaneously, according to their circumstances, which has represented a huge load on the University faculty members. Programs of Health Colleges were excluded.</li> <li>- Deanship of E-Learning and Distance Education has run crash training courses for faculty members and students on Blackboard. Deanship of Development and Quality has run training courses for faculty members on quality</li> </ul>						



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					<p>standards of e-learning and distance education, in response to negative impact on student academic performance, since they have suddenly transformed to E-learning without prior training on computer and e-communication skills on Blackboard.</p> <ul style="list-style-type: none"> <li>- Lack of Internet service in remote areas in Najran, which has had an additional negative impact on student academic performance, especially female students.</li> <li>- Admissions and Registration Department allowed some facilities in the academic system which had an effect on the completion and graduation rates such as: <ul style="list-style-type: none"> <li>✓ Affording four options for students including regular study, distance learning, or visiting student, or deferment that have a</li> </ul> </li> </ul>						





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					<p>significantly negative impact on the completion rate.</p> <ul style="list-style-type: none"> <li>✓ Accepting excuse at the zero level (fresh student level) which was not adopted before, leading to lower progress and graduation rates.</li> <li>✓ Regular attendance flexibility, granted by the University to students, has a negative impact on the process of academic guidance and student support, which affected the level of student progress, especially in the first year.</li> <li>- There is no doubt that the above mentioned measures have been taken out of the University responsibility for the educational process regularity under exceptional circumstances. It has not underestimated assessment quality under any justification and has committed to provide the labor</li> </ul>						



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					<p>market with graduates qualified by the skills adopted in its official documents, even at the expense of quantity.</p> <p>Procedures taken by the University towards addressing the problem of low completion and progress rates:</p> <p>1- After studying the situation and feedback from the security authorities in the region, the Standing Committee for risks and crises management recommended resuming regular study in the University since the first semester of 1438/1439 AH.</p> <p>2- Colleges took firm measures towards students attendance to practical lectures and refused conduct them electronically or theoretically since the first semester of 1437/1438 AH.</p>						



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					3- Canceling excuse at the zero level. 4- Activating the mechanisms of dealing with low-achievers through academic guidance. There is a unified and approved mechanism in this regard in all academic programs in the university. 5- Based on the remark of the independent opinion, Standing Committee for Academic Quality and Accreditation recommended the formation of a committee chaired by the Vice-Rector for Educational Affairs to raise recommendations for further improvement and corrective actions and to report the results of completion and progress rates to the Standing Committee for Quality and Academic Accreditation and to send						



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					feedback to the University programs.						
7	196	NU should improve and increase assessment of programs learning outcomes. Proportion of the academic programs that assessed the Program learning outcomes is only 30%.	7	162	Recommendation accepted with Justification: - The University has three main software programs to measure various learning outcomes: Closo system for the programs of Engineering College, a special program in the College of Computer Science and Information Systems and a standardized program for measuring learning outcomes approved by the Vice-Rectorship for Development and Quality for the rest of the University's programs. The program was handed over to all programs after being developed in the second semester of 1437/1438 AH at the time of writing the self-study report, so the data of the programs actually utilized to measure learning outcomes was not updated. In						



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					<p>addition, some academic programs have some problems during application, so faculty members were trained in both male and female sections.</p> <ul style="list-style-type: none"> <li>- Measurement of NU academic programs learning outcomes was included in the quality plan 1438/1439 AH.</li> <li>- The implementation of these procedures has contributed to increasing the number of academic programs that measure learning outcomes to 24 out of 34 programs. Thus, the proportion of programs that evaluated learning outcomes increased to 70.6%. The ratio has been adjusted in the self-study report, the University developed a target performance indicator (85%) for next year.</li> <li>- The percentage was corrected in the self-study report.</li> </ul>						



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8	215	NU needs to provide comparative data across campuses and between males and females as regards learning and teaching processes.	8	158	Recommendation accepted: A paragraph and an appendix were added to sub-standard 4-7 in the self-study report, which is the annual report for monitoring the university programs quality performance in teaching and learning processes. Programs performance was compared between male and female sections and between NU and Sharourah campuses. The above mentioned report has also been added to Eligibility No. 15.						
9	331	Some KPIs needs to be reviewed & completed (example KPI S8.1)	9	256	Recommendation accepted: The recommendation was met and the table was updated and all self-study performance indicator tables were reviewed.						
10	360	NU should review its periodic programs profile data in order to obtain an accurate assessment of staff-student ratios across the specialties.	10	--	Recommendation accepted: The recommendation was met as follows: By checking the self-study report, it becomes clear that there is no indication of this. By reviewing the ninth standard,						



