



BURAYDAH PRIVATE COLLEGES  
QUALITY & DEVELOPMENT CENTER  
MEASUREMENT & ASSESMENT DEPARTEMENT

# Institutional KPIs Report

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Academic year 2017/2018

## **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

- 1. Mission Goals and Objectives**
- 2. Program Administration**

- 3. Management of Quality Assurance*
- 4. Learning and Teaching*
- 5. Student Administration and Support Services*
- 6. Learning Resources*
- 7. Facilities and Equipment*
- 8. Financial Planning and Management*
- 9. Employment Processes*
- 10. Research*
- 11. 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.

### **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.

<b>Table 1: list of the BPCs' institutional KPIs</b>			
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>Table 2: 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.

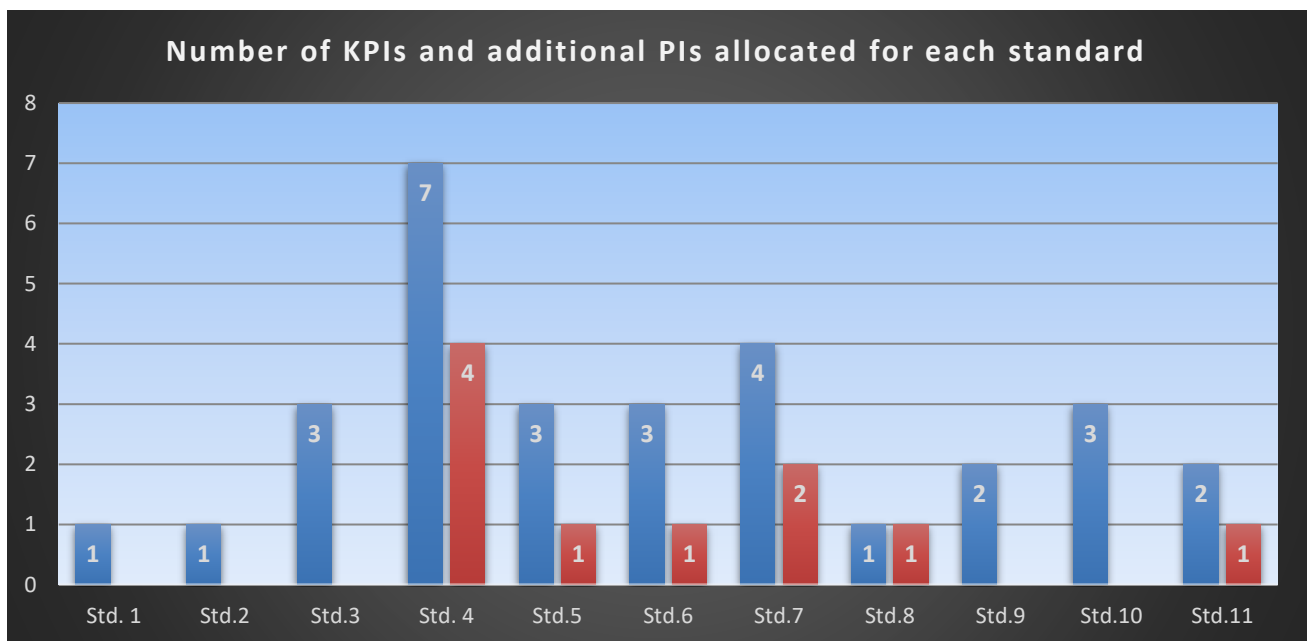


Table 3: A summary of KPIs institutional values (actual benchmark), target benchmark, internal and external benchmark values.

S.N	KPIs Std.	KPIs code	KPI	Actual benchmark	Internal benchmark	Target benchmark	External benchmark	
							ALMU	ISNC
1	1	S1.1	Stakeholders' awareness ratings of the Mission Statement and Objectives.	3.54	3.5	4	3.63	4.69
2	2	S2.1	Stakeholder evaluation of the Policy Handbook, including administrative flow chart and job responsibilities.	3.74	3.5	4	3.8	4.37
3	3	S3.1	Students overall evaluation on the quality of their learning experiences at the institution	4.09	3.7	4	3	3.95
4	3	S3.2	Proportion of courses in which student evaluations were conducted during the year.	90 %	85%	100%	31.89%	100%

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.	72.72%	65%	75%	----	-----
6	4	S4.1	Ratio of students to teaching staff.	18:1	21:1	18:1	18:1	10:1
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.	4.33	3.7	4	-----	4.22
8	4	S4.3	Proportion of teaching staff with verified doctoral qualifications.	63 %	50%	75%	34%	59.54%

