



# Institutional KPIs Report

Academic year 2018/2019

## **Introduction:**

Evidence of quality of performance can be obtained from a wide range of sources including measurable objective data and other sources of feedback that are relevant to the matters being considered.

KPI Refers to a "*key performance indicator*" that identifies evaluative criteria for scientific assessment of an educational objective or student learning outcome performance. A KPI must be measurable or written in a way that is designed for assessment. When benchmarking and analysis are used with it, together they provide evidence for assessment to guide decision-making and judgments.

Key Performance indicators (KPIs) are specific pieces of evidence that are normally pre-selected and used consistently. So, the progress over time can be assessed and comparisons made with past performance, with other departments, colleges or sections within an institution, or between institutions.

The Importance of our KPIs is that they are collecting the information and make it easy to interpret the activities that should be performed to improve the performance.

## **KPIs Groups:**

KPIs may be classified into four main groups according to the criterion to be measured;

- **Quantitative KPIs**, which are usually set up to reach countable targets in institution or program, such as number of PhD holders, number of accessible computers, and number of labs.
- **Qualitative KPIs**, which are defined to measure non-quantitative targets that will improve behavior of the institution or the program, e.g. how the teaching strategies support the Learning process in Computer Engineering Program at BPC.
- **Directional KPIs** which are used to reach a more ambitious or different target than previously, often when changing the group's strategy or objectives.
- **Actionable KPIs** which promote rapid and focused change usually during a limited period of time such as project implementation or a change in academic programs.

The KPIs may be also classified according to the eleven quality assurance standards defined by NCAAA:

**Mission Goals and Objectives**

**Program Administration**

*Management of Quality Assurance*

*Learning and Teaching*

*Student Administration and Support Services*

*Learning Resources*

*Facilities and Equipment*

*Financial Planning and Management*

*Employment Processes*

*Research*

*Relationships with the Community*

## **Interpretation of the KPI**

In conducting evaluations, the data on the indicators are interpreted taking into account the particular circumstances of what is being looked at. Most of the KPIs listed in this Report have been identified by the National Commission for Academic Accreditation & Assessment in the Kingdom of Saudi Arabia for use within institutions to provide a set of information that can be useful for internal evaluations and to establish national benchmarks as a basis for comparisons for individual institutions.

The KPIs must be calculated in consistent ways and the notes provided can help to ensure that this is done. Data on these indicators are collected in standard form and so, there can be comparisons external and internal benchmarks values.

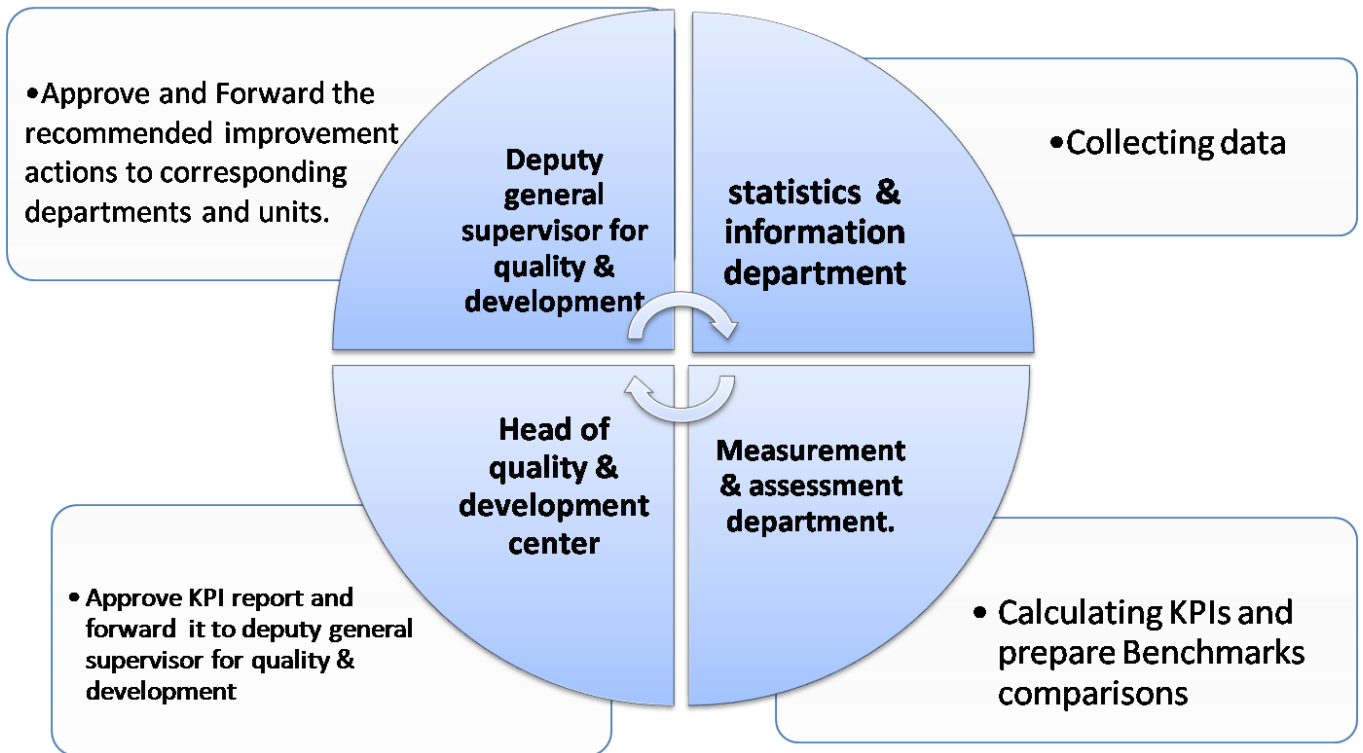
An evaluation of the effectiveness of these processes will consider whether appropriate indicators have been identified, whether the data is consistently collected and recorded, and whether the information is used in monitoring and analyzing quality of performance in the institution.

In order to interpret the obtained KPIs value, the actual benchmark values has been compared with corresponding internal and external benchmarks. A variation parameter is calculated for each KPI according to the following equation:

$$\text{variation parameter} = \frac{|AB \text{ value} - IB \text{ value}|}{\max KPI \text{ value}} \%$$

Where AB is actual benchmark and IB is internal benchmark.

The variation parameter is considered as a significance evaluation factor to promote BPCs administration taking actions of improvement. If the value of variation parameter reached 10% in negative direction, it will be considered as an alarm for weakness in this area and consequently improvement procedures are to be immediately applied.



### Improvement actions cycle

All KPIs values have been broken down into male and female values as well as program values to investigate any major variations according to the above rule between the two sections and consequently suggest appropriate improvement actions in order to maintain the equity of resources and services in both sections.

### **BPC Institutional KPIs:**

The NCAAA suggested 33 key performance indicators (KPIs) for universities in their self-evaluations. BPCs as a higher educational institution have adopted 30 KPIs out of them (90.9 %) in its self-assessment. Moreover, BPCs has chosen additional 10 PIs. A complete list of 40 KPIs was approved by the Board of Trustees in its meeting dated in 28 /5 /2015.

**Follow Table 10: list of the BPCs' institutional KPIs**

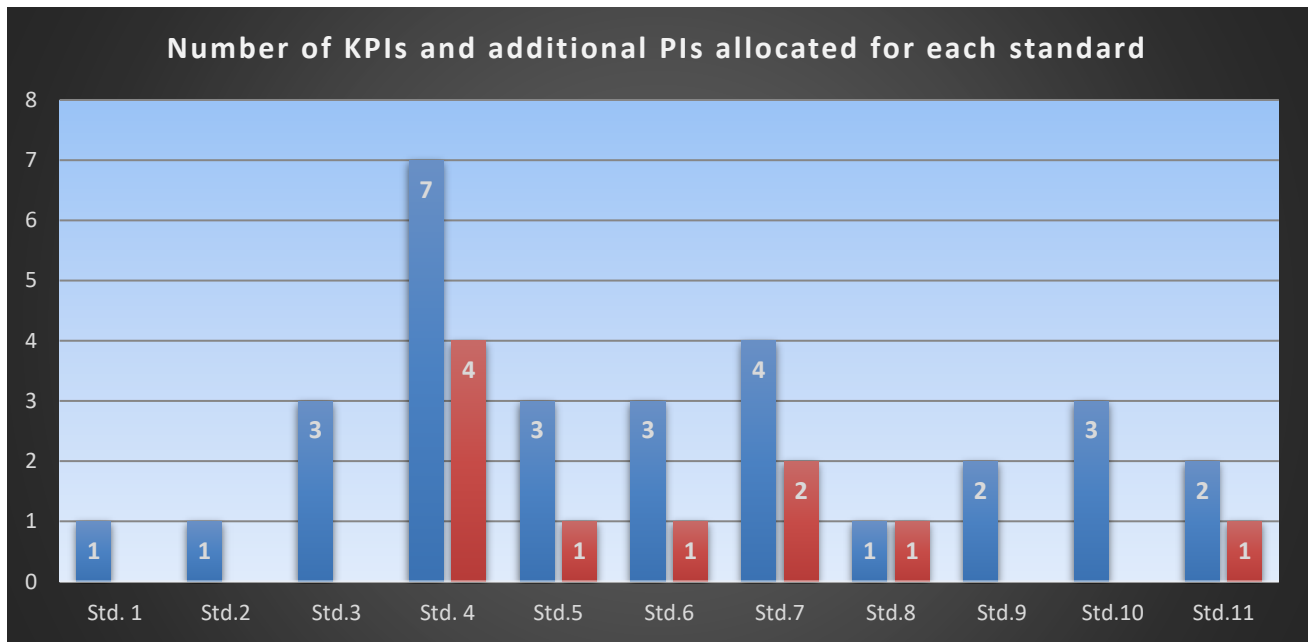
No.	NCAAA KPIs code	KPI Standard	KPI
1	(1) S1.1	1 <sup>st</sup>	Stakeholders' awareness ratings of the Mission Statement and Objectives.
2	(2) S2.1	2 <sup>nd</sup>	Stakeholder evaluation of the Policy Handbook, including administrative flow chart and job responsibilities
3	(3) S3.1	3 <sup>rd</sup>	Students overall evaluation on the quality of their learning experiences at the institution.
4	(4) S3.2	3 <sup>rd</sup>	Proportion of courses in which student evaluations were conducted during the year.
5	(5) S3.3	3 <sup>rd</sup>	Proportion of programs in which there was an independent verification, within the institution, of standards of student achievement during the year.
6	(6) S4.1	4 <sup>th</sup>	Ratio of students to teaching staff.
7	(7) S4.2	4 <sup>th</sup>	Students overall rating on the quality of their courses (Average rating of students on a five point scale on overall evaluation of courses.
8	(8) S4.3	4 <sup>th</sup>	Proportion of teaching staff with verified doctoral qualifications.
9	(9) S4.4	4 <sup>th</sup>	Percentage of students entering programs who successfully complete first year.
10	(10) S4.5	4 <sup>th</sup>	Proportion of students entering undergraduate programs who completed those programs in the minimum time.
11	(11) S4.7a	4 <sup>th</sup>	Proportion of graduates from undergraduate programs who within six months of graduation are employed
12	(12) S4.7b	4 <sup>th</sup>	Proportion of graduates from undergraduate programs who within six months of graduation are enrolled in further study
13	(13) S5.1	5 <sup>th</sup>	Ratio of students to administrative staff.
14	(14) S5.2	5 <sup>th</sup>	Proportion of total operating funds (other than accommodation and student allowances) allocated to provision of student services.
15	(15) S5.3	5 <sup>th</sup>	Students' evaluation of academic and career counselling
16	(16) S6.1	6 <sup>th</sup>	Students evaluation of library services
17	(17) S6.2	6 <sup>th</sup>	Number of web-site subscriptions as a proportion of the number of programs offered
18	(18) S6.3	6 <sup>th</sup>	Stakeholder evaluation of the digital library.
19	(19) S7.1	7 <sup>th</sup>	Annual expenditure on IT budget allocated per student
20	(20) S7.2	7 <sup>th</sup>	Stakeholder evaluation of the IT services.
21	(21) S7.3a	7 <sup>th</sup>	Stakeholder evaluation of website.

22	(22) S7.3b	7 <sup>th</sup>	Stakeholder evaluation of e-learning services
23	(23) S8.1	8 <sup>th</sup>	Total operating expenditure (other than accommodation and student allowances) per student
24	(24) S9.1	9 <sup>th</sup>	Proportion of teaching staff leaving the institution in the past year for reasons other than age retirement
25	(25) S9.2	9 <sup>th</sup>	Proportion of teaching staff participating in professional development activities during the past year
26	(26) S10.1	10 <sup>th</sup>	Number of refereed publications in the previous year per a full-time member of teaching staff
27	(27) S10.3	10 <sup>th</sup>	Proportion of full time member of teaching staff with at least one refereed publication during the previous year
28	(28) S10.6	10 <sup>th</sup>	Proportion of the total, annual operational budget dedicated to research.
29	(29) S11.1	11 <sup>th</sup>	Proportion of full time teaching and other staff actively engaged in community service activities
30	(30) S11.2	11 <sup>th</sup>	Number of community education programs provided as a proportion of the number of departments

In addition to the previous KPIs, there is another list of PIs generated in order to measure some specific issues as the following:

<b>List of additional performance indicators</b>			
No.	Coding	Standard	Performance Indicator
1	BPCS4.1	4 <sup>th</sup>	Graduates' evaluation for quality of programs they studied, and skills and knowledge they have acquired.
2	BPCS4.2	4 <sup>th</sup>	Rating of students' satisfaction with receiving marks of assignments and tests in the courses within a reasonable time.
3	BPCS4.3	4 <sup>th</sup>	Proportion of the part-time teaching staff (collaborators) to the full-time teaching staff.
4	BPCS4.4	4 <sup>th</sup>	Proportion of programs in which learning outcomes are directly assessed.
5	BPCS5.1	5 <sup>th</sup>	Ratio of students' satisfaction with support services.
6	BPCS6.1	6 <sup>th</sup>	Ratio of book titles held in the library to the number of students.
7	BPCS7.1	7 <sup>th</sup>	Number of accessible computers per student.
8	BPCS7.2	7 <sup>th</sup>	Average overall rating of adequacy of facilities and equipment in a survey of users.
9	BPCS8.1	8 <sup>th</sup>	Expenditure on the following items in comparison to the total spending (learning and teaching, research, community service).
10	BPCS11.1	11 <sup>th</sup>	Number of individuals benefited from Buraydah private colleges community service programs.

The following graph shows the distribution of KPIs and additional PIs on the eleven standards



The following table shows a summary of KPIs institutional values (actual benchmark) internal benchmark values and variation parameter between the two values. Based on the calculated values of variation parameters, a colour has been assigned to each KPI according to following criteria:

1. Green colour for KPIs with positive variation parameter (enhancement). The improvement process should be continued for variation parameter lower than 10%. For significant enhancement (variation parameter greater than 10%), an acknowledgment letter may be issued to the corresponding units or individuals.
2. Yellow colour for KPIs with negative variation parameter (degradation) less than 10%. This may be considered as an alarm for the corresponding units to execute an action plan to steer the value back into the enhancement region.
3. Red colour for KPIs with negative variation parameter more than 10% (significant degradation). In this case, improvement in this area is considered as a high priority and an action plan should be started as soon as possible.

S.N	KPIs Std.	KPIs code	KPI	Actual benchmark	Internal benchmark	Variation parameter
1	1	S1.1	Stakeholders' awareness ratings of the Mission Statement and Objectives.	3.63	3.54	1.8% enhancement
2	2	S2.1	Stakeholder evaluation of the Policy Handbook, including administrative flow chart and job responsibilities.	4.27	3.74	10.6% enhancement
3	3	S3.1	Students overall evaluation on the quality of their learning experiences at the institution	4.09	4.09	0
4	3	S3.2	Proportion of courses in which student evaluations were conducted during the year.	95%	90 %	5% enhancement
5	3	S3.3	Proportion of programs in which there was an independent verification, within the institution, of standards of student achievement during the year.	81.81%	72.72%	9.1% enhancement
6	4	S4.1	Ratio of students to teaching staff.	13.8 : 1	18:1	23.33% enhancement
7	4	S4.2	Students overall rating on the quality of their courses (Average rating of students on a five point scale on overall evaluation of courses.	4.34	4.33	0.2% enhancement
8	4	S4.3	Proportion of teaching staff with verified doctoral qualifications.	53.8%	63 %	9.2% degradation
9	4	S4.4	Percentage of students entering programs who successfully complete first year.	85%	62.37%	22.63% Enhancement
10	4	S4.5	Proportion of students entering undergraduate programs who completed those programs in the minimum time.	61%	48.97%	12% Enhancement
11	4	S4.7a	Proportion of graduates from undergraduate programs who within six months of graduation are employed.	46.32%	46.32%	0
12	4	S4.7b	Proportion of graduates from undergraduate programs who within six months of graduation are enrolled in further study.	6%	6%	0
13	4	BPCS4.1	Graduates' evaluation for quality of programs they studied, and skills and knowledge they have acquired.	4.13	4.01	2.4% Enhancement
14	4	BPCS4.2	Rating of students' satisfaction with receiving marks of assignments and tests in the courses within a reasonable time.	4.33	4.29	0.8% Enhancement

15	4	BPCS4.3	Proportion of the part-time teaching staff (collaborators) to the full-time teaching staff	0.04	0.01	3% Enhancement
16	4	BPCS4.4	Proportion of programs in which learning outcomes are directly assessed.	81.81%	72.72%	0
17	5	S5.1	Ratio of students to administrative staff.	31: 1	19.1:1	38.7% Degradation
18	5	S5.2	Proportion of total operating funds (other than accommodation and student allowances) allocated to provision of student services.	22%	15.18%	6.82% Enhancement
19	5	S5.3	Students' evaluation of academic and career counseling.	4.21	4.1	2.2% Enhancement
20	5	BPCS5.1	Ratio of students' satisfaction with support services	4.07	3.25	16.4% Enhancement
21	6	S6.1	Students evaluation of library services	4	3.12	17.6% enhancement
22	6	S6.2	Number of web-site subscriptions as a proportion of the number of programs offered.	0.8	0.5	37.5% Enhancement
23	6	S6.3	Stakeholder evaluation of the digital library.	3.6	3.28	6.4% Enhancement
24	6	BPCS6.1	Ratio of book titles held in the library to the number of students.	4: 1	3.52:1	12% Enhancement
25	7	S7.1	Annual expenditure on IT budget allocated per student	850 SAR	1432 SAR	40.64% degradation
26	7	S7.2	Stakeholder evaluation of the IT services.	3.75	3.32	8.6% Enhancement
27	7	S7.3a	Stakeholder evaluation of website.	3.78	3.64	3.7% Enhancement
28	7	S7.3b	Stakeholder evaluation of e-learning services	3.79	3.65	2.8% Enhancement
29	7	BPCS7.1	Number of accessible computers per student	0.244	0.21	13.9% Enhancement
30	7	BPCS7.2	Average overall rating of adequacy of facilities and equipment in a survey of users	3.96	3.98	0.4% Degradation
31	8	S8.1	Total operating expenditure (other than accommodation and student allowances) per student.	22,298 SAR/st.	25,097SR/Student	11.1% Degradation
32	8	BPCS8.1	Expenditure on the following items in comparison to the total spending	Learning and	Learning and	3.15% 1.12%

			(learning and teaching, research, community service.	Teaching 39.52% Research 1.24% Community Services 0.47%	Teaching 36.37% Research 0.12% Community Services 0.12%	0.35% Enhancement
33	9	S9.1	Proportion of teaching staff leaving the institution in the past year for reasons other than age retirement.	9.6%	8.98 %	0.62% Enhancement
34	9	S9.2	Proportion of teaching staff participating in professional development activities during the past year.	75%	72.07 %	2% Enhancement
35	10	S10.1	Number of refereed publications in the previous year per a full-time member of teaching staff.	0.21 : 1	0.36:1	41.6% Degradation
36	10	S10.3	Proportion of full time member of teaching staff with at least one refereed publication during the previous year.	13.4%	24.2%	10.8% Degradation
37	10	S10.6	Proportion of the total, annual operational budget dedicated to research.	1.24%	0.12 %	1.12% Enhancement
38	11	S11.1	Proportion of full time teaching and other staff actively engaged in community service activities.	0.2	0.2	0
39	11	S11.2	Number of community education programs provided as a proportion of the number of departments.	5.27	2.09	60.34% Enhancement
40	11	BPCS11.1	Number of individuals benefited from Buraydah private colleges community service programs.	3954	1000	74.7% Enhancement

**According to the obtained values, we can conclude the following Strengths:**

1. BPCs consider the attitude about the mission and vision is satisfactory.
2. Stakeholder evaluation of policy handbook is satisfactory.
3. Relatively high students' satisfaction with their learning experiences at BPCs.
4. BPCs is interested to provide high quality courses in both sections of male and female.
5. Ratio of students to teaching staff, (Based on full time equivalence) is a satisfying rate for BPCs and this ratio have been improved by 23% compared by previous academic year.
6. The BPCs' learning outcomes are going in the right way. It means also that the skills and characteristics of BPCs graduates met the requirements needed by National Qualifications Framework aiming to provide a highly competitive graduate to labor market.