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					however; there was a variance in staff-student ratios shown in Table (11) in the self-study report introduction, as it refers to the rates of 1437/1438 AH as reported by Deanship of Admission and Registration. The rates set out in the ninth standard are derived from the Indicators of the Strategic Plan for Higher Education in the Kingdom of Saudi Arabia, Afaaq 1436/1437 AH. Accordingly and to avoid competing rates, Afaaq table has been omitted from the ninth standard, especially by the existence of KPIs in the University which clearly extract those ratios.						
11	390	NU should increase the budget allocated to the scientific research to improve KPIs of research (for example, proportion of full time teaching staff with at least one refereed publication decreased in the year 1437/1438 H to be 15.5%)	11	292	Accept recommendation: 1- The KPI Table for the performance indicator " Proportion of the total, annual operational budget dedicated to research, NCAAA KPI Reference Number: S10.6, used in the submitted self study report of Najran University, showed that Najran University has not achieved the target						



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					<p>value (1%) in both actual benchmark (measured in 1437/1438 H; 0.5%) and the internal benchmark (measured in 1436/1437 H; 0.4%). However:</p> <p>a- Najran University slightly increased the Proportion of the total, annual operational budget dedicated to research in the year 1437/1438 H comparing to the assigned budget in the previous year 1436/1437 H.</p> <p>b- The KPI of Najran University in the year 1437/1438 slightly exceeded the KPI of King Khalid University- i.e. the external benchmark (0.36%).</p> <p>2- Based on the attached report concerning the rate of change between the budget assigned for the current year 1438/1439 H and the budget project requested for the coming year 1439/1440 H at Najran University, we find that the budget which requested for scientific research in the coming year 1439/1440 H increased by 122.2% comparing to the</p>						





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					<p>budget allocated for scientific research in the current year 1438/11439.</p> <p>3- It has been mentioned in the self study report of Najran University some successful efforts made by the University to compensate the relatively low budget assigned for scientific research:</p> <p>a) Najran University won a competitive initiative/project related to the "Program of National Transition 2020" entitled "Automating of Measuring Learning Outcomes Process in Higher Education", which aims to increase the efficiency of higher education. The budget approved by the National Transformation Support Committee 2020, to achieve the objectives of this initiative/project is 160 million Saudi Riyals, covering a period of 4 years. The allocated budget will help in supporting the scientific research system in Najran University. The initiative/project includes many</p>						



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					qualified faculty members and researchers from Najran University. It is worth mentioning the Najran university recently submitted another three proposals for new initiatives/projects which were successful. b) Some faculty members and researchers in Najran University received research grants from King Abdulaziz City of Science and Technology (KACST) to conduct scientific research.						
12	413	NU should provide organization structures of the research centers and support them with enough and efficient research, technical and administrative cadres, and assign well equipped facilities for these centers.	12	316	<b>Accept recommendation:</b> The Scientific Council of the Deanship of Scientific Research issued obligatory administrative decisions for each Research Center in Najran University to submit a working plan to fill the organizational units of its organization structure with qualified scientific, technical and administrative cadres in short time. It is worth mentioning that all research centers in Najran University						



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					have already completed and well designed organization structures; however, the Center of Advanced Materials and Nanotechnology Research (Previously the Promising Center for Sensors and Electronic Devices) and Health Research Center are working on improving their organization structures and expected to this task in few days.						



### Program specifications Recommendations

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1		The objectives of the program ,measurable performance indicators and the strategies taken to achieve the objectives need to be reviewed in most of the programs (For example the mentioned KPIs in some programs specifications needs to be measurable ( e.g. KPI: Improvement in fulfilling the accreditation standards of the NCAAA “ In the program Specification of Nursing”			<p>Recommendation accepted:</p> <ul style="list-style-type: none"> <li>- Vice-Rector for Development and Quality directed all Colleges to assign the committees of academic programs internal audit to review programs specifications. In addition, development and quality units of colleges are assigned to follow up programs implementation and to report to College Deanship and Deanship of Development and Quality.</li> <li>- Dean of Development and Quality made a decision to form a committee</li> </ul>						