9	4	S4.4	Percentage of students entering programs who successfully complete first year.	62.37%	60%	60%	51.83%	82.77%
10	4	S4.5	Proportion of students entering undergraduate programs who completed those programs in the minimum time.	48.97%	45%	50%	35.4%	75.31%
11	4	S4.7a	Proportion of graduates from undergraduate programs who within six months of graduation are employed.	46.32%	24%	40%	37.83%	----
12	4	S4.7b	Proportion of graduates from undergraduate programs who within six months	6%	12%	8%	37.83%	-----

			of graduation are enrolled in further study.					
13	4	BPC S4.1	Graduates' evaluation for quality of programs they studied, and skills and knowledge they have acquired.	4.01	3.6	4	----	-----
14	4	BPC S4.2	Rating of students' satisfaction with receiving marks of assignments and tests in the courses within a reasonable time.	4.29	3.8	4	----	----
15	4	BPC S4.3	Proportion of the part-time teaching staff (collaborators) to the full-time teaching staff	0.01	0.2	0.07	----	-----
16	4	BPC S4.4	Proportion of programs in which learning	72.72% (8 out of 11 programs)	54.54% (6 out of 11 programs)	80%	----	-----

			outcomes are directly assessed.					
17	5	S5.1	Ratio of students to administrative staff.	19.1:1	15:1	20:1	-----	34:1
18	5	S5.2	Proportion of total operating funds (other than accommodation and student allowances) allocated to provision of student services.	15.18%		17%	19%	-----
19	5	S5.3	Students' evaluation of academic and career counseling.	4.1	3.7	4	-----	3.91
20	5	BPC S5.1	Ratio of students' satisfaction with support services	3.25	3.7	4	----	3.78
21	6	S6.1	Students evaluation of library services	3.12	3	3	1.95	3.77
22	6	S6.2	Number of web-site subscriptions as a proportion of the	0.5		2	-----	-----

			number of programs offered.					
23	6	S6.3	Stakeholder evaluation of the digital library.	3.28	3	4	1.5	3.71
24	6	BPC S6.1	Ratio of book titles held in the library to the number of students.	3.52:1	-----	4:1	-----	1
25	7	S7.1	Annual expenditure on IT budget allocated per student	1432 SR	2072 SR	1500 SR	-----	-----
26	7	S7.2	Stakeholder evaluation of the IT services.	3.32	3	4	----	3.91
27	7	S7.3a	Stakeholder evaluation of website.	3.64	3.2	4	----	3.88
28	7	S7.3 b	Stakeholder evaluation of e-learning services	3.65	3.3	4	-----	-----
29	7	BPC S7.1	Number of accessible computers per student	0.21	0.14	0.23	0.17	-----
30	7	BPC S7.2	Average overall rating of adequacy of facilities and equipment	3.98	3.55	4	----	4.17

			in a survey of users					
31	8	S8.1	Total operating expenditure (other than accommodation and student allowances) per student.	25,097SR/St	20,098SR/St	20,000 SR/St	52,269 SR/St.	-----
32	8	BPC S8.1	Expenditure on the following items in comparison to the total spending (learning and teaching, research, community service.	Learning and Teaching 36.37% Research 0.12% Community Services 0.12%	Learning and Teaching 77.64% Research 0.57% Community Services 0.78%	Learning and Teaching 77% Research 1% Community Services 1%	-----	-----
33	9	S9.1	Proportion of teaching staff leaving the institution in the past year for reasons other than age retirement.	8.98 %	15.78%	5%	19%	3.6%
34	9	S9.2	Proportion of teaching staff participating in professional	72.07 %	30%	75%	----	93.25%

			development activities during the past year.					
35	10	S10.1	Number of refereed publications in the previous year per a full-time member of teaching staff.	0.36 : 1	0.2 : 1	0.3 : 1	0.45 : 1	-----
36	10	S10.3	Proportion of full time member of teaching staff with at least one refereed publication during the previous year.	24.2%	20%	50%	18.66%	20.12%
37	10	S10.6	Proportion of the total, annual operational budget dedicated to research.	0.12 %	0.57%	1%	-----	-----
38	11	S11.1	Proportion of full time teaching and other staff actively engaged in community service activities.	0.2	0.1	0.2	0.13	0.55

39	11	S11.2	Number of community education programs provided as a proportion of the number of departments.	2.09 : 1	1 : 1	2 : 1	-----	-----
40	11	BPC S11.1	Number of individuals benefited from Buraydah private colleges community service programs.	1000	500	900	-----	36,373

**Based on the obtained values we can extract the following strengths:**

1. BPCs consider the attitude about the mission and vision is satisfactory.
2. The relatively high students' satisfaction with their learning experiences at BPCs.
3. Learning and teaching experience is distinguish for most students.
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
6. Teaching Staff are qualified, and have verified doctoral qualifications.
7. 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 labour market.
8. The BPCs pay attention to students' feedback.
9. The BPCs have a good polices and regulations.