7. The BPCs is interested to directly assess learning outcomes of most programs.
8. BPCs pays attention to support learning resources by providing financial support as well as high qualified librarians.
9. Programs completion rate in minimum time has been increased by 12% compared with previous academic year, which reflects a significant improvement in learning and teaching domain.
10. The number of community services activities provided by BPCs has been significantly increased as well as number of beneficiaries.

**According to the obtained values, the following improvements may be suggested:**

1. Verification of student achievement with appropriate system to be compared with similar institutions
2. Improvement plan containing activation of alumni following up unit, and establishment of Professional and standardized exam center.
3. It is planned to apply the direct assessment for all programs in the next 2 years as a part of a complete cycle of assessment. It needs further assessment, where there is no external benchmark to compare with it.
4. Encouragement and support the faculty members to attend professional development activities nationally and internationally to refresh, build and update their knowledge.
5. Full time staff members with doctoral degree should be recruited to improve the student / teaching staff ratio.
6. All new students should receive induction orientation on the program structure and the courses to improve their performance.
7. All admitted students in English program should obtain the minimum English proficiency skills required by each specialty as measured by one of the standardized tests.
8. The number of administrators should be increased
9. A formal policy for community engagement needs to be established to increase the beneficiaries from community services
10. Most textbooks are available but as part of the continuous quality checks of the library, a checklist of text availability as compared to the recent course specification documents should be performed and based on the findings the library books should updated and printed book should be increased to be compatible with number of students.

11. The library should ensure that most of textbooks are available online.
12. The use of effective electronic technologies should be stressed and number of web-site subscriptions should be increased to be compatible with students' numbers.
13. The Research Center should focus on creating the policies, procedures and action plans needed to implement the best practices in commercializing the research efforts and to encourage a culture of entrepreneurship.
14. Teaching staff should be encouraged to engage in more research activities.
15. Improvement of student services to be more attractive to students.
16. Annual expenditure on IT budget should be increased.

For more investigation, we will demonstrate the assessment table of each KPI and additional PI including method of calculation as well as the analysis of the obtained results. The actual benchmark value obtained from 11 programs is compared with the internal benchmark which have been obtained from results for the academic year 2017/2018, also the actual benchmark has been broke down into male and female values in order to investigate any significant differences in provided services and resources.

**KPI: Stakeholders' awareness ratings of the Mission Statement and Objectives.**

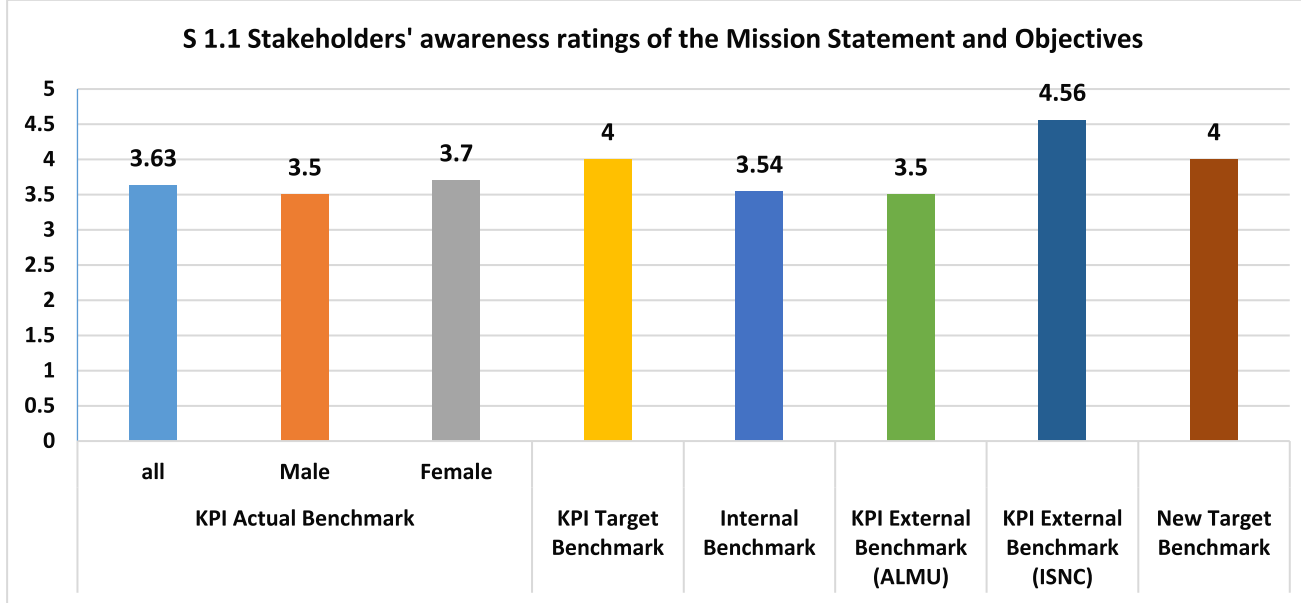
**NCAAA KPI Reference No.: S1.1**

**Institutional KPI Reference No: 1**

KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark		New Target Benchmark
			ALMU	ISNC	
3.63	4	3.54	3.5	4.56	4
KPI Actual Benchmark (male)			KPI Actual Benchmark (female)		
3.5			3.7		

The actual KPI value have been calculated by:

The average rating of satisfaction for both teaching staff and students in Q1 of institutional activity questionnaire



**KPI analysis:**

**Strengths:**

1. The obtained results show a slight enhancement (1.8%) in the awareness of stakeholders about the institution mission,
2. Equal awareness level in both male and female sections.

**Recommendations:**

1. Mission statements and objectives should be effectively announced through brochures.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers are:

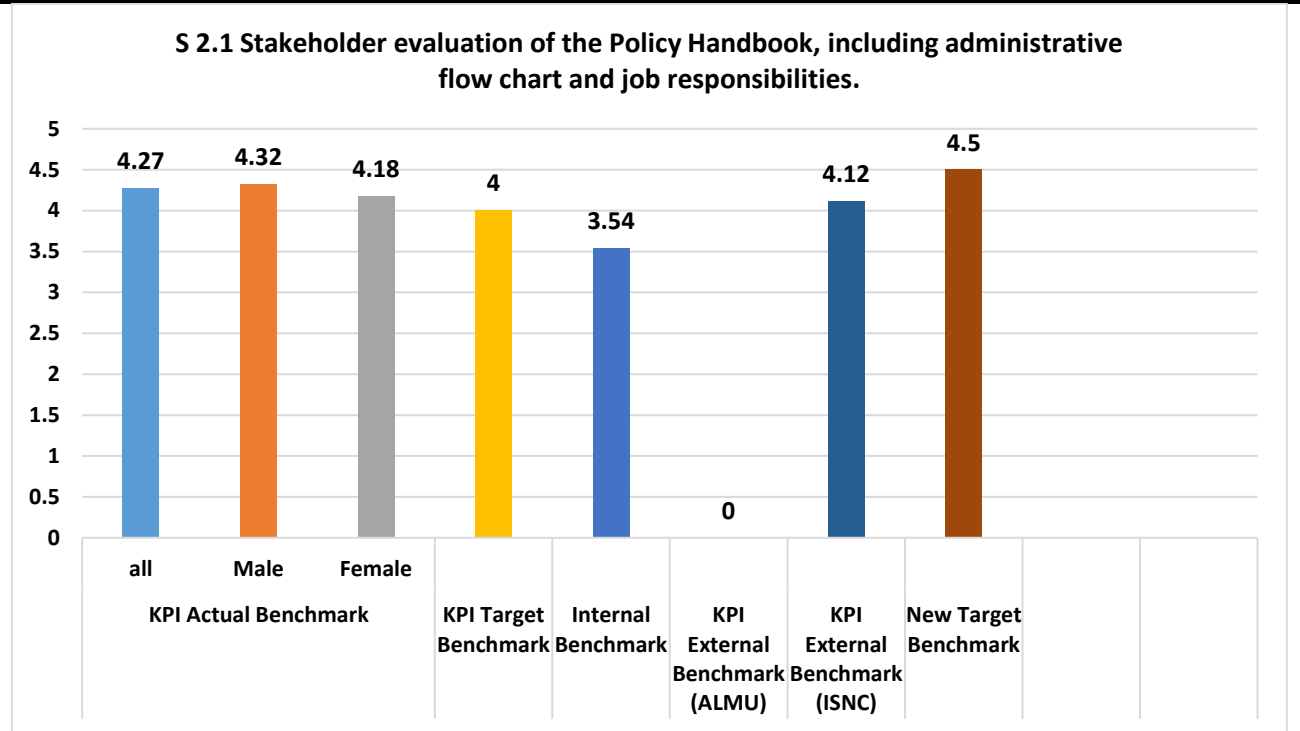
- ALMAAREFA university (ALMU)
- IBN SINA national college for medical studies (ISNC)

**KPI: Stakeholder evaluation of the Policy Handbook, including administrative flow chart and job responsibilities**

NCAAA KPI Reference Number : S2.1

Institutional KPI Reference Number: 2

KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark		New Target Benchmark
			ALMU	ISNC	
4.27	4	3.74	Not Available	4.12	4.5
KPI Actual Benchmark (male)			KPI Actual Benchmark (female)		
4.32			4.18		



**KPI analysis:**

**Strengths:**

1. The result shows that there is a significant enhancement (10.6%) in stakeholders' evaluation for policy handbook.
2. The actual benchmark value is greater than that for external benchmark.

**Recommendations:**

1. Increase the awareness of policy handbook in female section.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark provider is:

- IBN SINA national college for medical studies (ISNC)

**KPI: Students overall evaluation on the quality of their learning experiences at the institution.**

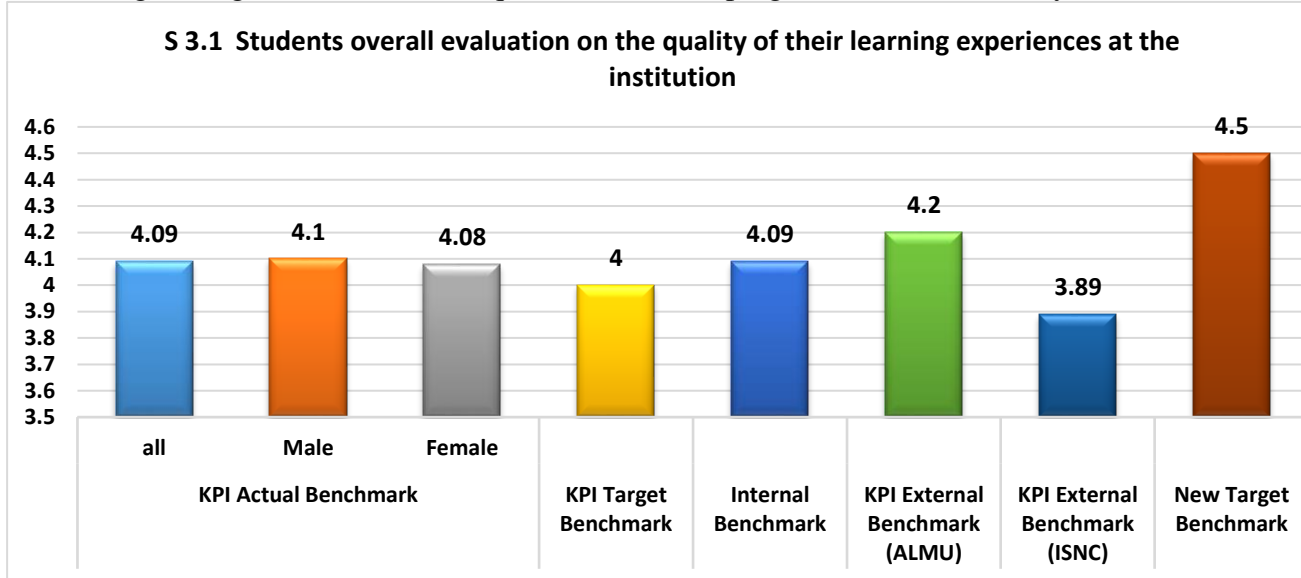
**NCAAA KPI Reference Number : S3.1**

**Institutional KPI Reference Number: 3**

KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark		New Target Benchmark
			ALMU	ISNC	
4.09	4	4.09	4.2	3.89	4.5
KPI Actual Benchmark (male)			KPI Actual Benchmark (female)		
4.1			4.08		

The actual KPI value have been calculated by:

The average rating of satisfaction for question no. 22 in program evaluation survey



**KPI analysis:**

Strengths:

1. The results show acceptable overall level of quality of students' learning experience in institution and it is equal to the value internal benchmark.
2. The actual benchmark value is greater than that for external benchmark.
3. Equal awareness level in both male and female sections.

Recommendations:

1. A focused students groups are to be formed to investigate the factors that effect on students opinions regarding their learning experience in institution.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers are:

- ALMAAREFA university (ALMU)
- IBN SINA national college for medical studies (ISNC)

**KPI: Proportion of courses in which student evaluations were conducted during the year..**

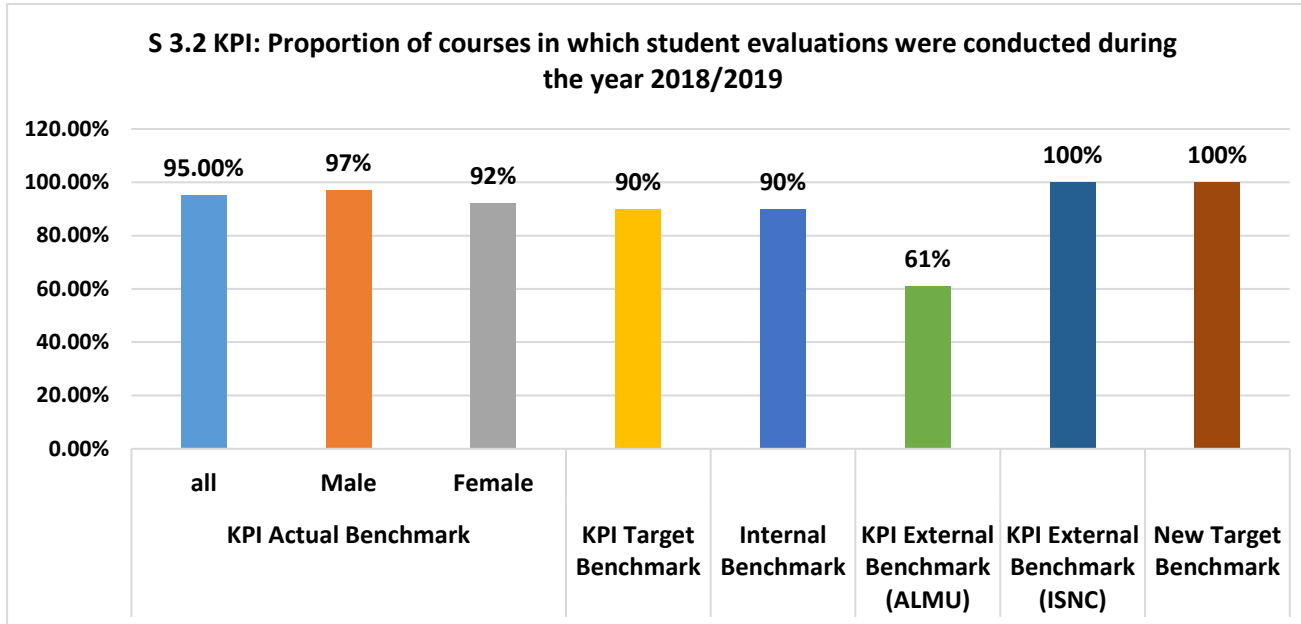
**NCAAA KPI Reference Number : S3.2**

**Institutional KPI Reference Number: 4**

KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark		New Target Benchmark
			ALMU	ISNC	
95%+	90%	90%	61%	100%	100%
KPI Actual Benchmark (male)			KPI Actual Benchmark (female)		
97%			92%		

The actual KPI value have been calculated by:

Dividing number of courses in which questionnaires have been conducted over total number of delivered courses.



**KPI analysis:**

Strengths:

1. There is a significant enhancement (5%) in actual value of KPI.

Recommendations:

1. More efforts should be exerted regarding conducting course evaluation surveys specially in female section.
2. Course evaluation surveys should be conducted in all courses.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers are:

- ALMAAREFA university (ALMU)
- IBN SINA national college for medical studies (ISNC)

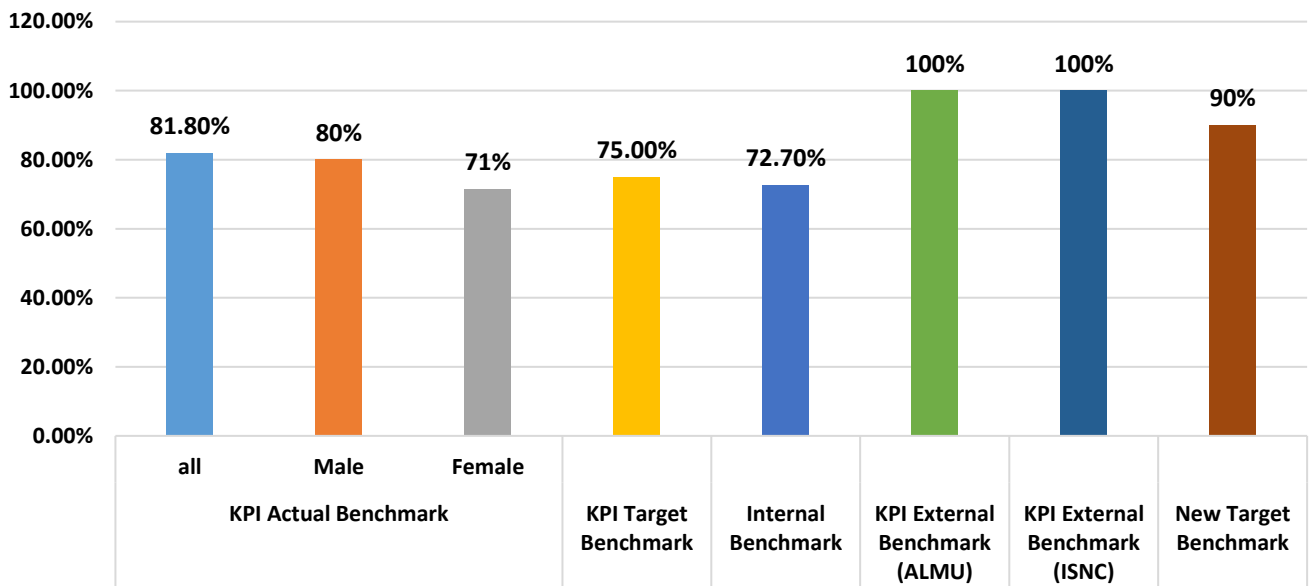
**KPI: Proportion of programs in which there was an independent verification, within the institution, of standards of student achievement during the year.**

**NCAAA KPI Reference Number : S3.3**

**Institutional KPI Reference Number: 5**

KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark		New Target Benchmark
			ALMU	ISNC	
81.81%	75%	72.72%	100%	100%	90%
KPI Actual Benchmark (male)			KPI Actual Benchmark (female)		
80%			71%		

**S 3.3 Proportion of programs in which there was independent verification of standards of student achievement within the institution during the year**



**KPI analysis:**

**Strengths:**

1. Verification committees are formed in all programs, and one of the main responsibilities of it is to make verification of students' results and achievement rates.