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					<p>of qualitiations to review the programs specifications to verify their consistency and ensure the measurable formulation of their KPIs. Tasks were as follows:</p> <ol style="list-style-type: none"> <li>1. Ensure that the formulation of the program goals and objectives are appropriate, its performance indicators are measurable and objectives achievement strategies are suitable.</li> <li>2. Provide direct feedback to programs to make the required modifications. <ul style="list-style-type: none"> <li>- Nursing program KPIs have been modified to be measurable, in addition to conducting the same revisions on the University programs and they have been re-submitted on Eligibility website (Eligibility No. 7).</li> </ul> </li> </ol>						
2		There is a need to translate some of the program specifications to English (e.g. Home economic).			Recommendation accepted with Justification:						



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					Most of the University program specifications are written in English. The recommendation has been met through: <ul style="list-style-type: none"> <li>- Translating programs specifications into English, including: Home Economics Program, Special Education Program, Psychology Program, Public Administration Program, and Educational Computer Program. They were reloaded on eligibility website (Eligibility No. 7).</li> </ul>						
3		Program and course specifications need to be reviewed to make sure they are do not differ across campuses, use the same forms, and in English.			Recommendation accepted: <ul style="list-style-type: none"> <li>- The above-mentioned committees for academic programs audit and Deanship of Development and Quality have verified the use of EEC-NCAAA updated templates in program and course specifications, and that the templates are standardized across campuses and in both male and female sections.</li> <li>- The following programs specifications have been translated</li> </ul>						



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					<p>into English: Home Economics Program, Special Education Program, Psychology Program, Public Administration Program, Educational Computer Program in Sharourah, in addition to the previously prepared specifications in English for Health, Engineering and Computer Science colleges programs.</p> <p>- Regarding courses translation, the Vice-Rector for Development and Quality instructed the University programs to translate the untranslated courses specifications, transaction No. 42044, dated 18/3/2018.</p> <p>Eligibility No. 8 was reloaded.</p>						
4		Field Experiences in some programs needs to be reviewed to assure matching between field experience specifications and study plan in program specifications.			<p>Recommendation accepted: The above-assigned committees by academic programs and Deanship of Development and Quality undertook the required academic programs audits to</p>						



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					specify field experience and verify its matching with field experience specifications mentioned in program specifications and study plan. Eligibility No. 8 was reloaded.						
5		Counting preparatory year courses within program credit hours should be reviewed against NCAAA regulations.			Recommendation accepted with Justification: - Preparatory year is applied in only eight colleges (Medicine - Applied Medical Sciences - Dentistry - Pharmacy - Engineering - Computer Science and Information Systems - Administrative Sciences - Nursing) out of 14 programs in NU colleges. - Some programs count all the preparatory year credit hours (27 hours) because they contribute to the achievement of the program learning outcomes. If the preparatory year hours subtracted from the program total hours, the program remains consistent with the hours specified in the National Framework for						





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					<p>Qualifications such as programs of medicine - Physical Therapy - dentistry - pharmacy - civil engineering - architecture - electrical engineering - general administration - accounting).</p> <p>- Some programs count all the preparatory year credit hours (27 hours) because they contribute to the achievement of learning outcomes of the program. If the preparatory year hours subtracted from the program total hours, the program becomes inconsistent with the hours specified in the National Framework for Qualifications such as programs of laboratory - Radiology - Information Systems - Computer Science). Vice-Rector for Development and Quality has addressed these colleges to review their study plans and take into account the requirements of the</p>						



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					<p>National Framework for Qualifications.</p> <ul style="list-style-type: none"> <li>- Some programs count all the preparatory year credit hours and they are not included in the program components such as accounting and nursing programs where each of them counts 12 hours only of the preparatory year in its components.</li> <li>- NU is preparing new plans through which preparatory year is considered as a preliminary study to enter the program and not included in the program components such as mechanical engineering program.</li> <li>- In response to the recommendation, NU Rector has formed a committee to review the academic structure of all programs and their compatibility with quality and labor market requirements in accordance with 2030 vision of Saudi Arabia. The recommendation was included in the</li> </ul>						



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					work of the committee, in addition to discussing a proposal for changing the name of the Deanship of the preparatory year to deanship of joint first year.						
6		Assessment methods of some programs need to be reviewed to be appropriate to the teaching strategies and intended learning outcomes ( e.g. Home economic) .			Recommendation accepted: The above-assigned committees by academic programs and Deanship of Development and Quality conducted the required review to program specifications and to verify that assessment methods are appropriate for teaching strategies as well as learning outcomes. This has been done for Home Economics program within the revised programs.						