10. The BPCs is interested in quality of field activities, especially as it covers some parts of the learning outcomes of different programs.
11. The BPCs is interested to directly assess learning outcomes of most programs.
12. . BPCs pays attention to support learning resources by providing financial support as well as high qualified librarians.

**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 / staff members 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.

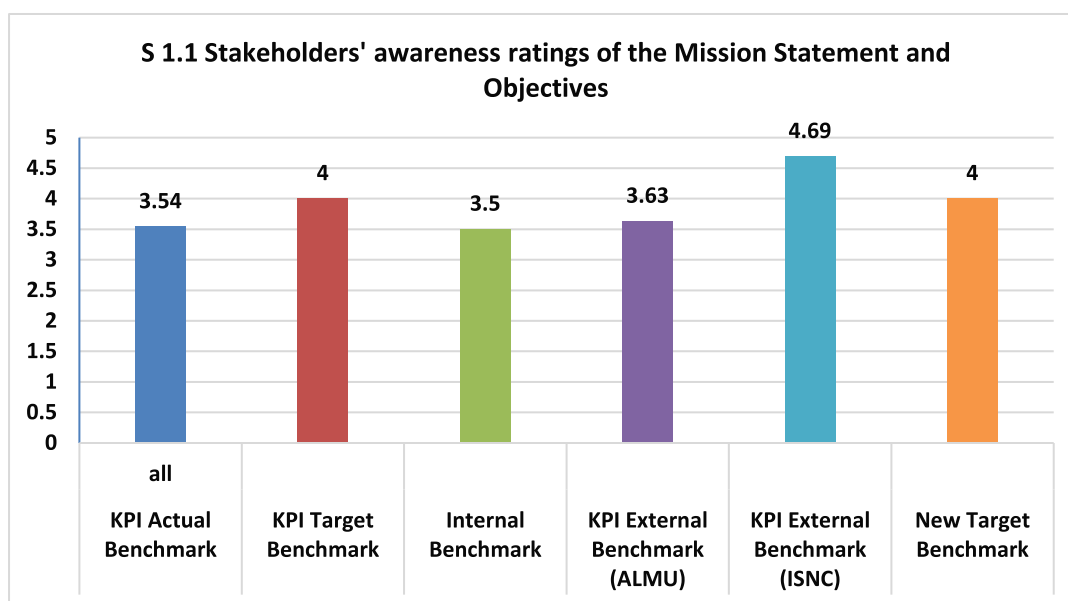
12. The use of effective electronic technologies should be stressed and number of web-site subscriptions should be increased to be compatible with students' numbers.
13. The Research Center should focus on creating the policies, procedures and action plans needed to implement the best practices in commercializing the research efforts and to encourage a culture of entrepreneurship.
14. Improvement of student services to be more attractive to students.

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 their values.

✚ All Data of BPCs institutional KPIs are represented in tables 4-43 and figure 2-41).

<b>Table 4; KPI: Stakeholders' Awareness Ratings of the Mission Statement and Objectives.</b>					
NCAAA KPI Reference Number: S1.1			Institutional KPI Reference Number: 1		
KPI actual Benchmark	KPI target Benchmark	Internal benchmark	External Benchmarks		New Target Benchmark
			ALMU	INSC	
3.54 out of 5	4	3.5	3.63	v	4

**KPI Analysis:**



This KPI is evaluated using "Student Experience Assessment" Questionnaire set by the NCAAA (G3.2.7). It contains 20 Questions divided into 4 sections. One of them is entitled "Learning and Teaching" and covers questions 12 to 19. Copies of this Questionnaire were distributed to the students of final years in the semester 381-382. The number of students who undertook the survey was 512.

The weighted average of answers to questions 12 to 19, excluding question 13, was calculated to find out the actual value of this KPI. The result indicates a relatively-high students' satisfaction with their learning experiences at BPCs.