**Recommendations:**

1. BPCs is encouraged also to make verification for students results by independent reviewers from outside the colleges.
2. The verification committees should perform their tasks in both sections equally.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices. The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers are:

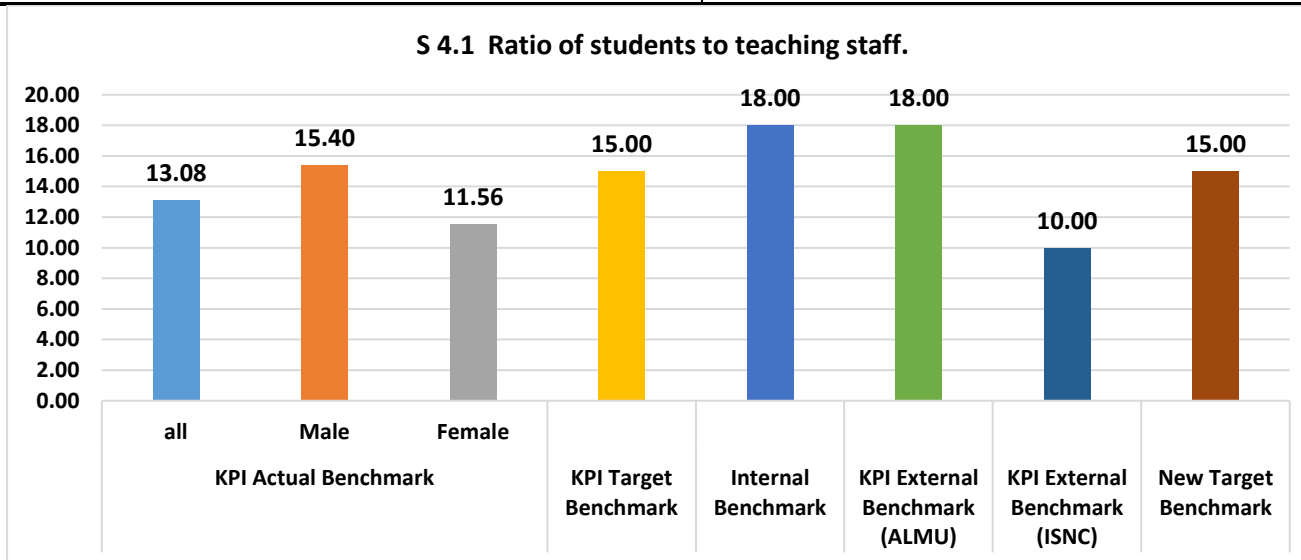
- ALMAAREFA university (ALMU)
- IBN SINA national college for medical studies (ISNC)

**KPI: Ratio of students to teaching staff.**

**NCAAA KPI Reference Number : S4.1**

**Institutional KPI Reference Number: 6**

KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark		New Target Benchmark
			ALMU	ISNC	
13.8:1	15:1	18:1	18:01	10:1	15:1
KPI Actual Benchmark (male)			KPI Actual Benchmark (female)		
15.4:1			11.56:1		



The actual KPI value have been calculated by:

Dividing number of enrolled students over number of teaching staff for the academic year 2018/2019

**KPI analysis:**

Strengths:

1. It can be noticed that there is improvement in the overall value of the KPI (23.3%),
2. The ratio is within the values of the national figure.
3. New teaching staff members have been hired, so the overall number have been increased from 157 in 2017/2018 to 177 in 2018/2019.

Recommendations:

1. BPC is encouraged to attract and keep enough number of faculties to provide high quality learning service.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers are:

- ALMAAREFA university (ALMU)
- IBN SINA national college for medical studies (ISNC)

**KPI: Students overall rating on the quality of their courses (Average rating of students on a five point scale on overall evaluation of courses.**

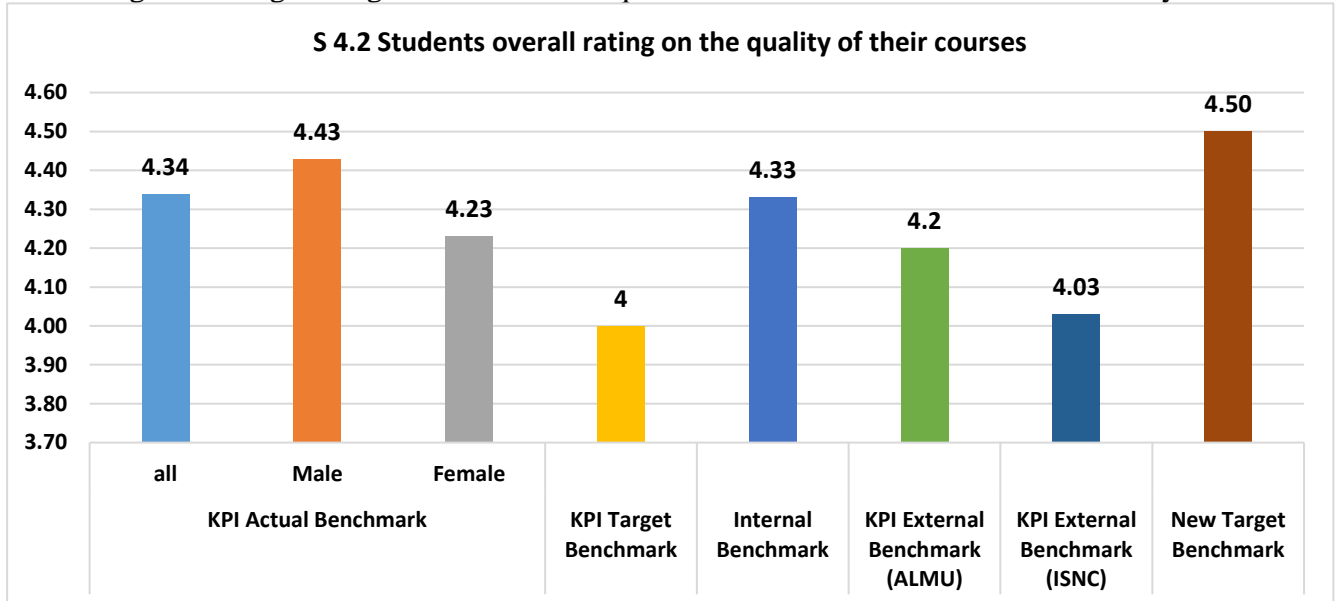
**NCAAA KPI Reference Number : S4.2**

**Institutional KPI Reference Number: 7**

KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark		New Target Benchmark
			ALMU	ISNC	
4.34	4	4.33	4.2	4.03	4.5
KPI Actual Benchmark (male)			KPI Actual Benchmark (female)		
4.43			4.23		

The actual KPI value have been calculated by:

Evaluating the average rating of satisfaction of question no. 24 in course evaluation survey



### KPI analysis:

#### Strengths:

1. The results reflect high level of students' satisfaction regarding their courses quality.
2. Almost equal satisfaction rates in both male and female sections.
3. The actual benchmark value is greater than that for external benchmark.

#### Recommendations:

1. These results have to be verified by other indicators like students' achievement levels and comparing it with achievement levels for students in other institutions.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers are:

- ALMAAREFA university (ALMU)
- IBN SINA national college for medical studies (ISNC)

**KPI: Proportion of teaching staff with verified doctoral qualifications.**

**NCAAA KPI Reference Number : S4.3**

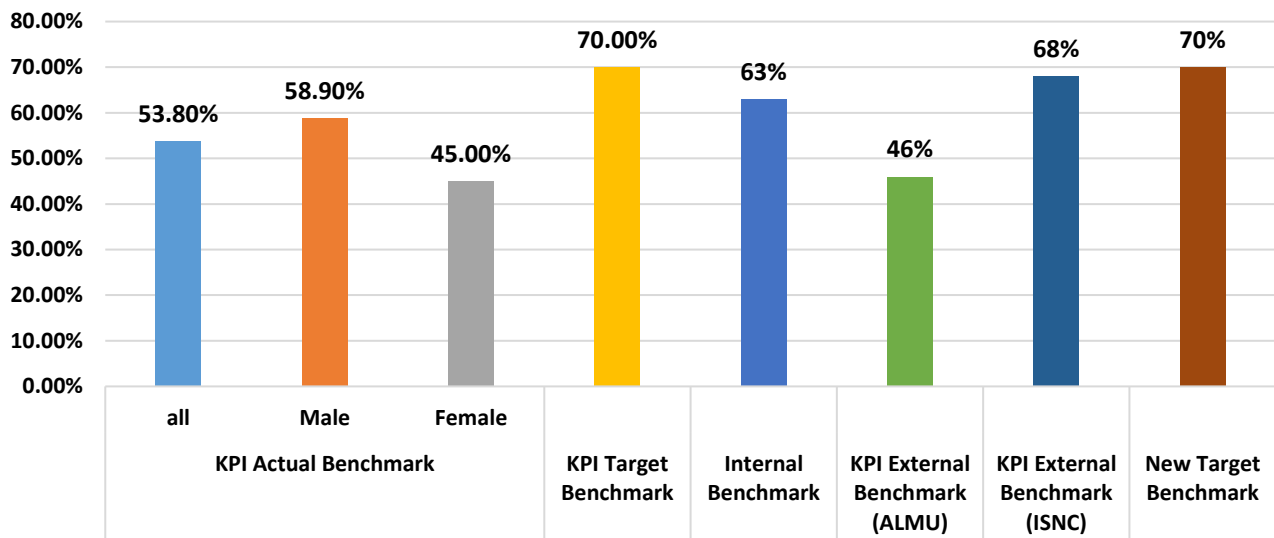
**Institutional KPI Reference Number: 8**

KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark		New Target Benchmark
			ALMU	ISNC	
53.8%	70%	63%	46%	68.06%	70%
KPI Actual Benchmark (male)			KPI Actual Benchmark (female)		
58.9%			45%		

The actual KPI value have been calculated by:

Dividing number of teaching staff with verified doctoral qualification by total number of teaching staff.

**S 4.3 Proportion of teaching staff with verified doctoral qualifications**



**KPI analysis:**

There is a significant degradation (9.2%) in actual KPI value compared with that of previous academic year. This degradation is more severe in female section.

Strengths:

1. The actual KPI value lies above both values of external benchmarks.

Recommendations:

1. BPCs is encouraged to hire new teaching staff with verified PhD qualifications to improve this percentage.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers are:

- ALMAAREFA university (ALMU)
- IBN SINA national college for medical studies (ISNC)

**KPI: Percentage of students entering programs who successfully completed first year.**

**NCAAA KPI Reference Number : S4.4**

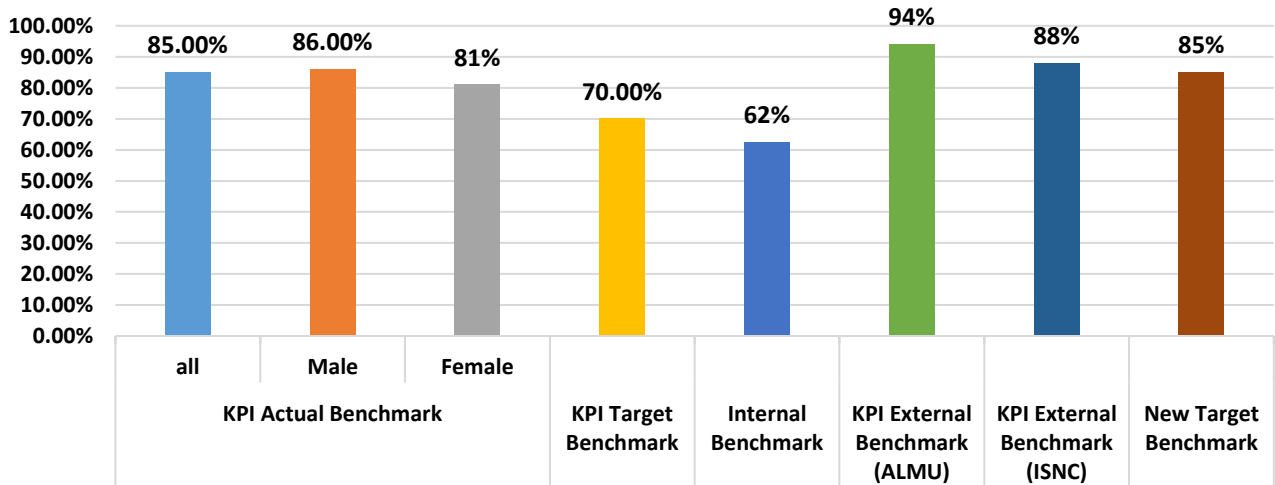
**Institutional KPI Reference Number: 9**

KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark		New Target Benchmark
			ALMU	ISNC	
85%	70%	62%	94%	87.92%	85%
KPI Actual Benchmark (male)			KPI Actual Benchmark (female)		
86%			81%		

The actual KPI value have been calculated by:

Dividing number of students who passed the first year successfully over number of students who enrolled in the first year

**S 4.4 Percentage of students entering programs who successfully completed the first year**



**KPI analysis:**

Strengths:

1. The result shows high retaining for students especially in male section.
2. The KPI actual value has been improved regarding the internal benchmark value.

Recommendations:

1. BPCs is encouraged to verify students achievement levels in first year by independent examiners.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation.
- Compatibility of infrastructure and facilities required for the programs.
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers are:

- ALMAAREFA university (ALMU)
- IBN SINA national college for medical studies (ISNC)

**KPI: Proportion of students entering undergraduate programs who completed those programs in the minimum time.**

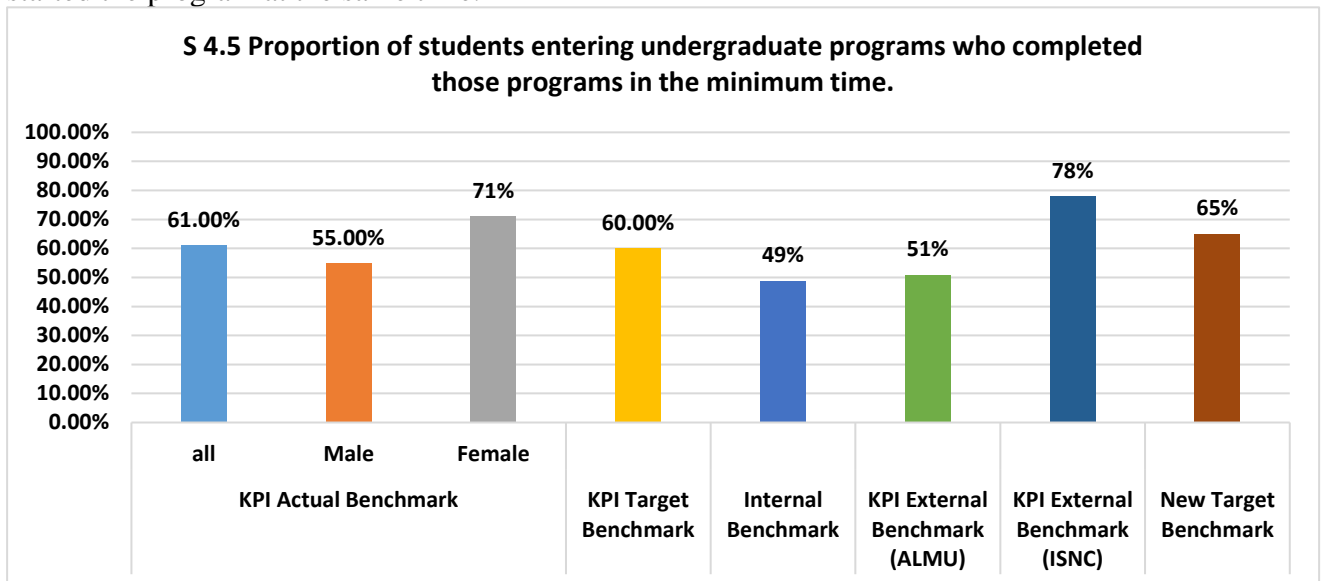
**NCAAA KPI Reference Number : S4.5**

**Institutional KPI Reference Number: 10**

KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark		New Target Benchmark
			ALMU	ISNC	
61%	60%	49%	51%	78%	65%
KPI Actual Benchmark (male)			KPI Actual Benchmark (female)		
55%			71%		

The actual KPI value have been calculated by:

Dividing number of students who completed program in min time (4, 5 or 6 years) by total number who started the program at the same time.



#### KPI analysis:

##### Strengths

1. It can be noticed that the overall completion rate has been significantly improved regarding the internal benchmark value.

##### Recommendations:

1. There is a significant difference between female and male values which should be analyzed to investigate whether it is due to provided resources in each section or due to female' achievement levels.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers are:

- ALMAAREFA university (ALMU)
- IBN SINA national college for medical studies (ISNC)

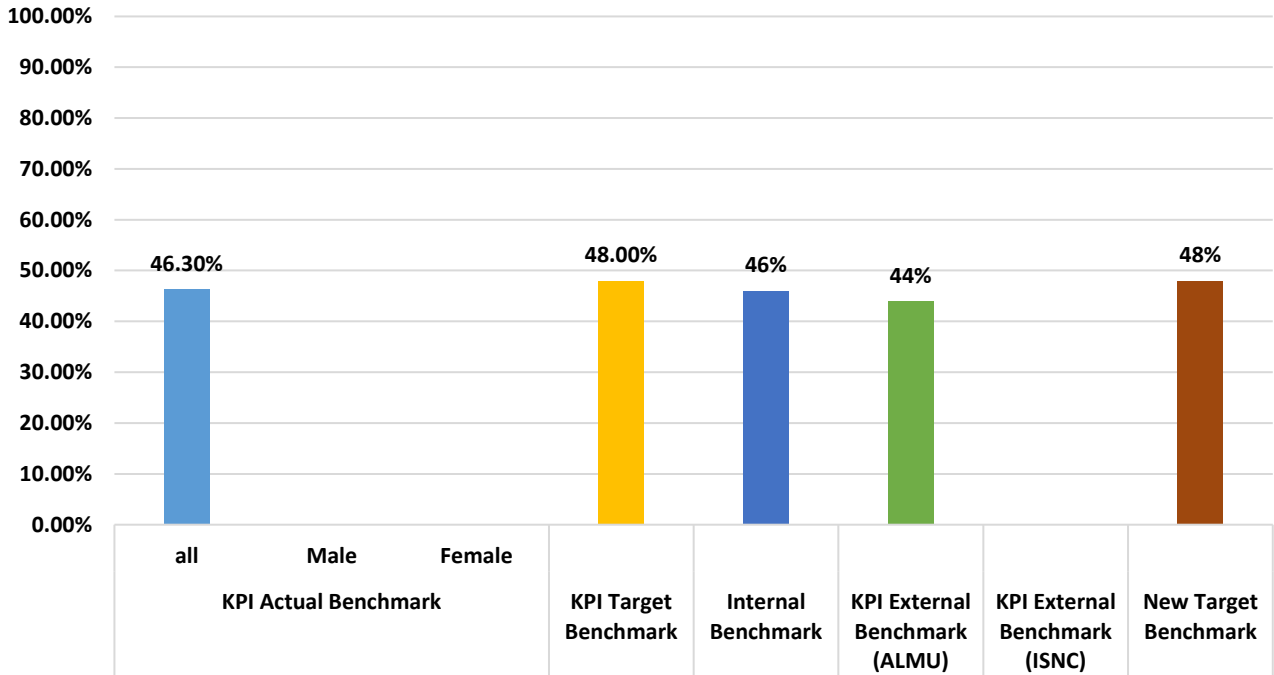
**KPI: Proportion of graduates from undergraduate programs who within six months of graduation are employed.**

NCAAA KPI Reference Number : S4.7a

Institutional KPI Reference Number: 11

KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark		New Target Benchmark
			ALMU	ISNC	
46.3%	48%	46%	44%	Data not available	48%

**S 4.7a Proportion of graduates from undergraduate programs who within six months of graduation are employed.**



**KPI analysis:**

Strengths:

1. Actual benchmark value lies above the value of external benchmark.

Recommendation:

1. BPCs need to study the labor market and focus on developing competencies and outcomes that improve the employability of their graduates.
2. Strong contacts should be maintained with graduates to monitor their professional progress.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices. The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers is:

- ALMAAREFA university (ALMU)

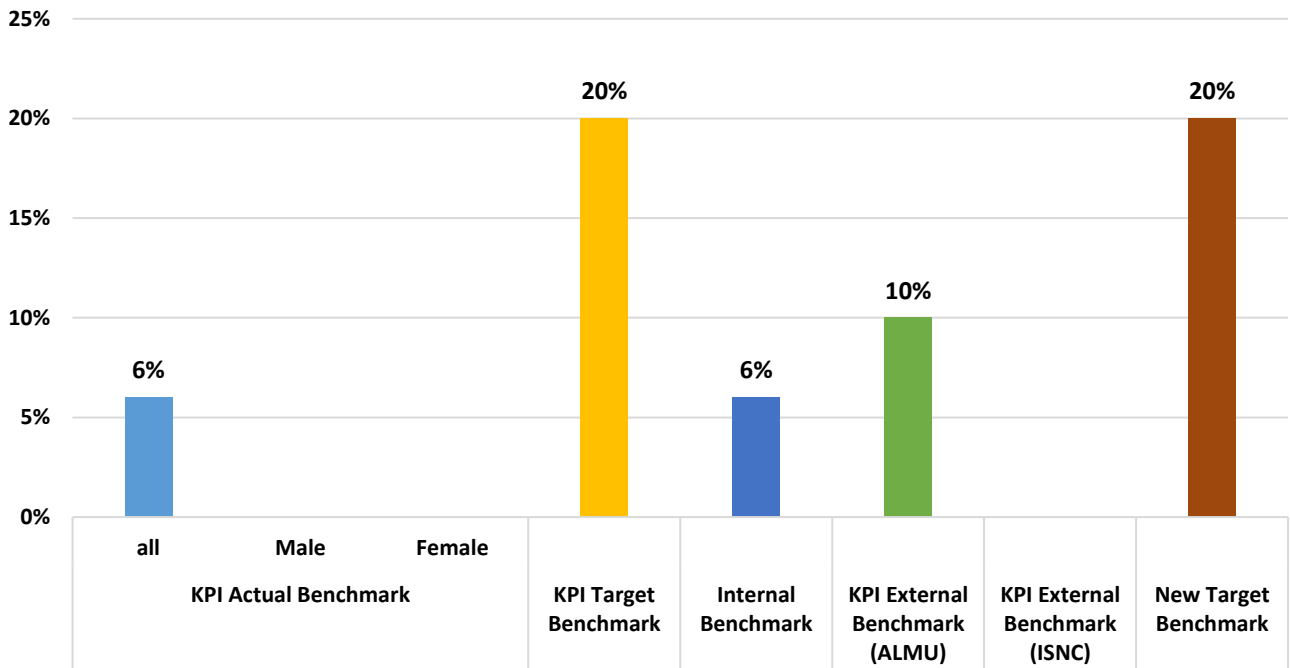
**KPI: Proportion of graduates from undergraduate programs who within six months of graduation are enrolled in further study.**