### Program Annual Report Recommendations

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1		Low graduation and completion rates in some programs should be explained and reviewed. Completion rate is very low in some program reports (e.g. 5.3% in Physiotherapy program). Reasons for these low percentages should be studied in details and a corrective action plane should be implemented and monitored.			Recommendation accepted with Justification: - Low completion rate in some programs attributed to the southern border crisis with Yemen, which stands behind student excuse or absence. NU has taken the appropriate measures to overcome this problem such as transformation to e-learning, development of academic guidance and office hours to solve the academic problems of students and improve their academic performance, reflecting positively on their rate of academic programs completion. - Audit committees were assigned to report the reasons for low rate of program completion and to prepare corrective action plan to be implemented and monitored.						



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2		Program Evaluation and review processes should be developed to assure that data reported accurately with comparisons across programs, colleges, campuses, females and males, etc.			<p>Recommendation accepted with Justification:</p> <p>NU programs evaluation and review processes conducted according to a specific mechanism mentioned in the self-study report (Appendix 4.4.1). Programs KPIs are monitored in both male and female section. Programs annual reports are prepared and submitted to vice-rectorship for educational affairs to create a profile for all programs in the University. Programs are evaluated and compared to the practices of EEC-NCAAA and the periodical self-evaluation report through the annual reports of Planning and Follow-up unit and conducting the required comparisons.</p> <p>Among program evaluation mechanisms at the university level is "student evaluation for academic programs" in all Colleges and campuses, as well as</p>						



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					faculty evaluation of academic programs in which the level of performance is evaluated out in all Colleges and campuses (report attached.						
3		Action plans progress reports in most of the programs needs to be reviewed to reflect the actual progress in the improvement plans and identify the reasons of the delay in improvement.			Recommendation accepted: The assigned committees by academic programs and Deanship of Development and Quality conducted the required review to program reports and made sure of action plans progress reports completion to reflect the actual progress in the improvement plans and identify the reasons of the delay in improvement. This has been reloaded on SSR document website.						

### Course Specifications and Course Report Recommendations



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1		Course specifications in many programs need to be reviewed to make sure that learning outcomes are appropriate and teaching, learning and assessment strategies are adequate and match their domains.			Recommendation accepted: The assigned committees by academic programs and Deanship of Development and Quality conducted the required review to course specifications and make sure that learning outcomes are appropriate and teaching, learning and assessment strategies are adequate and match their domains. Eligibility No. 8 was reloaded.						
2		Measurement of ILOs depended only on student grades of courses in many of the courses' reports. This process needs to be reviewed and corrected to include comprehensive assessment.  -			Recommendation accepted with Justification: The assigned committees by academic programs and Deanship of Development and Quality conducted the required course reports review and verified that learning outcomes measurement do not depend only on student grade, but a comprehensive assessment and to mention the methods of direct and						



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					indirect learning outcomes measurement in course reports. In courses, learning outcomes KPIs have been already identified and descriptive evaluation scales (rubrics) utilized in assessment. This process has been included in the activities of Quality Management Action Plan, Eligibility No. 13. Most of the University's programs have reported on this.						
3		Student evaluation of the courses needs to be discussed in details in the course reports with explanation.			Recommendation accepted with Justification: The assigned committees by academic programs and Deanship of Development and Quality conducted the required course reports review and verified that student evaluation of courses is discussed in detail in course reports with explanation. NU Vice-Rector for Development and Quality addressed college programs to focus on explaining and discussing in detail student evaluation of the teaching						





1.EEC-NCAAA			2. Institution Response			3. EEC-NCAAA Feedback					
Pt.	Pg..	Notations and Recommendations	Pt.	Pg	Responses	1st		2nd		3rd	
						A	R	A	R	A	R
					performance in the course reports. This should be based on the reports of the first and second semester of 1438/1439 H. The internal audit committees review this process and report to Deanship of Development and Quality in this regard. It should be noted that NU is a pioneer in this area, since students evaluate courses electronically and he/she has to evaluate courses to get the final examination result. Accordingly, 100% of NU students evaluate 100% of the courses according to Afaaq KPIs report.						
4		Course evaluation through peer observations, external evaluation or other stakeholders were not recorded in many courses report and needs to be implemented.			Recommendation accepted with Justification: - The assigned committees by academic programs and Deanship of Development and Quality have conducted the required review of the course reports and verified that any other evaluations (other than student evaluation) of the courses, whether through peer observations or external						



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						A	R	A	R	A	R
					<p>evaluation or other stakeholders, are recorded in the course reports.</p> <p>- This recommendation shall be reinforced by activating the cooperation protocol between NU and King Khalid University, as it is one of the agreement provisions.</p>						