1. Students overall evaluation on the quality of their learning experiences at the institution in previous academic year (2017/2018) was set as internal bench mark (3.7).
2. The Internal benchmark was chosen basis of the available data from previous year.
3. The benchmark value was calculated by using the Course Evaluation Questionnaire (Q 24) for 2016/2017 to compute the average response rate of students.

**Explanation regarding internal benchmarking:**

1. Why the internal benchmark provider was chosen?

The internal benchmark was adopted in order to evaluate self with the previous year performance of BPCs.

2. How was the benchmark calculated?

Average rating of the overall quality on a 5-point scale in an annual survey of the final year students  
= Sum of scores / Total number of students who responded to the survey.

3. **Name of the internal benchmark providers.**

All the constituent departments of BPCs.

**Explanation regarding external benchmarking:**

1. **Why these external benchmark providers were chosen?**

Respecting and acknowledging the good reputation of the colleges, the stakeholders decided to take their values as benchmarks. Other parameters which was taken in to the consideration was:

- They are the private institutions which are accredited by NCAAA.
- These colleges were ready to share data for our benchmarking purpose.

2. **How was the benchmark calculated?**

Average rating of the overall quality on a 5-point scale in an annual survey of the final year students  
= Sum of scores / Total number of students who responded to the survey.

3. **Name of the external benchmark providers:**

- Al Maarefa University
- Ibn Sina National Medical College

**Strengths:**

1. The actual benchmark of 3.54 is almost reach to the external benchmark (ALMU 3.63 and ISNC 4.69)
2. BPCs have already achieved the target benchmark of 4.0.
3. The constituent colleges have rated the quality of student's learning experience as relatively high.

**Recommendations:**

1. Though we have achieved the target benchmark, we have the obligation to improve ourselves to the level of the new target benchmark. The stakeholders should come up with new strategies and policies in order to enhance the quality of learning experience of the students.

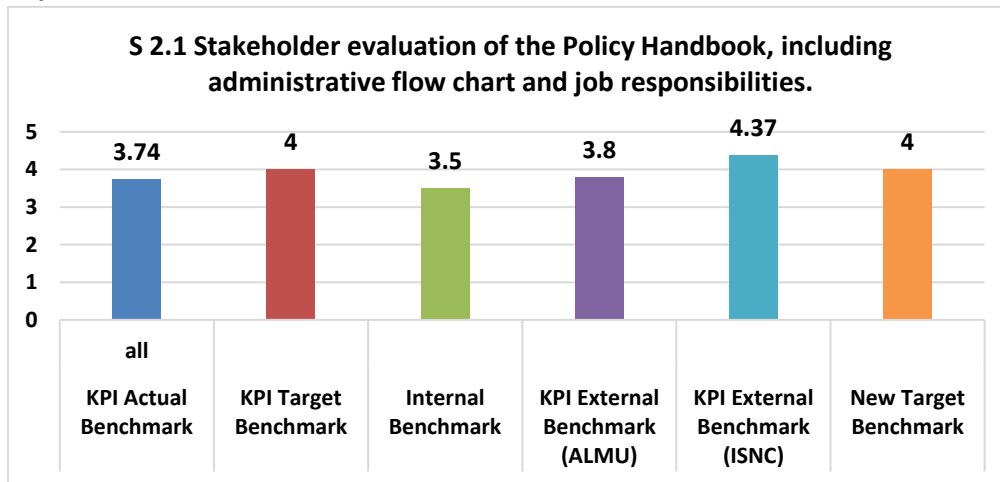
**Table 5;** KPI: Stakeholder evaluation of the Policy Handbook, including administrative flow chart and job responsibilities.

NCAAA KPI Reference Number: S2.1

Institutional KPI Reference Number: 2

Actual Benchmark	Target Benchmark	Internal benchmark	External Benchmarks		New Target Benchmark
			ALMU	ISNC	
3.74	4	3.5	3.8	4.37	4

**KPI Analysis:**



**Strengths:**

The result shows that the target has been achieved by 93.5% in stakeholders evaluation for policy handbook.

**Recommendation:**

- Increase the awareness of policy handbook in all sections.

Data for internal benchmark has been obtained for academic year 2016/2017.

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.
- IBN SINA national college for medical studies.