**NCAAA KPI Reference Number : S4.7b**

**Institutional KPI Reference Number: 12**

KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark		New Target Benchmark
			ALMU	ISNC	
6%	20%	6%	10%	Data not available	20%

**S 4.7b Proportion of graduates from undergraduate programs who within six months of graduation are enrolled in further study.**



**KPI analysis:**

Strengths:

1. An alumni unit have been established in each college.

Recommendation:

3. BPCs need to study the labor market and focus on developing competencies and outcomes that improve the employability of their graduates.
4. Strong contacts should be maintained with graduates to monitor their academic progress.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers is:

- ALMAAREFA university (ALMU)

**KPI: Ratio of students to administrative staff.**

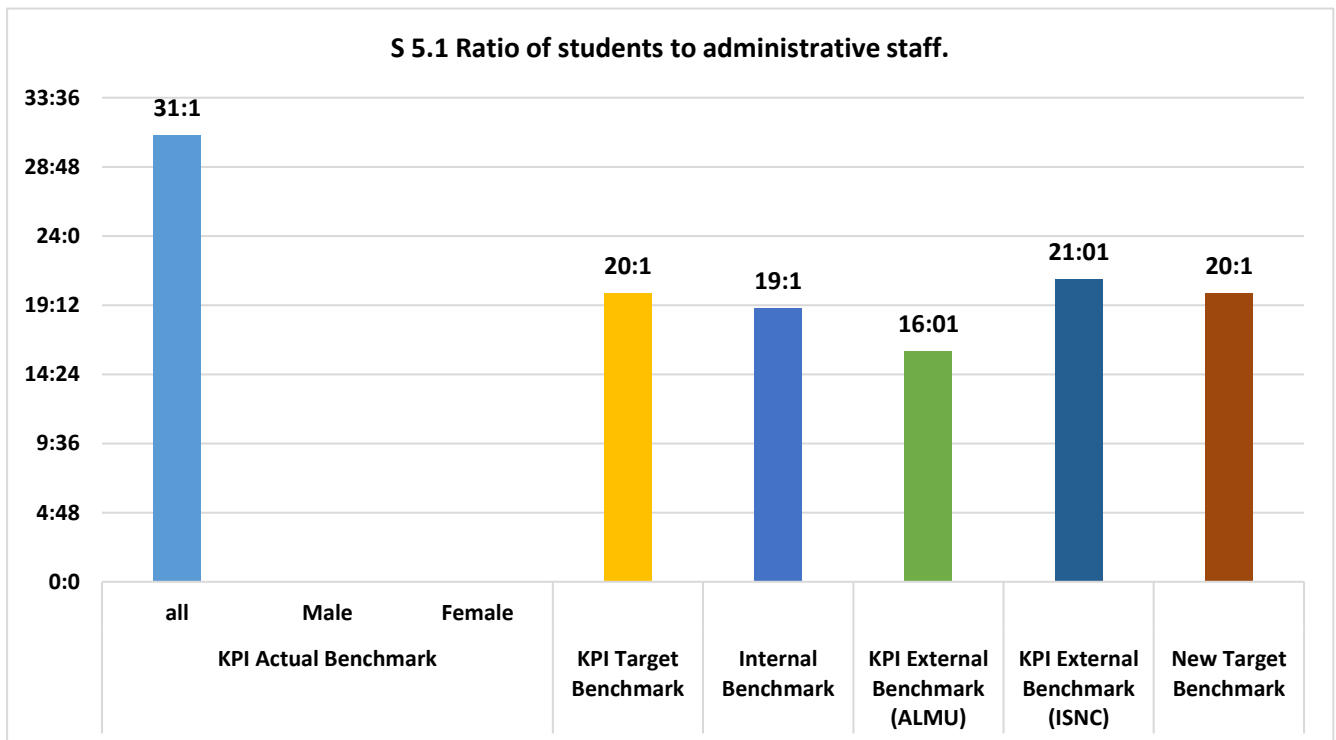
**NCAAA KPI Reference Number : S5.1**

**Institutional KPI Reference Number: 13**

KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark		New Target Benchmark
			ALMU	ISCN	
31:1	20:1	19:1	16:01	21:1	20:1

The actual KPI value have been calculated by:

The benchmark value was calculated by dividing the total number of students regular in BPCs / total number of administrative staff members.



**KPI analysis:**

Recommendations:

1. BPCs is encouraged to hire new administrative staff to improve the actual KPI value compared with both internal and external benchmarks values, this action should take higher priority as the degradation factor is significantly high (38.7%).

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by Human resource and student admissions units.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers is:

- ALMAAREFA university (ALMU)

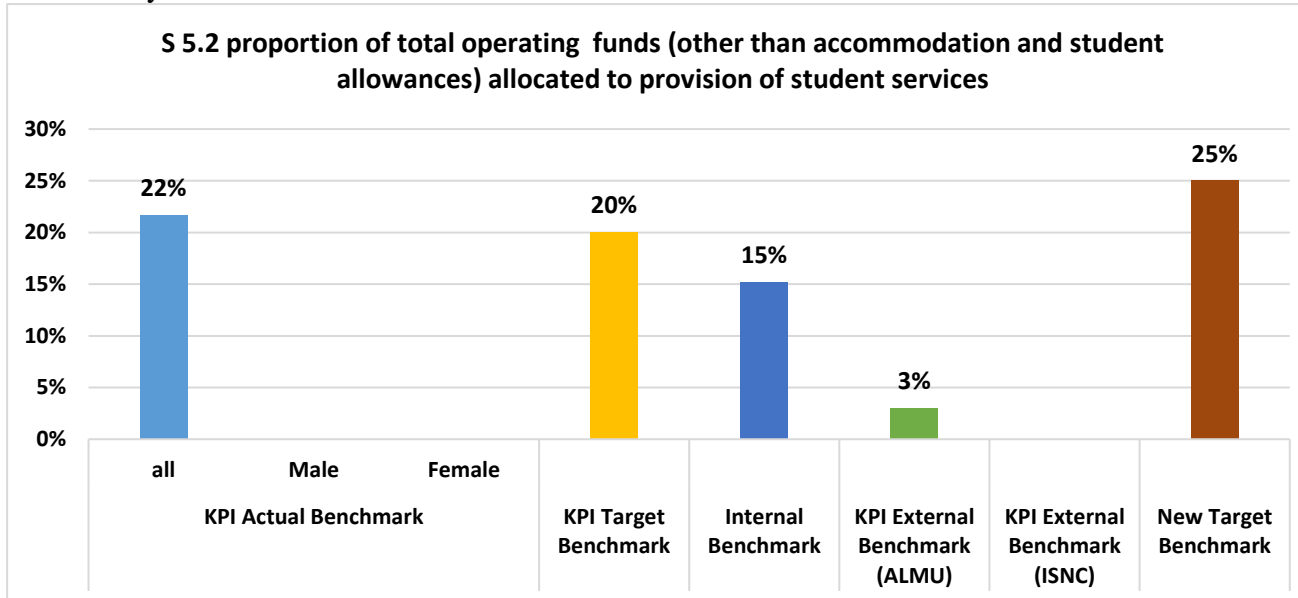
**KPI: Proportion of total operating funds (other than accommodation and student allowances) allocated to provision of student services.**

**NCAAA KPI Reference Number : S5.2**

**Institutional KPI Reference Number: 14**

KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark		New Target Benchmark
			ALMU	ISNC	
22%	20%	15%	3%	-	25%

The actual KPI value have been calculated by:  
Provided by financial administration



**KPI analysis:**

**Strengths:**

1. There is an enhancement in KPI actual benchmark compared with internal benchmark value.
2. Actual benchmark value is greater than that of external benchmark, it reflects the BPCs administration keenness to provide high quality students' services.

**Recommendations:**

1. BPCs is encouraged to investigate the effect of increasing budget dedicated to students' services on students satisfaction levels regarding services provided to them, this may happen through questionnaires.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers is:

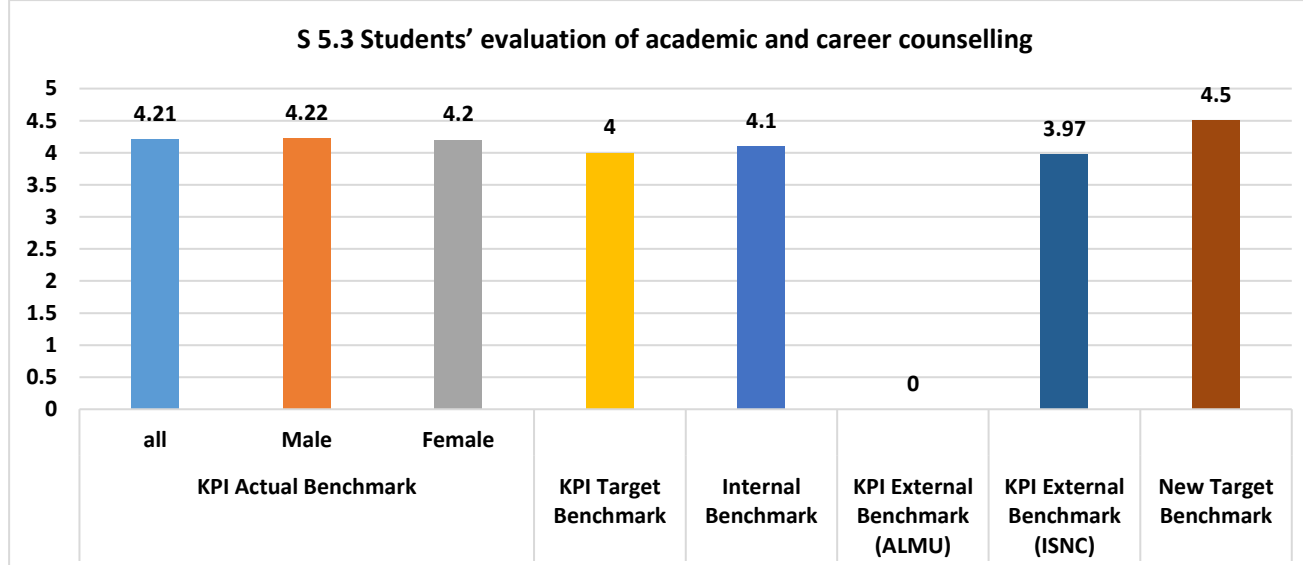
- ALMAAREFA university (ALMU)

**KPI: Students' evaluation of academic and career counselling.**

**NCAAA KPI Reference Number : S5.3 Institutional KPI Reference Number: 15**

KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark		New Target Benchmark
			ALMU	ISNC	
4.21	4	4.1	Data not available	3.97	4.5
KPI Actual Benchmark (male)			KPI Actual Benchmark (female)		
4.22			4.2		

The actual KPI value have been calculated by:  
Satisfaction levels of question number 1 in program evaluation survey.



**KPI analysis:**

**Strengths:**

1. The results show almost equal satisfaction levels in both male and female sections.
2. A committee have been formed to support students with low GPA and to seek for ways to improve their performance.

**Recommendations:**

1. Programs are encouraged to held periodic meetings with students to increase their awareness towards the role of academic counseling.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark provider is:

- IBN SINA national college for medical studies (ISNC)

**KPI: Students evaluation of library services.**

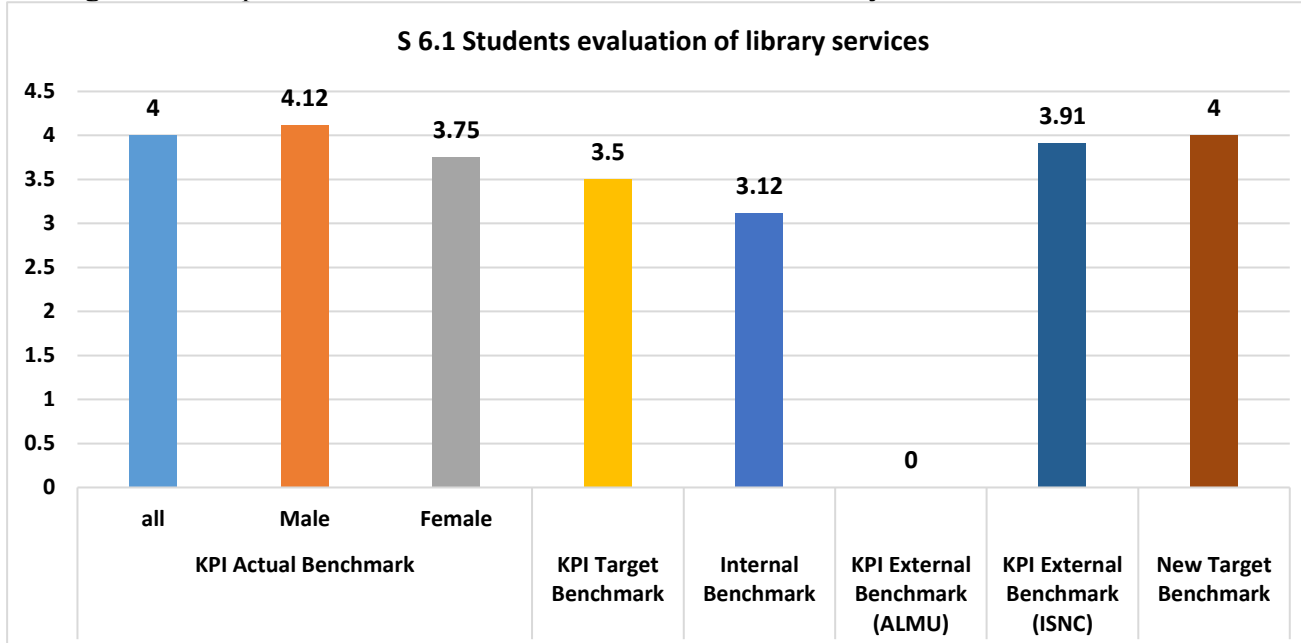
**NCAAA KPI Reference Number : S6.1**

**Institutional KPI Reference Number: 16**

KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark		New Target Benchmark
			ALMU	ISNC	
4	3.5	3.12	3.91	Data not available	4
KPI Actual Benchmark (male)			KPI Actual Benchmark (female)		
4.12			3.75		

The actual KPI value have been calculated by:

Average score of questions 19 to 23 and 27 to 29 in students' survey



**KPI analysis:**

**Strengths:**

1. The comparison between actual benchmark and internal benchmark values reflects a significant improvement (17.6%) in library service especially in male section.
2. Actual benchmark value is approximately to external benchmark value.

**Recommendations:**

1. Library services still need more improvement to support learning and teaching processes.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

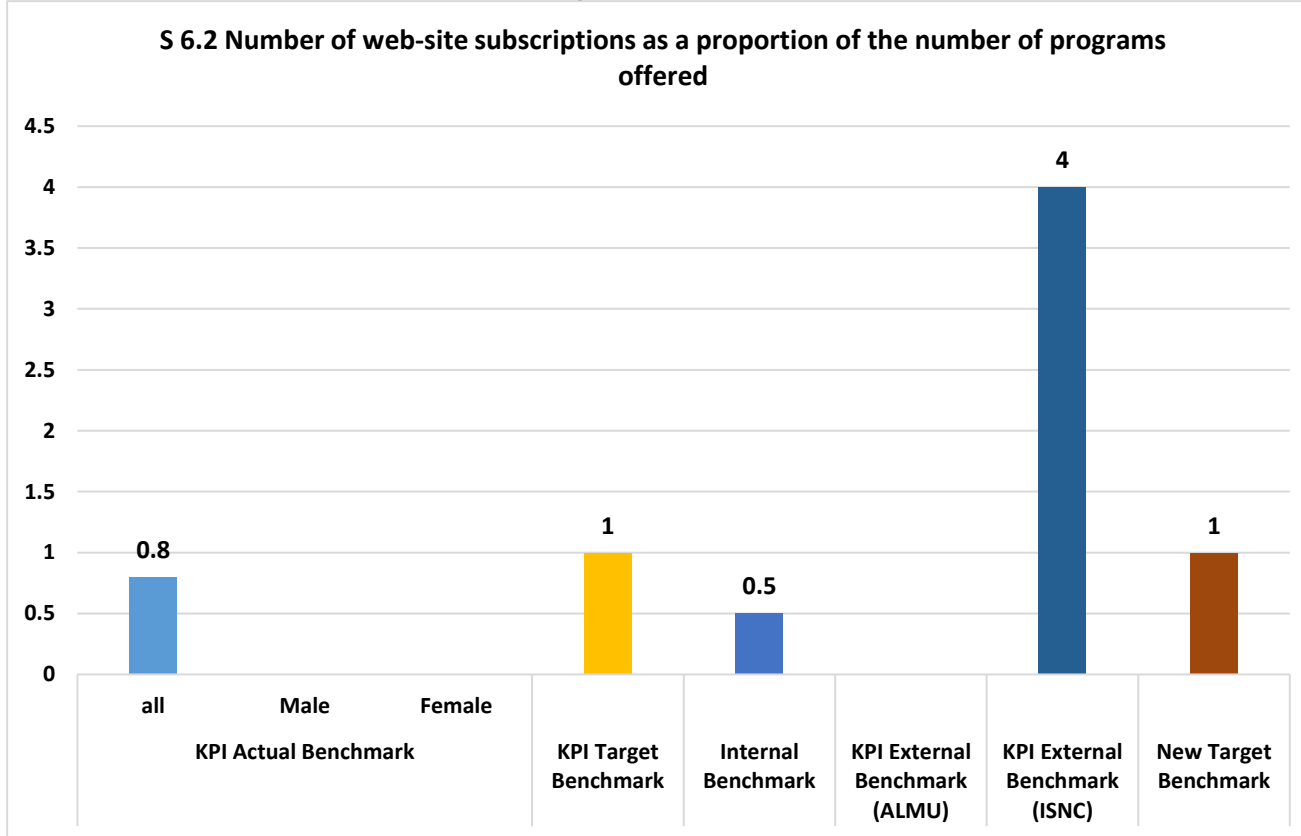
External benchmark provider is:

- IBN SINA national college for medical studies (ISNC)

**KPI: Number of web-site subscriptions as a proportion of the number of programs offered .**  
**NCAAA KPI Reference Number : S6.2 Institutional KPI Reference Number: 17**

KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark		New Target Benchmark
			ALMU	ISNC	
0.8	1	0.5	Data not available	4	1

The actual KPI value have been calculated by:



**KPI analysis:**

**Strengths:**

1. The value for actual benchmark is greater than that of internal benchmark value.

**Recommendations:**

1. More subscriptions are needed, BPCs is encouraged to increase the number of subscriptions to at least on web-site for each program.
2. Compared with external bench mark value. BPCs is highly encouraged to increase the number of subscriptions and it should be considered as high priority action.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how much is the progress or degradation in relevant practices.