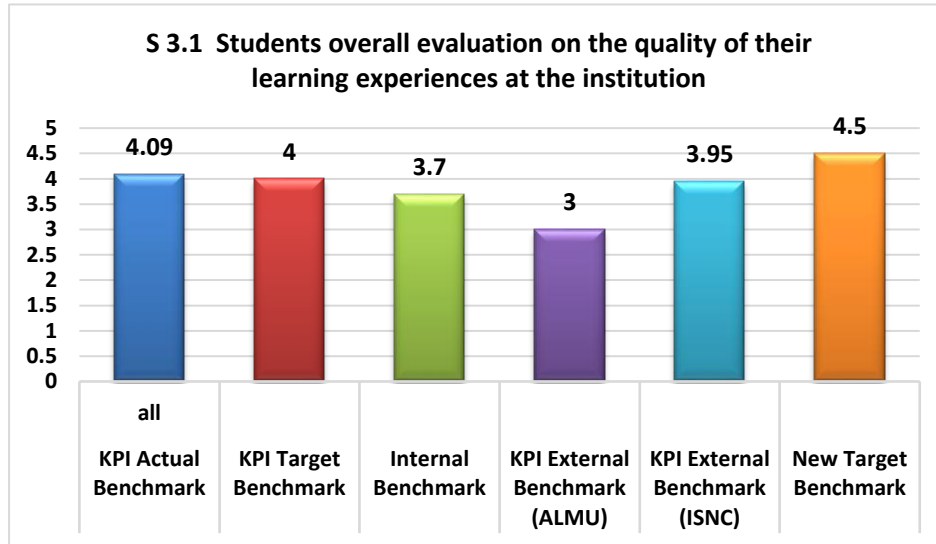
**Table 6;** KPI: Students overall evaluation on the quality of their learning experiences at the institution (Average rating of the overall quality of their program on a five point scale)

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

Institutional KPI Reference Number: **3**

KPI Actual Benchmark	KPI Target Benchmark	Internal benchmark	External Benchmarks		New Target Benchmark
			ALMU	INSC	
4.09	4 out of 5	3.7	3	3.95	4.5

**KPI Analysis:**



This KPI is evaluated using "Student Experience Assessment" Questionnaire set by the NCAAA (G3.2.7). It contains 20 Questions divided into 4 sections. One of them is entitled "Learning and Teaching" and covers questions 12 to 19. Copies of this Questionnaire were distributed to the students of final years in the semester 381-382. The number of students who undertook the survey was 512. The weighted average of answers to questions 12 to 19, excluding question 13, was calculated to find out the actual value of this KPI. The result indicates a relatively-high students' satisfaction with their learning experiences at BPCs.

- Students overall evaluation on the quality of their learning experiences at the institution in previous academic year (2017/2018) was set as internal bench mark (3.7).
- The Internal benchmark was chosen basis of the available data from previous year.
- The benchmark value was calculated by using the Course Evaluation Questionnaire (Q 24) for 2016/2017 to compute the average response rate of students.

**Explanation regarding internal benchmarking:**

- Why the internal benchmark provider was chosen?

The internal benchmark was adopted in order to evaluate self with the previous year performance of BPCs.

- How was the benchmark calculated?

Average rating of the overall quality on a 5-point scale in an annual survey of the final year students =  
Sum of scores / Total number of students who responded to the survey.

**6. Name of the internal benchmark providers.**

All the constituent departments of BPCs.

Explanation regarding external benchmarking:

**3. Why these external benchmark providers were chosen?**

Respecting and acknowledging the good reputation of the colleges, the stakeholders decided to take their values as benchmarks. Other parameters which was taken in to the consideration was:

- They are the private institutions which are accredited by NCAAA.
- These colleges were ready to share data for our benchmarking purpose.

**4. How was the benchmark calculated?**

Average rating of the overall quality on a 5-point scale in an annual survey of the final year students =  
Sum of scores / Total number of students who responded to the survey.

**3. Name of the external benchmark providers:**

- Al Maarefa University
- Ibn Sina National Medical College

**Strengths:**

4. The actual benchmark of 4.09 is higher in comparison to the external benchmark (AU and MU)
5. BPCs have already achieved the target benchmark of 4.0.
6. The constituent colleges have rated the quality of student's learning experience as relatively high.

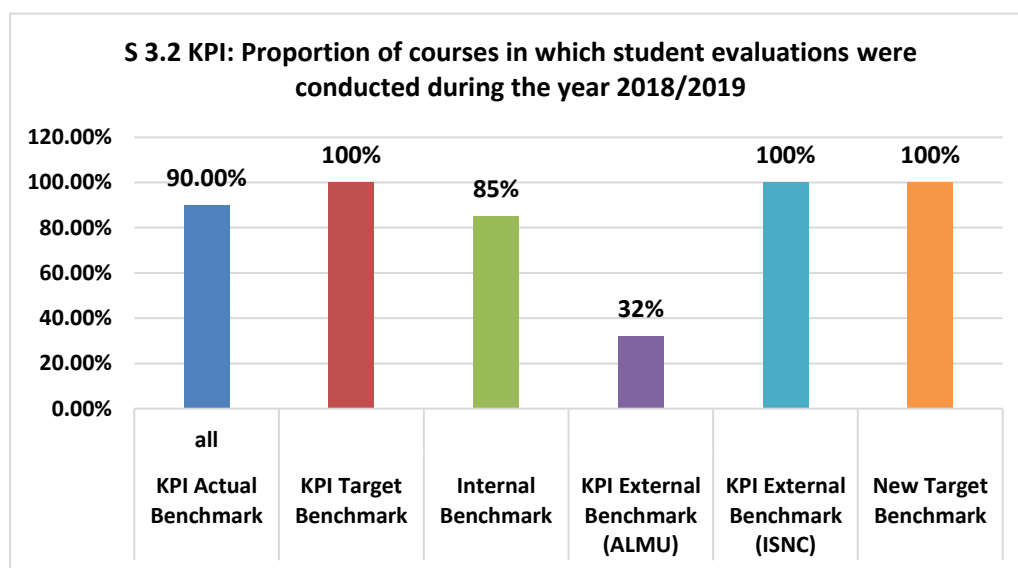
**Recommendations:**

2. Though we have achieved the target benchmark, we have the obligation to improve ourselves to the level of the new target benchmark. The stakeholders should come up with new strategies and policies in order to enhance the quality of learning experience of the students.

**Table 7;** KPI: Proportion of courses in which student evaluations were conducted during the year 2017/2018

NCAAA KPI Reference Number: S3.2		Institutional KPI Reference Number: 4			
KPI Actual Benchmark	KPI Target Benchmark	Internal benchmark	External Benchmarks		New Target Benchmark
			ALMU	ISNC	
90%	100%	85%	31.89%	100%	100%

**KPI Analysis:**



courses evaluated by students in the 2<sup>nd</sup> semester of 1438/1439 were counted for the KPI. This number was divided by the total number of courses taught in that semester to yield the value of this KPI, which came higher than the target benchmark. This indicates that most of the students and teaching staff are keen to participate in quality improvement processes. BPCs' KPI value is (90%) which is much better than ALMU (31.89%) and less than IBN-SINA (100%). it is better than the value of Amaarefa University, which is a private university accredited by the NCAAA.

1. Proportion of courses in which student evaluations were conducted during the year (2016/2017) was set as internal bench mark (85%).
2. The Internal benchmark was chosen base on available data from previous year (2016/2017)

**Strengths:**

1. The actual benchmark (90%) is more than the internal benchmark (85%) and it is far better than the Al Maarefa University.
2. The survey was homogenously distributed amongst all the existing courses of BPCs.

**Recommendations:**

1. Though the overall response rate is good, there is a good chance of improvement, if we consider the new target benchmark (100%).
2. The mode of survey should shift from physical to digital completely and the students must be encouraged to participate in the survey in order to composite the true picture.

**Explanation regarding the internal benchmarking:**

**1. Why the internal benchmark providers were chosen?**

The internal benchmark was adopted in order to evaluate self with the previous year performance of BPCs.

**2. How was the benchmark calculated?**

Proportion of courses in which student evaluations were conducted during the year = Number of courses evaluated / Total number of existing courses.

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

All the constituent colleges of BPCs. Quality committee

**Explanation related to the external benchmarking:**

**1. Why the external benchmark provider was chosen?**

The selected benchmark providers have a history of good practice in the field of professional education. Other factors on basis of which they were selected are:

- Availability of data which we are seeking of NCAAA.
- Related infrastructure requirements for the concerned programs in BPCs.

**2. How was the benchmark calculated?**

Proportion of courses in which student's evaluations were conducted during the year = Number of courses evaluated / Total number of existing courses.