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

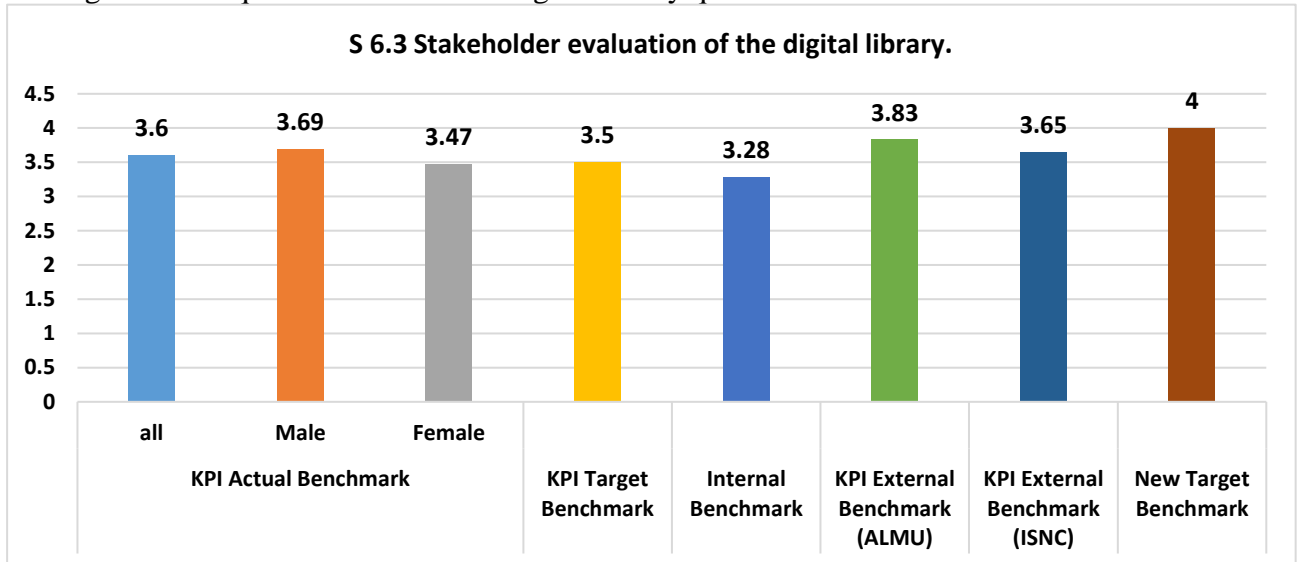
**KPI: Stakeholder evaluation of the digital library.**

**NCAAA KPI Reference Number : S6.3**

**Institutional KPI Reference Number: 18**

KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark		New Target Benchmark
			ALMU	ISNC	
3.6	3.5	3.28	3.6	3.65	4
KPI Actual Benchmark (male)			KPI Actual Benchmark (female)		
3.69			3.47		

The actual KPI value have been calculated by:  
Average score of questions 14 to 22 in digital library questionnaire.



**KPI analysis:**

**Strengths:**

1. BPCs has subscribed in Saudi Digital Library (DSL).
2. Actual benchmark value exceeded the target and almost approaches the external benchmark values.

**Recommendations:**

1. The services provided to students and teaching staff need are to be improved as reflected from shown results.
2. Orientation sessions and workshops may be held by Librarian to increase the awareness of stakeholders about DSL services

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers are:

- ALMAAREFA university (ALMU)
- IBN SINA national college for medical studies (ISNC)

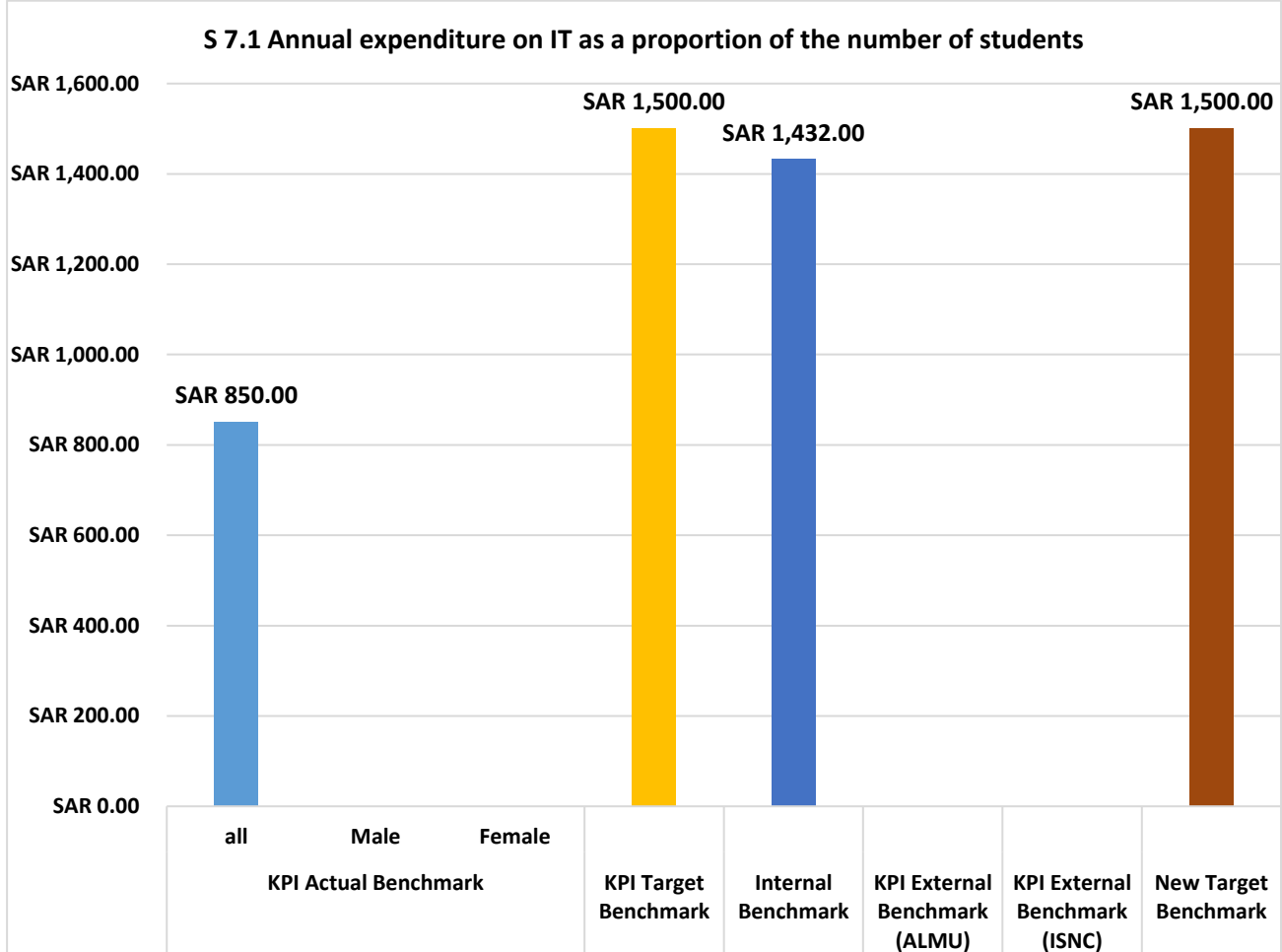
**KPI: Annual expenditure on IT budget allocated per student.**

**NCAAA KPI Reference Number : S7.1**

**Institutional KPI Reference Number: 19**

KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark		New Target Benchmark
			ALMU	ISNC	
850 SAR/St.	1500 SAR/St.	1432 SAR/St.	Data not available		1500 SAR/St.

The actual KPI value have been calculated by:  
Provided by financial administration



**KPI analysis:**

**Recommendations**

1. The obtained results show that there is a significant degradation (40.64%) in actual benchmark value compared with the internal benchmark.
2. BPCs is encouraged to assign enough budget to improve IT services quality, the value of target benchmark has been set to 1500 SAR/St.
3. The improvement in this KPI should reflect on stakeholders' satisfaction with IT services S7.2.

Data for internal benchmark has been obtained for academic year 2017/2018.

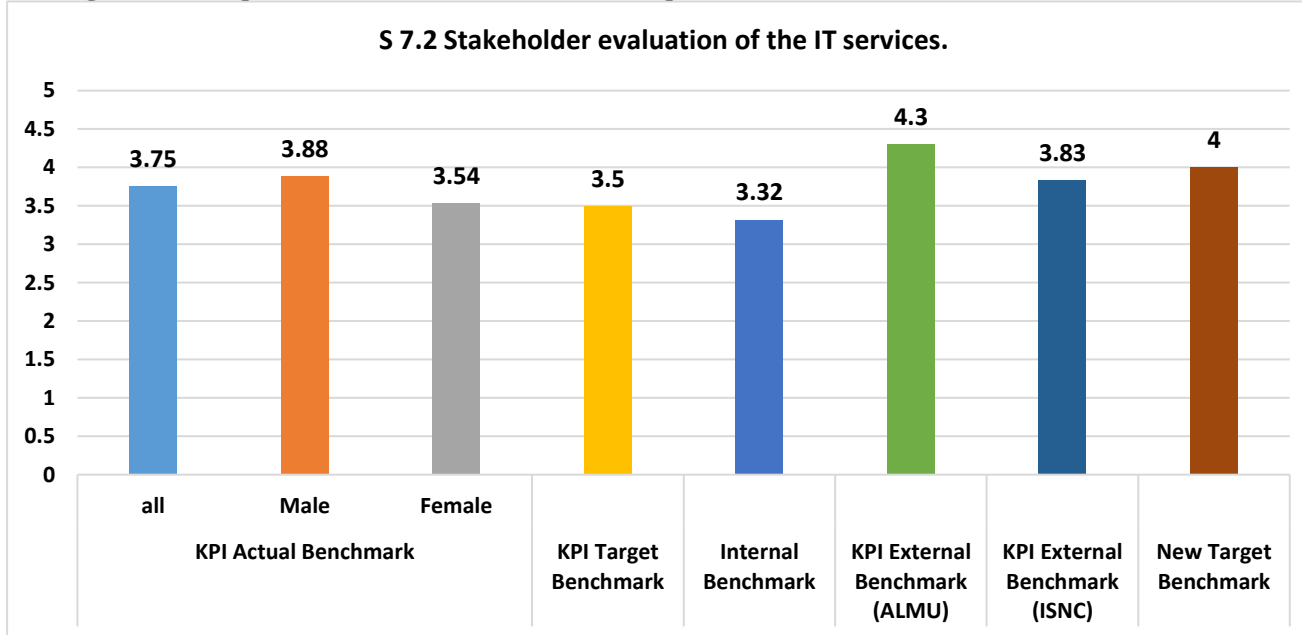
The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

No available data for external benchmarks

<b>KPI: Stakeholder evaluation of the IT services.</b>					
<b>NCAAA KPI Reference Number : S7.2</b>			<b>Institutional KPI Reference Number: 20</b>		
KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark		New Target Benchmark
			ALMU	ISNC	
3.75	3.5	3.32	4.8	3.83	4
KPI Actual Benchmark (male)			KPI Actual Benchmark (female)		
3.88			3.54		

The actual KPI value have been calculated by:  
Average score of questions 23 to 27 in IT services questionnaire.



**KPI analysis:**

**Strengths:**

1. There is an enhancement in actual KPI value compared with the internal benchmark value.
2. The actual benchmark value almost approaches the external benchmark one.

**Recommendations:**

1. The results shows that provided IT services needs to be improved on both levels of resources human resources for technical support and infra structure.
2. The annual expenditure on IT per students should be increased.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

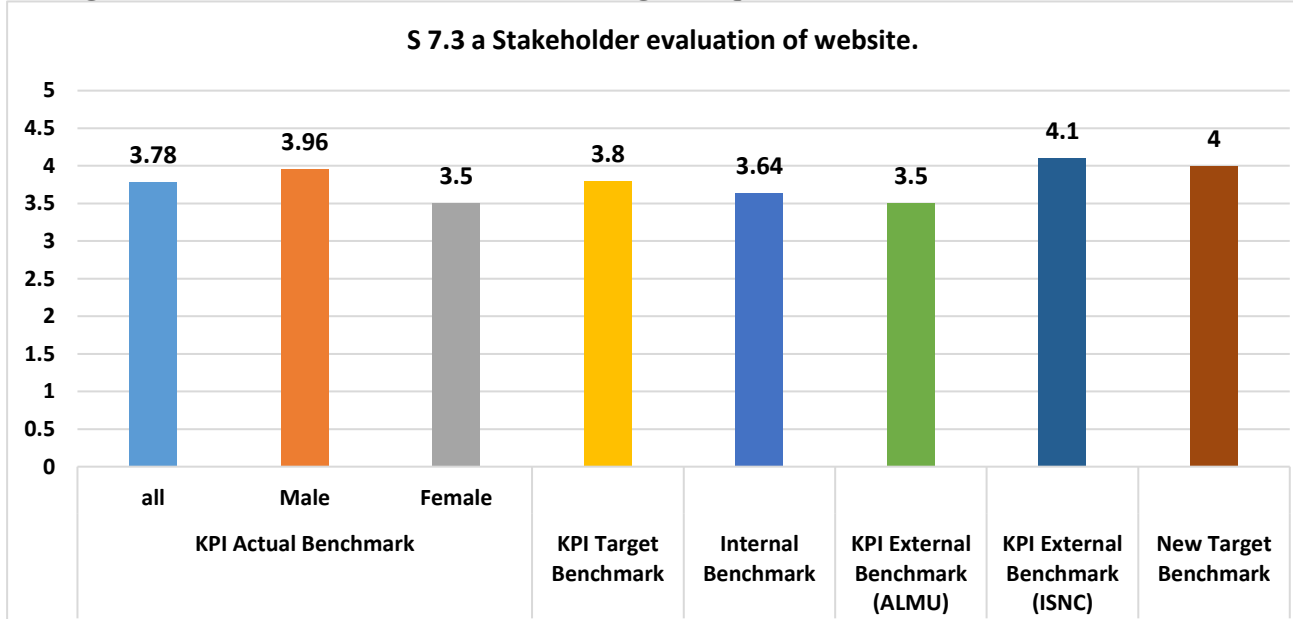
The external benchmark values have been calculated by external benchmark providers.

External benchmark providers are:

- ALMAAREFA university (ALMU)
- IBN SINA national college for medical studies (ISNC)

<b>KPI: Stakeholder evaluation of website.</b>					
<b>NCAAA KPI Reference Number : S7.3a</b>			<b>Institutional KPI Reference Number: 21</b>		
KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark		New Target Benchmark
			ALMU	ISNC	
3.78	3.8	3.64	3.5	4.1	4
KPI Actual Benchmark (male)			KPI Actual Benchmark (female)		
3.96			3.5		

The actual KPI value have been calculated by:  
Average score of Q7:Q13 in students and teaching staff questionnaires



**KPI analysis:**

**Strengths:**

1. The actual benchmark have been slightly improved(3.7%) compared with the internal benchmark value.

**Recommendations:**

1. The external benchmark comparison reflects that more improvement are necessarily needed.
2. This improvement may include regular update of website and make it more appropriate to be accessed through mobile phones.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers are:

- ALMAAREFA university (ALMU)
- IBN SINA national college for medical studies (ISNC)

**KPI: Stakeholder evaluation of e-learning services.**

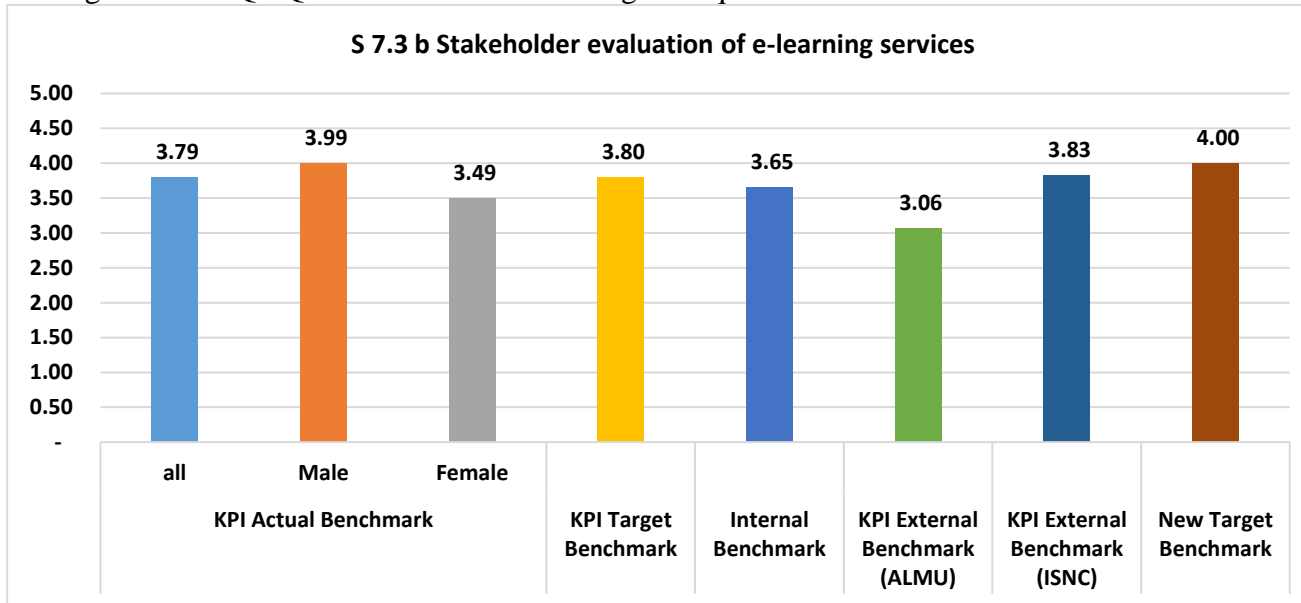
**NCAAA KPI Reference Number : S7.3b**

**Institutional KPI Reference Number: 22**

KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark (ALMU)	KPI External Benchmark (ISNC)	New Target Benchmark
3.79	3.8	3.65	3.6	3.83	4
KPI Actual Benchmark (male)			KPI Actual Benchmark (female)		
3.99			3.49		

The actual KPI value have been calculated by:

Average score of Q1:Q6 in students and teaching staff questionnaires



**KPI analysis:**

Strengths:

1. The actual benchmark have been slightly improved (2.8%) compared with the internal benchmark value.

Recommendations:

1. The obtained results reflects that more efforts are to be exerted in e-learning area, also there is a clear difference between female and male satisfaction levels.
2. More workshops and seminars in e-learning for both teaching staff and students are to be conducted to spread the culture of e-learning.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers is:

- ALMAAREFA university (ALMU)

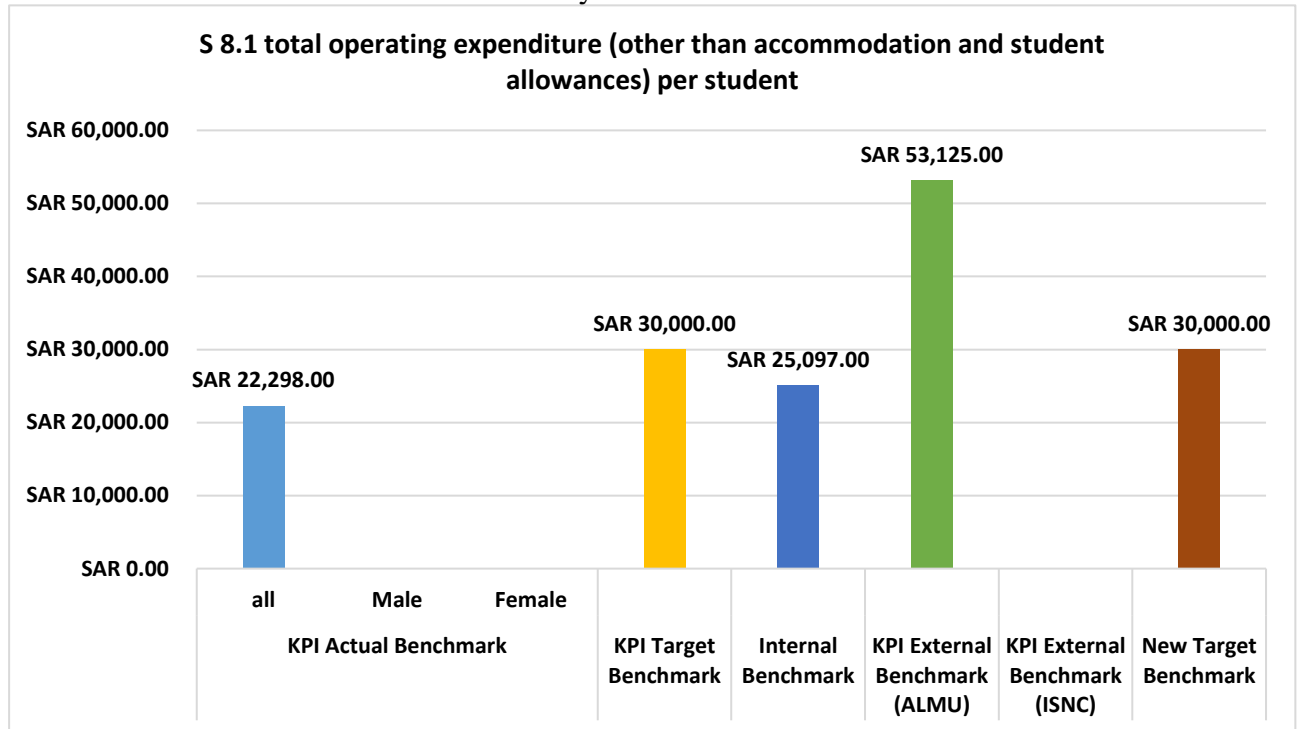
**KPI: Total operating expenditure (other than accommodation and student allowances) per student.**

**NCAAA KPI Reference Number : S8.1**

**Institutional KPI Reference Number: 23**

KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark		New Target Benchmark
			ALMU	ISNC	
22,298 SAR/St.	30,000 SAR/St.	25,097SR/St	53,125 SAR/St.	Data not available	30,000 SAR/St.

The actual KPI value have been calculated by:



**KPI analysis:**

**Recommendations:**

1. The obtained results show that actual KPI benchmark value has been decreased by 11% compared with the internal benchmark, which is considered as significant degradation.
2. Compared to the value of external benchmark value for Almaarefa university, BPC is encouraged to increase total operating expenditure per student. A new target benchmark has been set to 30,000 SAR.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers is:

- ALMAAREFA university (ALMU)

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

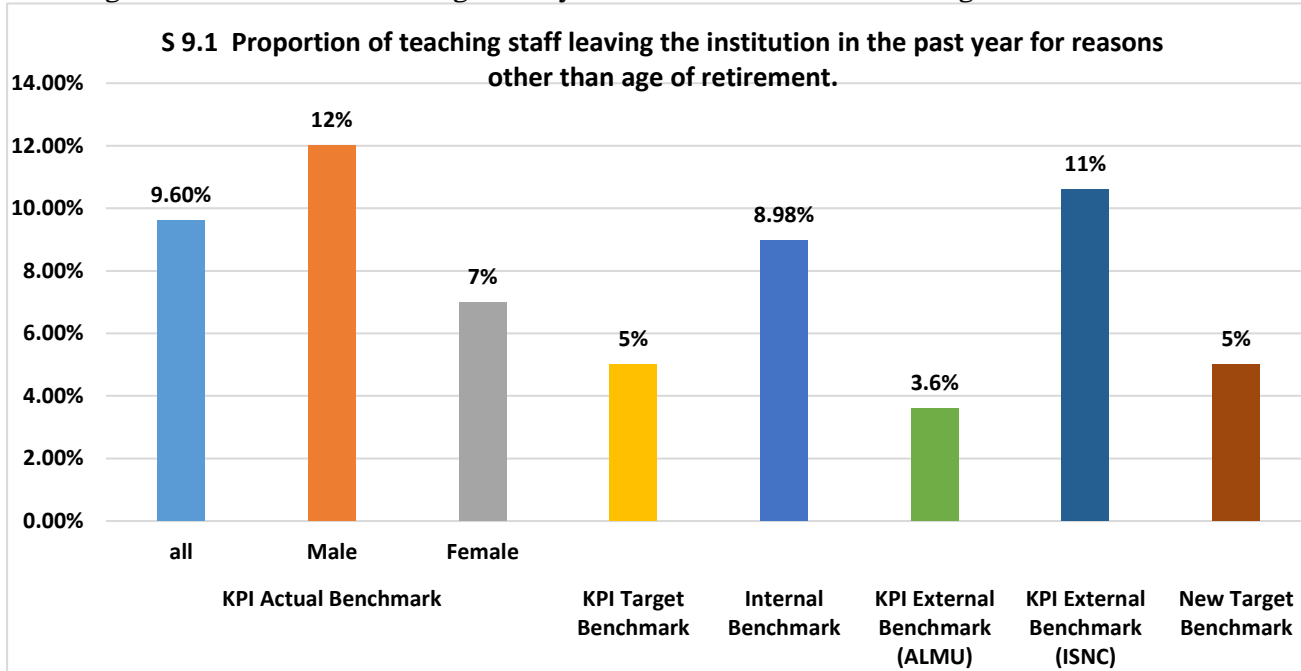
**NCAAA KPI Reference Number : S9.1**

**Institutional KPI Reference Number: 24**

KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark		New Target Benchmark
			ALMU	ISNC	
9.6%	5%	8.98%	3.6 %	10.61%	5%
KPI Actual Benchmark (male)			KPI Actual Benchmark (female)		
12%			7%		

The actual KPI value have been calculated by:

Dividing number of retired teaching staff by the overall number of teaching staff.



**KPI analysis:**

**Strengths:**

1. There is a slight enhancement (0.62%) in actual KPI value.
2. Acceptable value of retention rate.

**Recommendations:**

1. BPCs is encouraged to keep highly qualified and distinct teaching staff.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers are:

- ALMAAREFA university (ALMU)

IBN SINA national college for medical studies (ISNC)

**KPI: Proportion of teaching staff participating in professional development activities during the past year.**

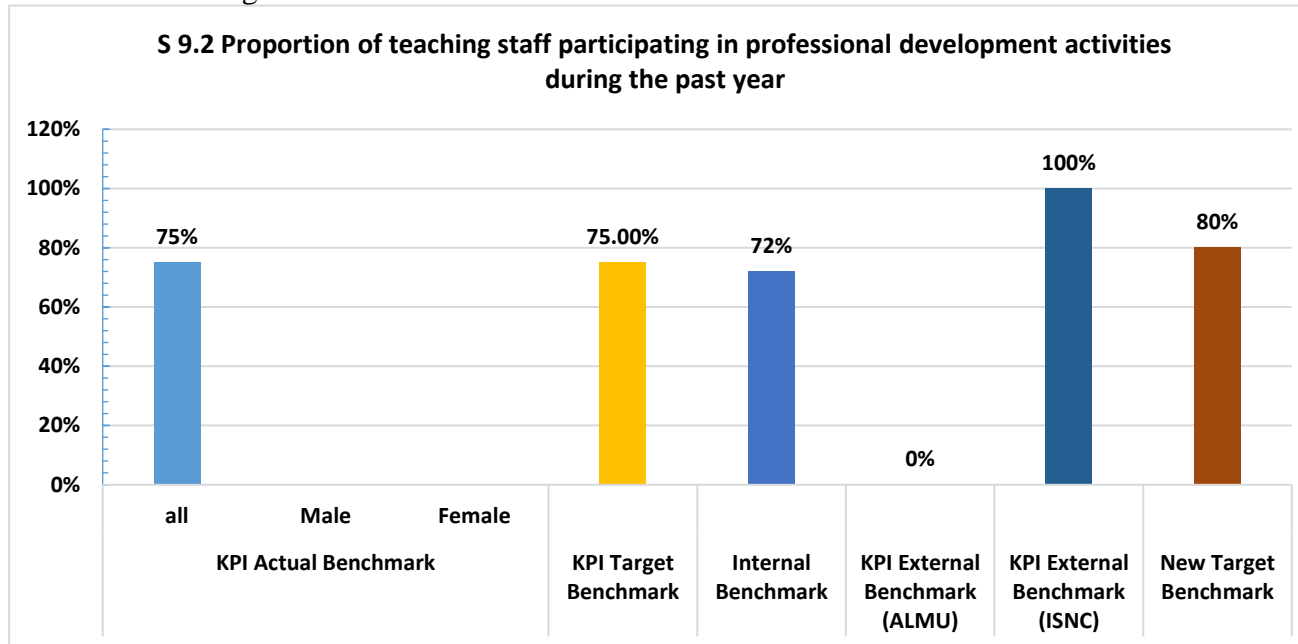
NCAAA KPI Reference Number : S9.2

Institutional KPI Reference Number: 25

KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark		New Target Benchmark
			ALMU	ISNC	
75%	75%	72%	Data not available	100%	80%

The actual KPI value have been calculated by:

Dividing number of teaching staff who participated in professional development activities by total number of teaching staff.



**KPI analysis:**

Strengths:

1. There is an enhancement in actual KPI value compared with the internal benchmark one.

Recommendations:

1. BPCs faculties are encouraged to engage in professional and academic development activities especially outside BPCs.
2. Orientation programs should be held for new teaching staff members.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The data have been collected form professional development activities inside BPCs

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark provider is:

- IBN SINA national college for medical studies (ISNC)

**KPI: Number of refereed publications in the previous year per a full-time member of teaching staff.**

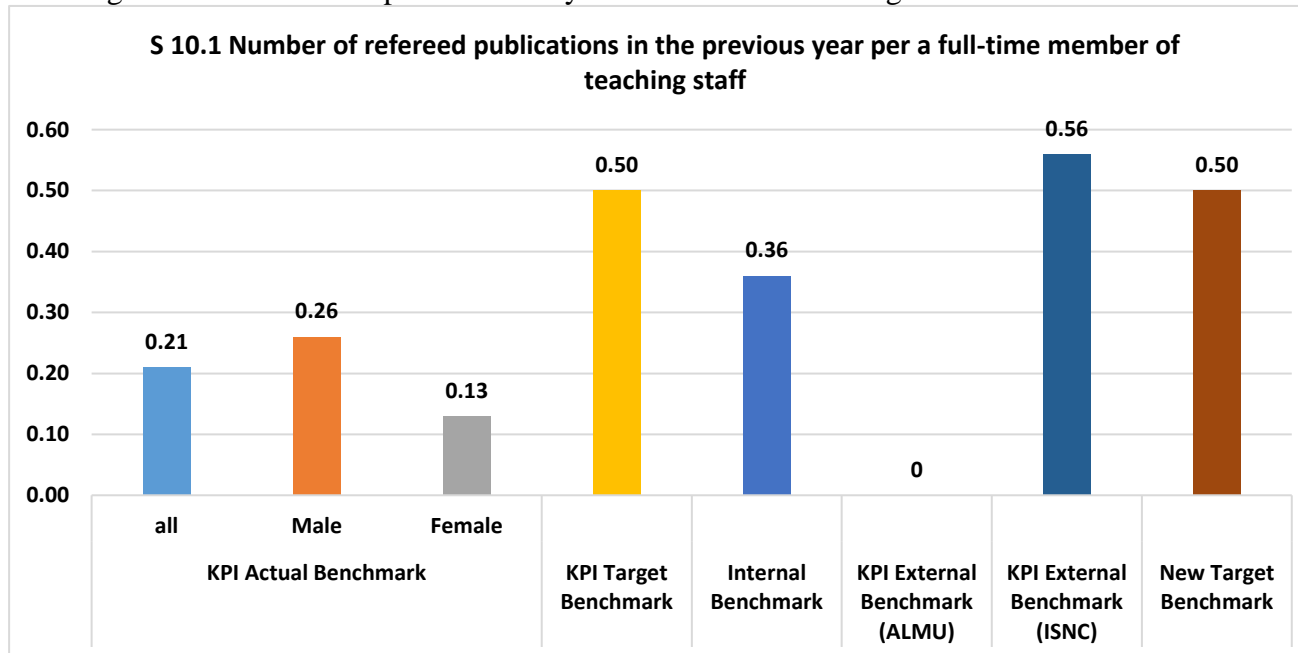
**NCAAA KPI Reference Number : S10.1**

**Institutional KPI Reference Number: 26**

KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark		New Target Benchmark
			ALMU	ISNC	
0.21	0.5	0.36	Data not available	0.56	0.5
KPI Actual Benchmark (male)			KPI Actual Benchmark (female)		
0.26			0.13		

The actual KPI value have been calculated by:

Dividing number of refereed publications by total number of teaching staff



**KPI analysis:**

Strengths:

1. Scientific research is listed as one of criteria used to evaluate teaching staff performance.

Recommendations:

1. Compared with the external benchmark, the number of publications has to be increased.
2. Teaching staff are to be encouraged to engage in research activities.
3. More funds are to be assigned for research activities.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark provider is:

- IBN SINA national college for medical studies (ISNC)

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

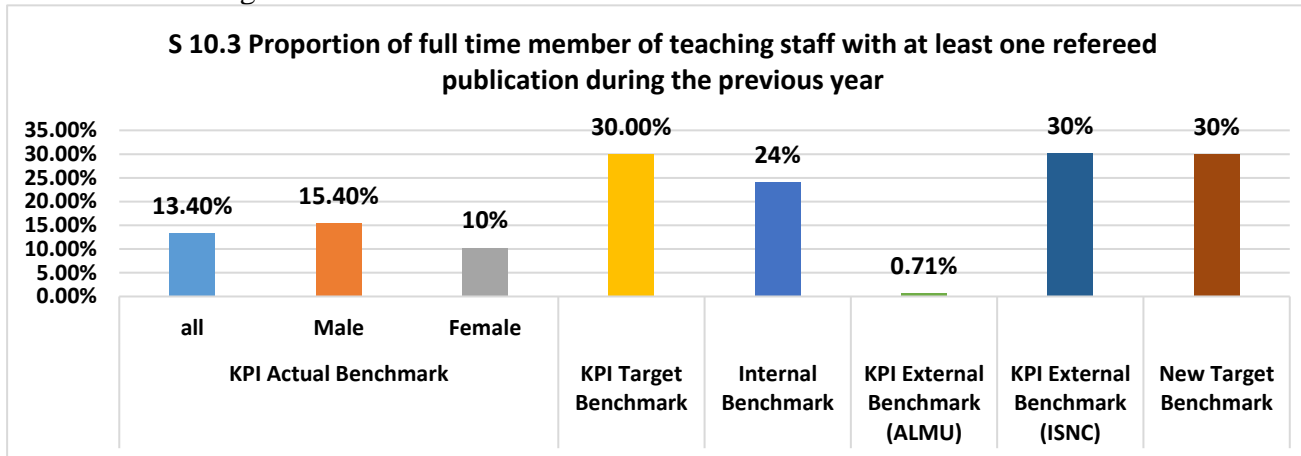
**NCAAA KPI Reference Number : S10.3**

**Institutional KPI Reference Number: 27**

KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark		New Target Benchmark
			ALMU	ISNC	
13.40%	30%	24%	0.71%	30.15%	30%
KPI Actual Benchmark (male)			KPI Actual Benchmark (female)		
15.40%			10%		

The actual KPI value have been calculated by:

Dividing number of teaching staff members who published at least one publication by the total number of teaching staff.



**KPI analysis:**

Strengths:

- Teaching staff from both male and female sections participate in scientific research activities.

Recommendations:

- Compared with internal and external benchmark values (degradation by 10.8%), the proportion of teaching staff who published at least one paper are to be increased.
- Encouraging procedures need to be activated to encourage teaching staff engaging in research activities.
- Contracts of teaching staff may include a term that obligates faculties to publish at least one publication per year.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers are:

- ALMAAREFA university (ALMU)

- IBN SINA national college for medical studies (ISNC)

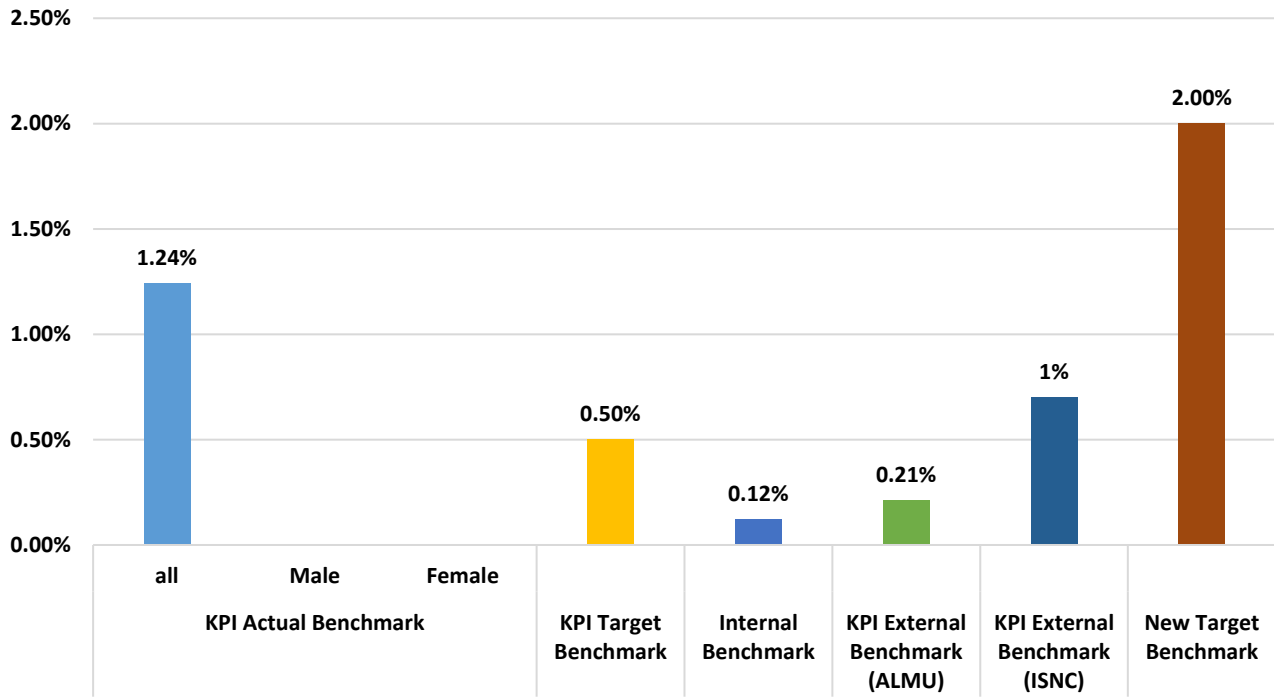
**KPI: Proportion of the total, annual operational budget dedicated to research.**

NCAAA KPI Reference Number : S10.6

Institutional KPI Reference Number: 28

KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark		New Target Benchmark
			ALMU	ISNC	
1.24%	0.5%	0.12%	0.21%	0.7%	2%

**S 10.6 proportion of the total annual operating budget dedicated to research**



**KPI analysis:**

**Strengths:**

1. There is a slight enhancement (1.12%) in actual KPI value.

**Recommendations:**

1. Although the annual budget dedicated to research have been increased, BPCs is encouraged to improve research activities to achieve its mission by increasing this budget into 2% of its total annual operating budget.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers is :

- ALMAAREFA university (ALMU)

**KPI: Proportion of full time teaching and other staff actively engaged in community service activities.**

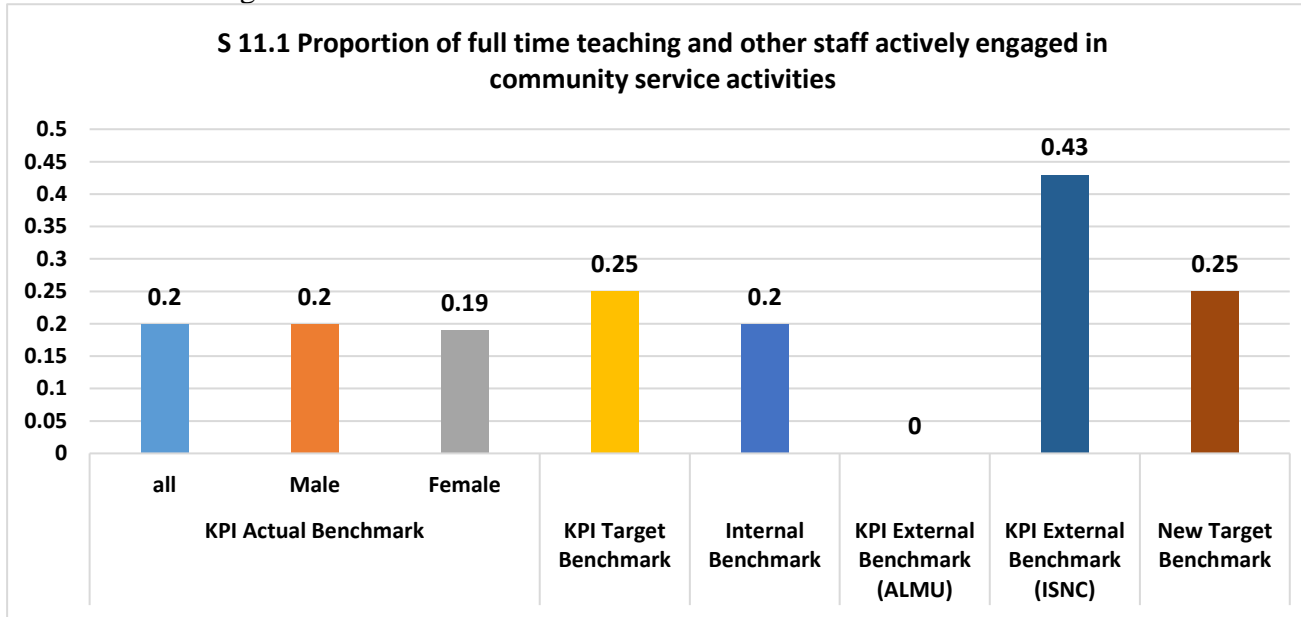
NCAAA KPI Reference Number : S11.1

Institutional KPI Reference Number: 29

KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark		New Target Benchmark
			ALMU	ISNC	
0.2	0.25	0.2	Data not available	0.43	0.25
KPI Actual Benchmark (male)			KPI Actual Benchmark (female)		
0.2			0.19		