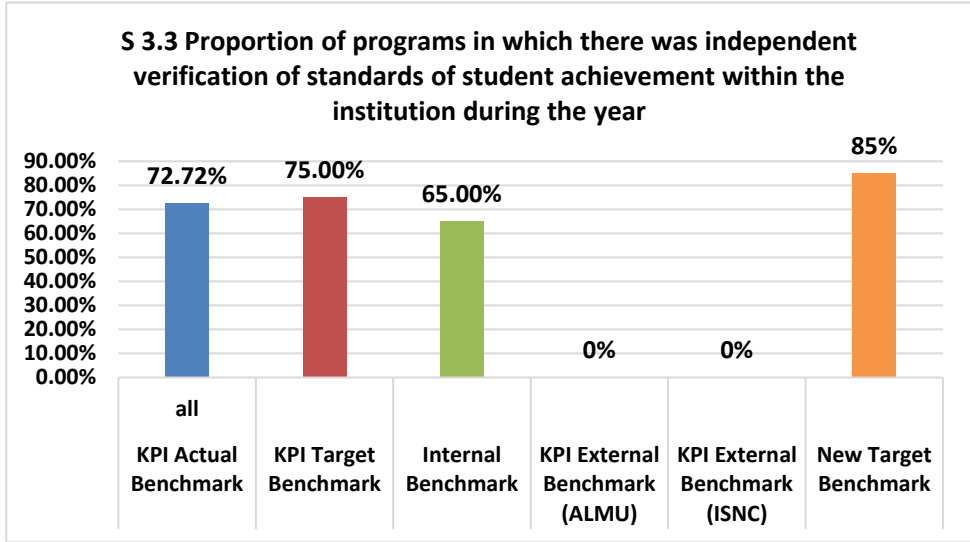
**3. Names of the external benchmark providers.**

- Al Maarefa University
- Ibn Sina National Medical College

**Table 8; KPI:** Proportion of programs in which there was independent verification of standards of student achievement within the institution during the year  
 NCAA KPI Reference Number: **S3.3** Institutional KPI Reference Number: **5**

KPI Actual Benchmark	KPI Target Benchmark	Internal benchmark	External Benchmarks		New Target Benchmark
			ALMU	ISNC	
72.72%	75%	65%	Data not provided	Data not provided	85%

**Analysis:**



Proportion of programs in which independent verification of standards of student achievement was carried out by assessors external to the institution in the semester of 382.

Proportion of programs in which independent verification of standards of student achievements was carried out by assessors external to the institution during the year= No of program verified / Total No of program. The actual benchmark of 72.72% which was less than MU university (100%). Notwithstanding that MU university are governmental universities with better infrastructure and facilities, and have already been accredited by the NCAA.

**Strengths:**

- 1. The actual benchmark of 72.72% was higher than the internal benchmark of 65%.

**Recommendations:**

- 1. Keeping in view, the new target benchmark of 85%, we as an ambitious institution have to devote lots of resources in meeting the above mentioned standard.

**Explanation regarding the internal benchmarking:**

- 1. **Why the internal benchmark providers were chosen?**  
 The internal benchmark was adopted in order to evaluate self with the previous year performance of BPCs.
- 2. **How was the benchmark calculated?**

Proportion of programs in which independent verification of standards of student achievements = No of program verified / Total No of programs.

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

All the constituent colleges of BPCs.

**Explanation related to the external benchmarking:**

**1. Why the external benchmark provider was chosen?**

The selected benchmark providers have a history of good practice in the field of professional education.

Other factors on basis of which they were selected are:

- Availability of data which we are seeking of NCAAA.
- Related infrastructure requirements for the concerned programs in BPCs.

**2. How was the benchmark calculated?**

Proportion of programs in which independent verification of standards of student achievements by the external evaluator = No of program verified / Total No of programs.

**3. Names of the external benchmark providers.**

- Al Maarefa University (No data available)
- Ibn Sina National Medical College (No data available)

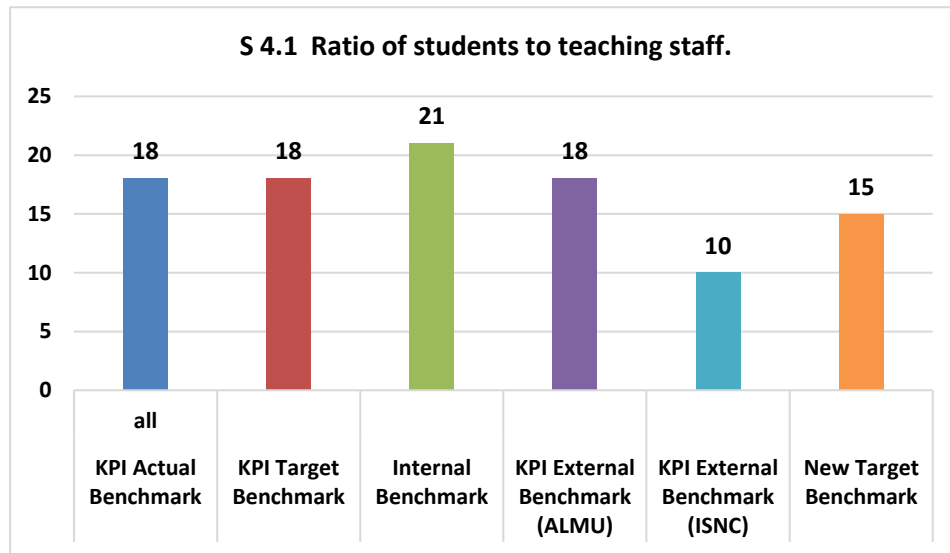
**Table (9); KPI: Ratio of students to teaching staff.**