The actual KPI value have been calculated by:

Dividing number of teaching staff members engaged in community services activities to the total number of teaching staff



**KPI analysis:**

Recommendations:

1. The community service center is encouraged to attract more teaching staff members to engage in community service activities.
2. Engaging in community service activities should be stated in promotion criteria for teaching staff members.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges as well as community services center.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark provider is:

- IBN SINA national college for medical studies (ISNC)

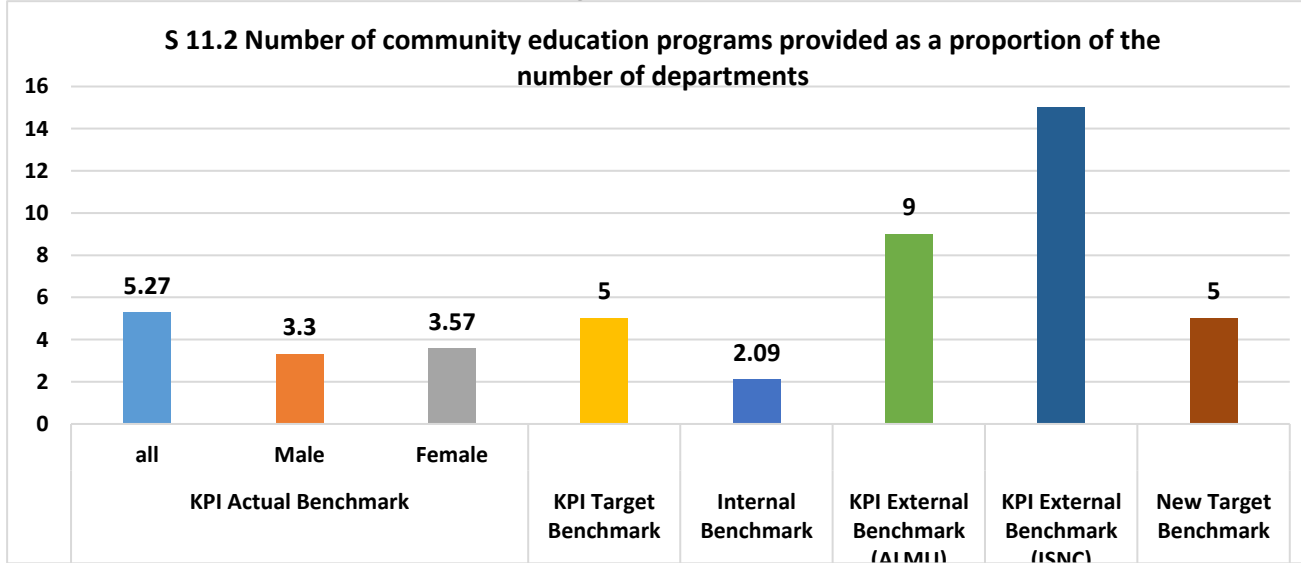
**KPI: Number of community education programs provided as a proportion of the number of departments.**

**NCAAA KPI Reference Number : S11.2**

**Institutional KPI Reference Number: 30**

KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark		New Target Benchmark
			ALMU	ISNC	
5.27	5	2.09	9	15	5
KPI Actual Benchmark (male)			KPI Actual Benchmark (female)		
3.3			3.57		

The actual KPI value have been calculated by:



**KPI analysis:**

**Strengths:**

- 58 activities have been conducted in the academic year 2018/2019 G, 33 activities for male section (10 programs) and 25 activities for female sections (7 programs).
- The actual KPI value is 5.27 which exceeded the target benchmark value.

**Recommendations:**

- Feedbacks should be collected to investigate the effectiveness of community service activities.
- In order for BPCs to accomplish its mission effectively, more community services programs should be conducted.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers is :

- ALMAAREFA university (ALMU)

**KPI: Graduates' evaluation for quality of programs they studied, and skills and knowledge they have acquired.**

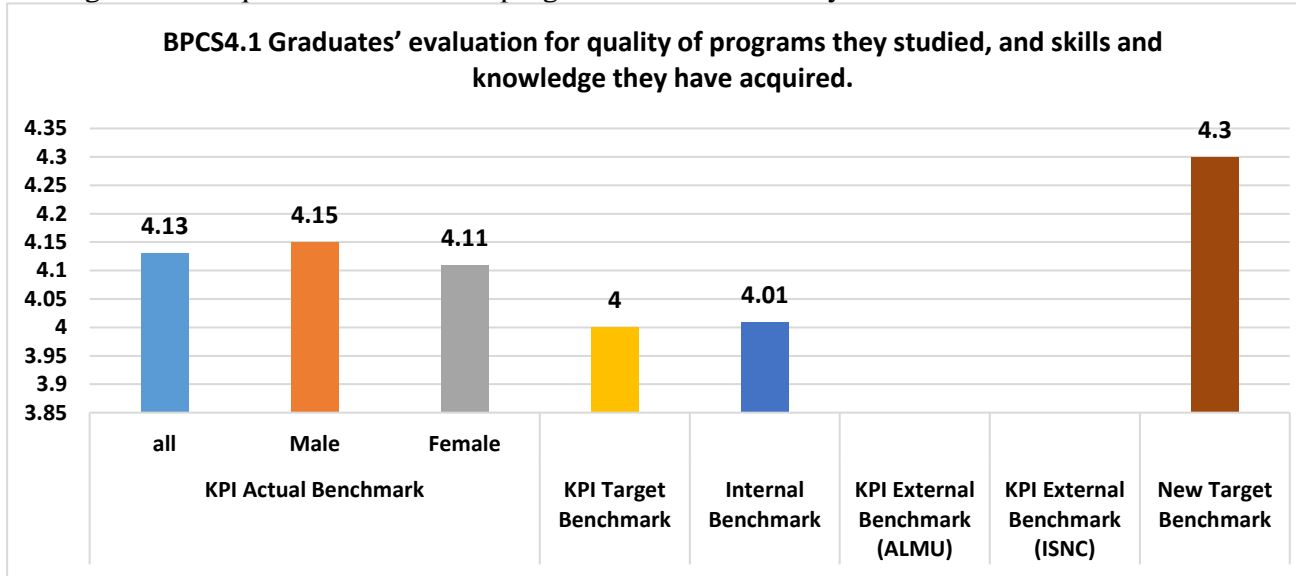
**NCAAA KPI Reference Number : BPCS4.1**

**Additional PI Reference Number: 1**

KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark		New Target Benchmark
			ALMU	ISNC	
4.13	4	4.01	Data not available		4.3
KPI Actual Benchmark (male)		KPI Actual Benchmark (female)			
4.15		4.11			

The actual KPI value have been calculated by:

Average score of questions 15 to 21 in program evaluation survey.



KPI analysis:

1. The obtained results reflect that there is a slight improvement (2.4%) in students' opinion regarding their programs quality.
2. Also it can be noticed that there is no difference between female and male KPI values which may reflect equity of resources in both sections.

Recommendations:

1. This higher satisfaction level should be verified by investigating employers opinion regarding the graduates' knowledge and skills.
2. assessment results from professional exams should be collected, analysed and compared to this satisfaction levels.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark provider is:

- IBN SINA national college for medical studies (ISNC)

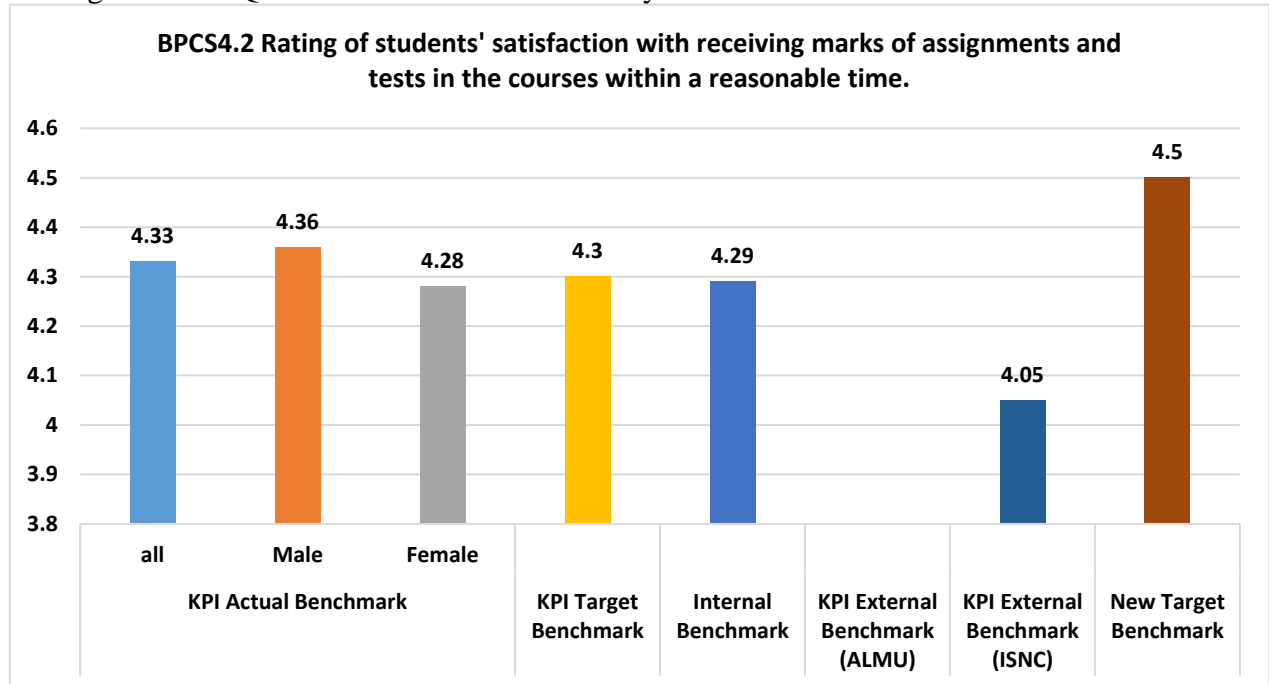
**KPI: Rating of students' satisfaction with receiving marks of assignments and tests in the courses within a reasonable time..**

NCAAA KPI Reference Number : BPCS4.2

Additional PI Reference Number: 2

KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark		New Target Benchmark
			ALMU	ISNC	
4.33	4.3	4.29	Data not available	4.05	4.5
KPI Actual Benchmark (male)		KPI Actual Benchmark (female)			
4.36		4.28			

The actual KPI value have been calculated by:  
Average score of Q 17 in course evaluation survey.



**KPI analysis:**

**Strengths:**

1. The obtained results interpret that most of students are highly satisfied with receiving their marks of assignments within reasonable time.

**Recommendations:**

1. The process of announcing marks to students should be regularly monitored by program coordinators.
2. Feedbacks are to be regularly collected regarding marks announcement procedure.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

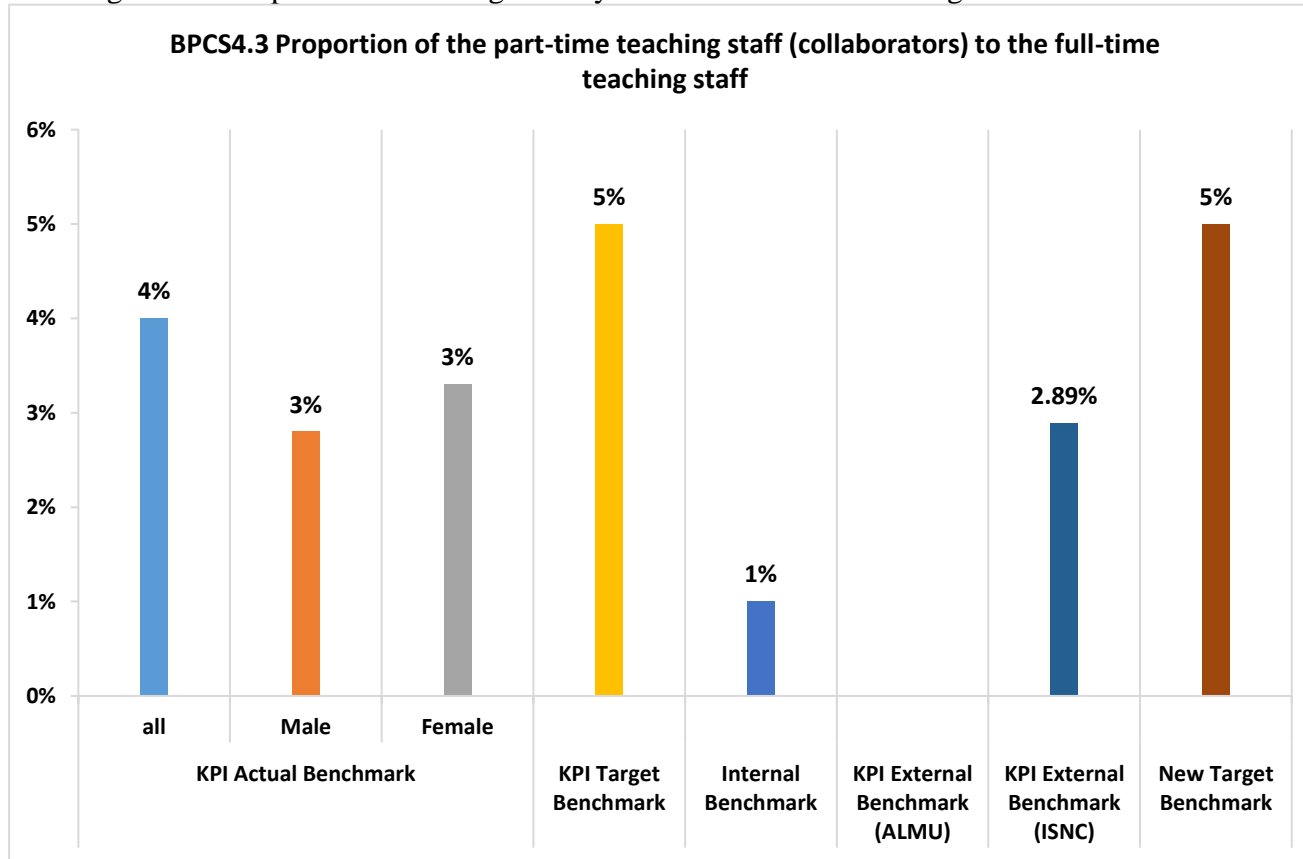
- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

**KPI: Proportion of the part-time teaching staff (collaborators) to the full-time teaching staff.**  
**NCAAA KPI Reference Number : BPCS4.3** **Additional PI Reference Number: 3**

KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark		New Target Benchmark
			ALMU	ISNC	
4%	5%	1%	Data not available	2.89%	5%
KPI Actual Benchmark (male)		KPI Actual Benchmark (female)			
3%		3%			

The actual KPI value have been calculated by:  
 Dividing number of part-time teaching staff by number of overall teaching staff.



**KPI analysis:**

**Strengths:**

1. According to the shown results, the proportion of collaborators has been increased to 4% (7 out of 178 teaching staff).
2. This percentage is within the national figure value.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

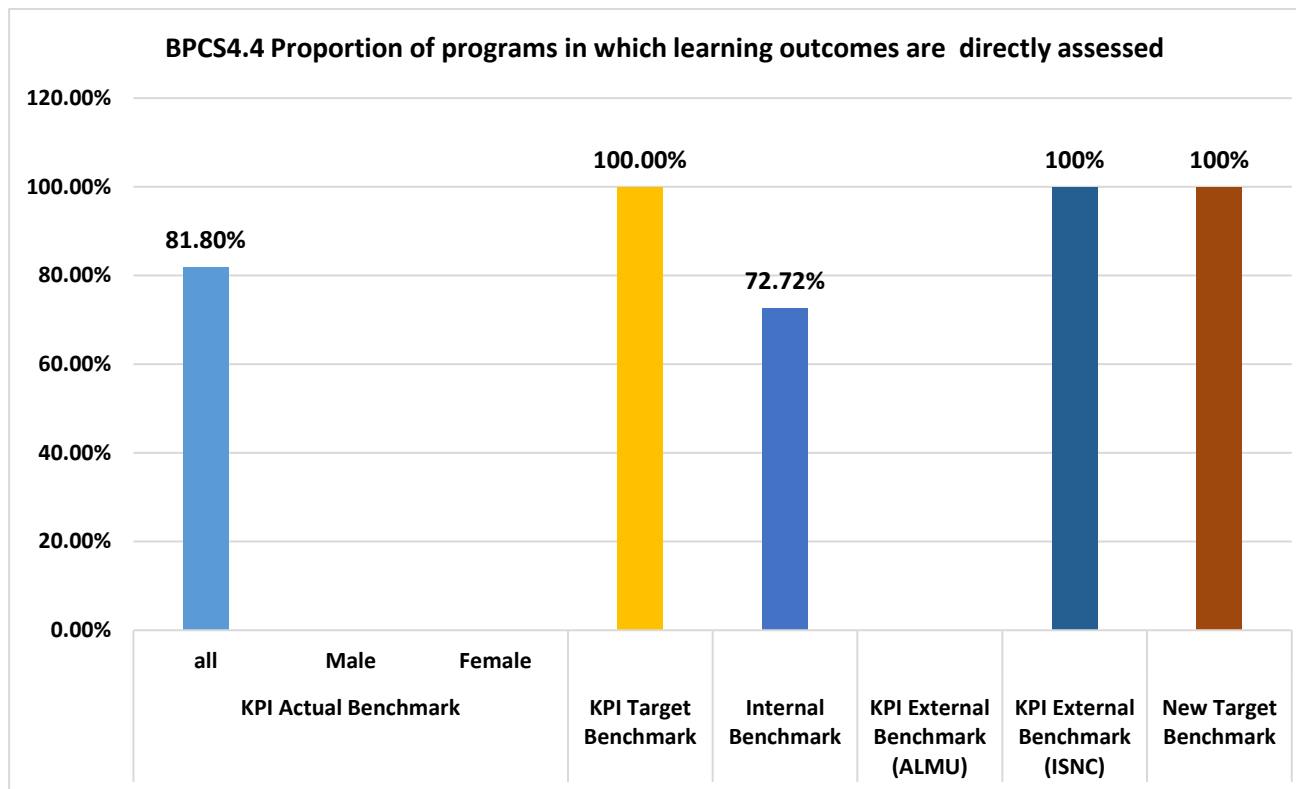
- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

**KPI: Proportion of programs in which learning outcomes are directly assessed.**  
**NCAAA KPI Reference Number : BPCS4.4** **Additional PI Reference Number: 4**

KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark		New Target Benchmark
			ALMU	ISNC	
81.80%	100%	72.72%	Data not available	100%	100%

The actual KPI value have been calculated by:  
 Dividing number of programs in which learning outcomes are directly assessed by the total number of programs.



**KPI analysis:**

**Strengths:**

1. 9 programs out of 11 programs make direct assessment for their learning outcomes.

**Recommendations:**

1. BPCs is looking forward to make conduct direct assessment process in all its academic program
2. Unify the assessment procedures in all programs.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

**KPI: Ratio of students' satisfaction with support services.**

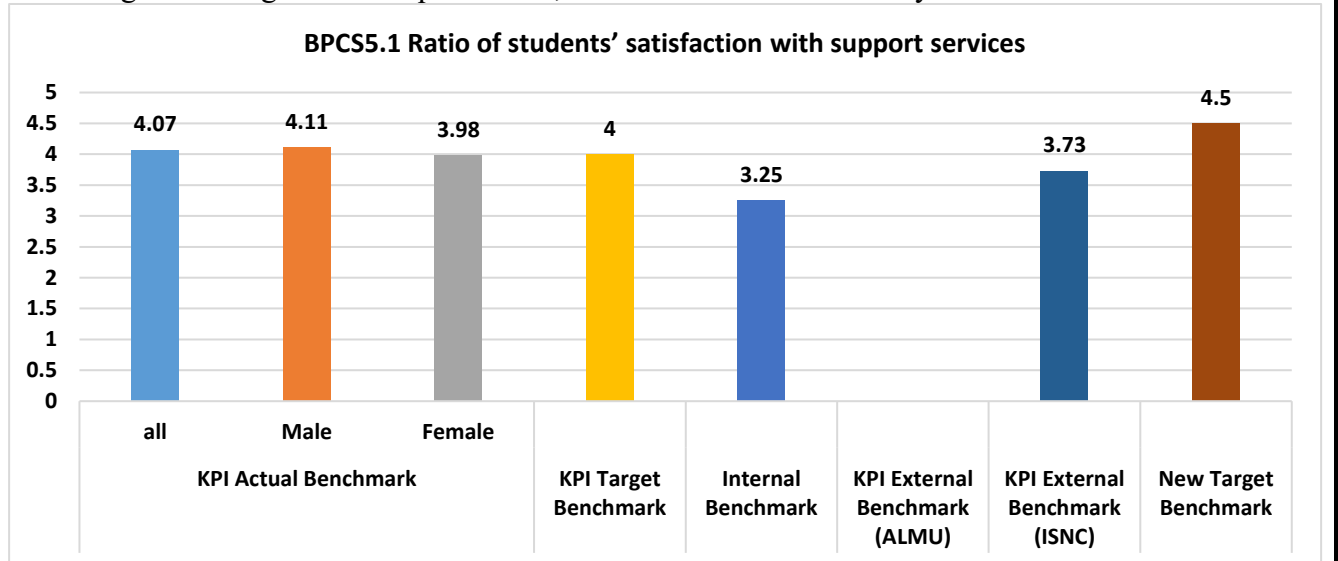
**NCAAA KPI Reference Number : BPCS5.1**

**Additional PI Reference Number: 5**

KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark		New Target Benchmark
			ALMU	ISNC	
4.07	4	3.25	Data not available	3.73	4.5
KPI Actual Benchmark (male)			KPI Actual Benchmark (female)		
4.11			3.98		

The actual KPI value have been calculated by:

Obtaining the average score of questions 8, 9 and 10 in students' survey.



**KPI analysis:**

Strengths:

1. The obtained results show a significant improvement (16.4%) in actual benchmark value which reflects satisfaction of students with provided support services.
2. The increase in students' services budget has been positively reflected on students' satisfaction levels.
3. The value of internal benchmark is greater than that for external benchmark

Recommendations:

1. It can be noticed that there is a remarkable difference in satisfaction rates between male and female sections which should be resolved.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark provider is:

- IBN SINA national college for medical studies (ISNC)

**KPI: Ratio of book titles held in the library to the number of students.**

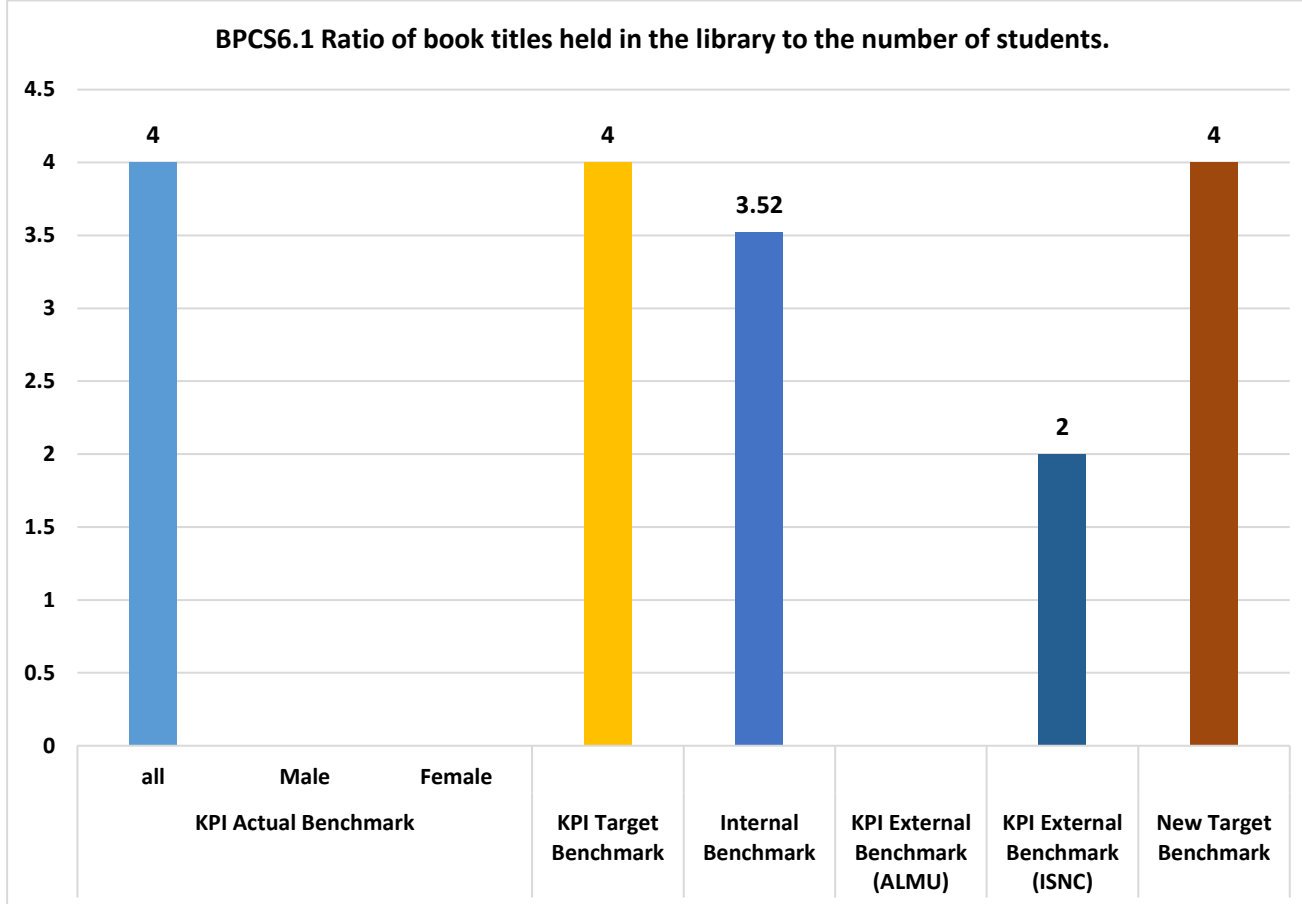
**NCAAA KPI Reference Number : BPCS6.1**

**Additional PI Reference Number: 6**

KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark		New Target Benchmark
			ALMU	ISNC	
4	4	3.52	Data not available	2	4

The actual KPI value have been calculated by:

Dividing number of book titles by the total number of students, provided by library administration.



**KPI analysis:**

**Strengths:**

1. There is enhancement in actual KPI value (12%).
2. According to the obtained data from library there are 4 book titles per each student which is considered to be accepted value.

**Recommendations:**

1. The actual benchmark value should be broke down in each program and analysed separately.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

- No data available for external benchmark.

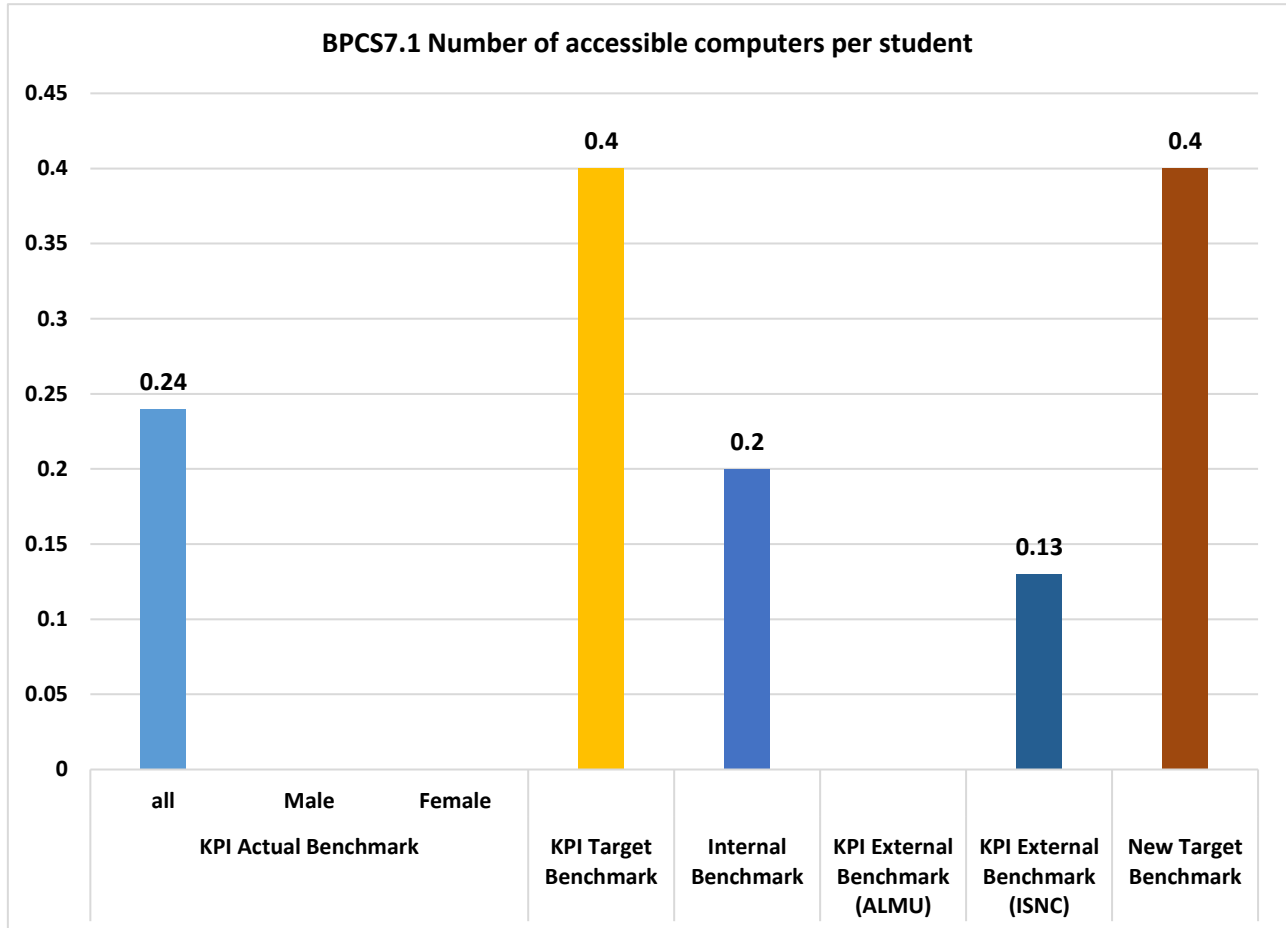
**KPI: Number of accessible computers per student..**

**NCAAA KPI Reference Number : BPCS7.1**

**Additional PI Reference Number: 7**

KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark		New Target Benchmark
			ALMU	ISNC	
0.24	0.4	0.2	Data not available	0.13	0.4

The actual KPI value have been calculated by:  
Dividing number of accessible computers by number of students.



**KPI analysis:**

**Strengths:**

1. According to the obtained data, there is a slight improvement in the actual KPI value which may happened due to the decrease in number of students from 2864 to 2457 students.

**Recommendations:**

1. BPCs is encouraged to enhance IT facilities including number of accessible computers.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

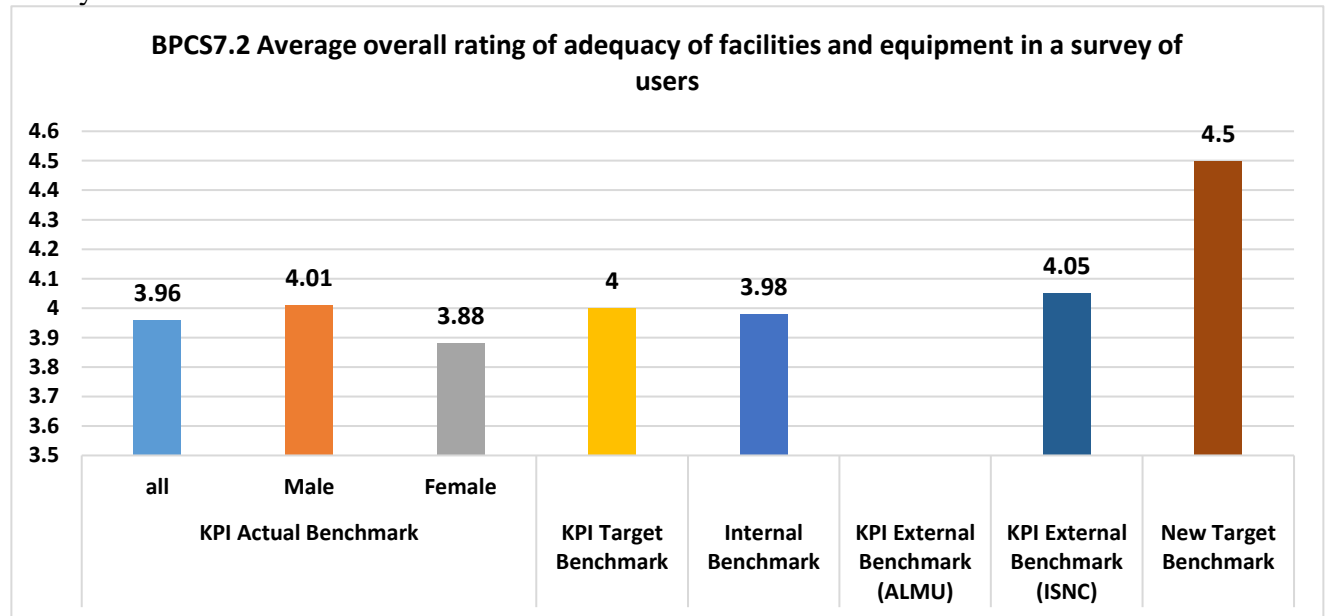
- No data available for external benchmark.

**KPI: Average overall rating of adequacy of facilities and equipment in a survey of users**  
**NCAAA KPI Reference Number :BPCS7.2 Additional PI Reference Number: 8**

KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark		New Target Benchmark
			ALMU	ISNC	
3.96	4	3.98	Data not available	4.05	4.5
KPI Actual Benchmark (male)			KPI Actual Benchmark (female)		
4.01			3.88		

The actual KPI value have been calculated by:

Average score of question no. 10 in program evaluation survey and question no. 5 in teaching staff survey



**KPI analysis:**

**Strengths:**

1. The result reflects higher satisfaction with facility and equipment in male section.
2. Infrastructure of BPCs has been renewed effectively in the two past years.

**Recommendations:**

1. There is a remarkable difference between actual benchmark for male and female sections,. BPCs is encouraged to fix these difference in order to provide equal resources in both sections.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark provider is:

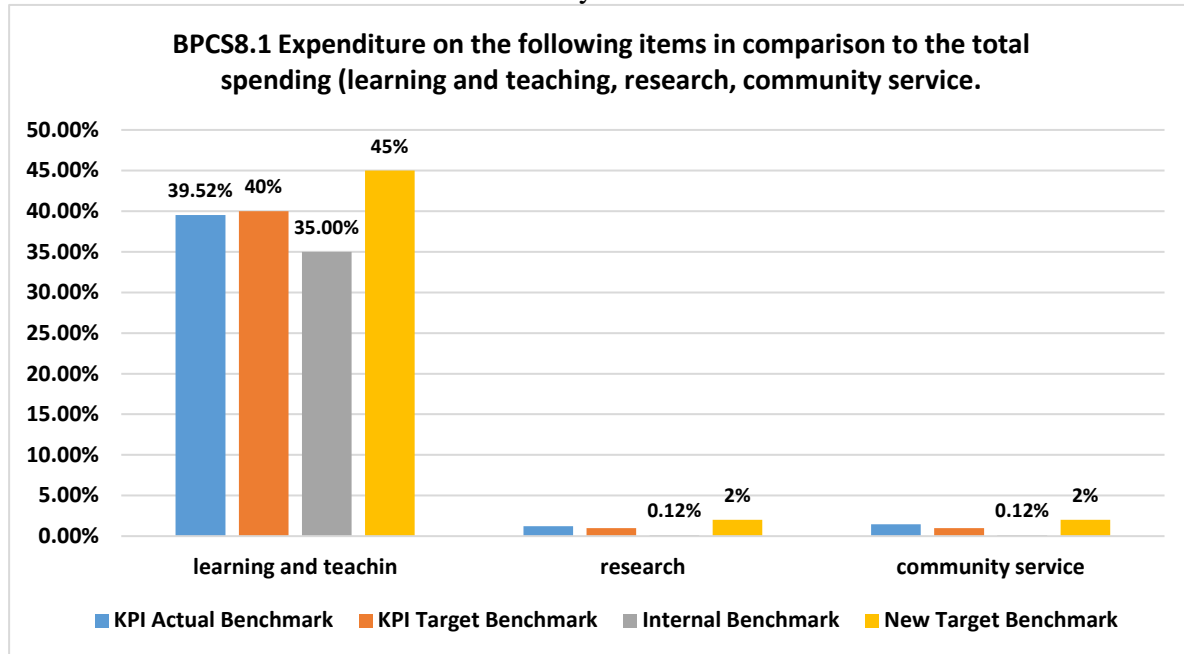
- IBN SINA national college for medical studies (ISNC)

**Table 73 KPI: Expenditure on the following items in comparison to the total spending (learning and teaching, research, community service).**

**NCAAA KPI Reference Number: BPCS8.1 Additional PI Reference Number: 9**

	KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	New Target Benchmark
Learning and teaching	39.52%	40%	35%	45%
Research	1.24%	1%	0.12%	2%
Community service	0.47%	1%	0.12%	2%

The actual KPI value have been calculated by financial administration.



**KPI analysis:**

**Strengths:**

1. Regarding learning and teaching, the actual benchmark value 39.52% almost reached the target benchmark 40% so new target benchmark value has been set to 45%.
2. Regarding research, there is a slight improvement in actual benchmark value, the new target benchmark has been set to 2%

**Recommendations:**

1. Regarding community services, BPCs is encouraged to increase the budget assigned for community services in order to achieve its mission.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

- No available data for external benchmark

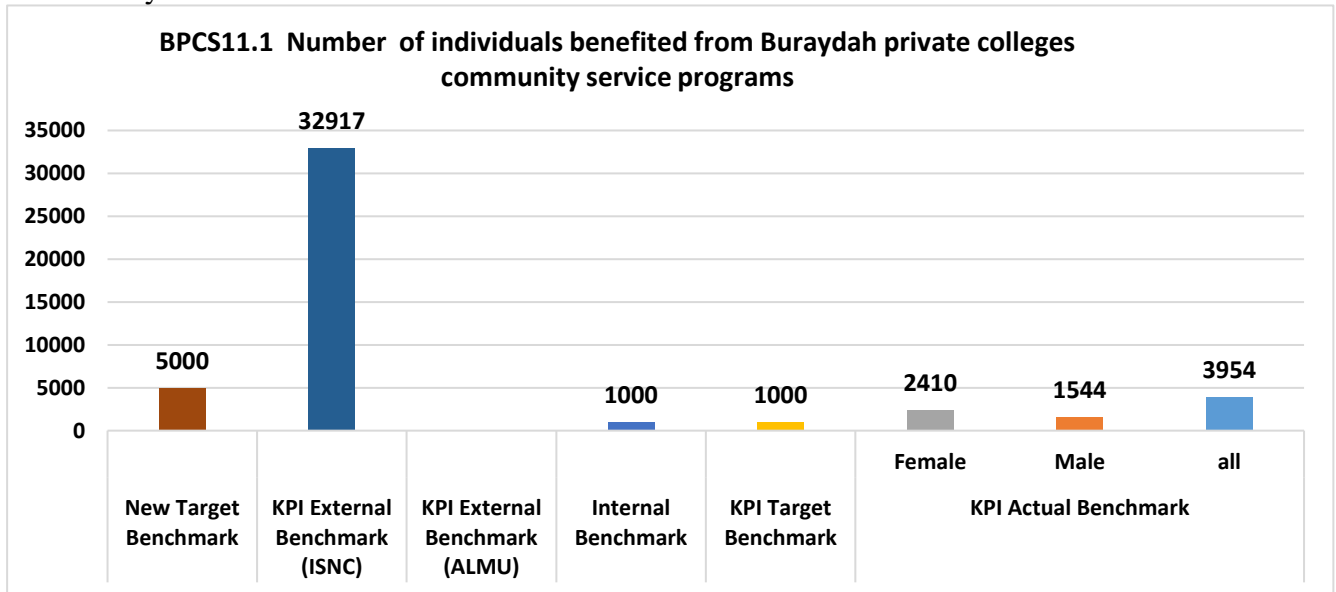
**KPI: Number of individuals benefited from Buraydah private colleges community service programs.**

**NCAAA KPI Reference Number : BPCS11.1**

**Additional PI Reference Number: 10**

KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	KPI External Benchmark		New Target Benchmark
			ALMU	ISNC	
3954	1000	1000	Data not available	32917	5000
KPI Actual Benchmark (male)			KPI Actual Benchmark (female)		
1544			2410		

The actual KPI value have been calculated by:  
Community service center.



**KPI analysis:**

**Strengths:**

1. According to the obtained results, number of community services beneficiaries has been increased significantly.

**Recommendations:**

1. Compared with external benchmark, BPCs programs are encouraged to provide their community services to more beneficiaries.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark provider is:

- IBN SINA national college for medical studies (ISNC)