NCAAA KPI Reference Number: S4.1

Institutional KPI Reference Number:6

KPI Actual Benchmark	KPI Target Benchmark	Internal Benchmark	External Benchmarks		New Target Benchmark
			ALMU	ISNC	
18:1	18:1	21:1	18:1	10:1	15:1

**KPI Analysis:**



Data for this indicator was taken from “administration of teaching staff” and student admissions unit. The total number of students was divided by total number of teaching staff to get the KPI value. The value obtained for this KPI is almost near the external benchmark values. It shows efficiency of the employment processes at BPCs to meet requirements of this standard. Based on the existing number of instructors at BPCs, it is recommended that more instructors need to be recruited in case more students are enrolled. BPCs’ KPI value is 18:1, which is better than the national figure (21:1).

1. The university chosen for external benchmarking was based on the following criteria:

- a. NCAAA accreditation,
- b. Comparability of infrastructural facilities required for the programs being provided
- c. Availability of learning data.

In reference to the above criteria, national figure was considered as the external benchmark.

2. Ratio of teaching staff to students= Number of teaching staff working at BPCs/ total number of students enrolled at BPCs for the specific academic year.

3. Available data was provided by the Ministry of Education ALMU and ISNC.

1. The university chosen for external benchmarking was based on the following criteria:

- d. NCAAA accreditation,
- e. Comparability of infrastructural facilities required for the programs being provided
- f. Availability of learning data.

In reference to the above criteria, national figure was considered as the external benchmark.

4. Ratio of teaching staff to students= Number of teaching staff working at BPCs/ total number of students enrolled at BPCs for the specific academic year.

Available data was provided by the Ministry of Education ALMU and ISNC.

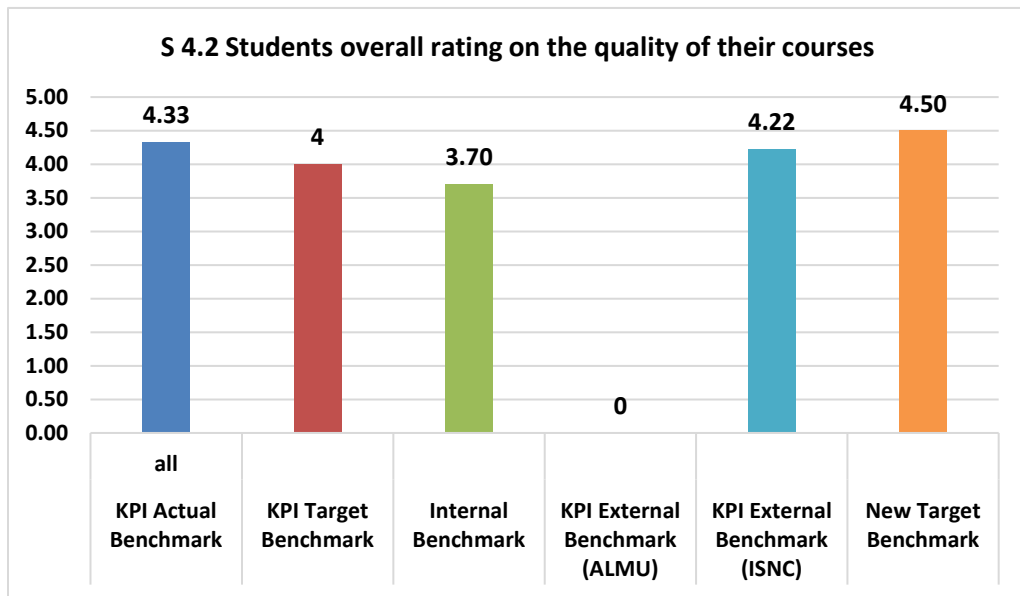
**Table (10); KPI: Students overall rating on the quality of their courses (Average rating of students on a five points scale for overall evaluation of courses).**

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

**Institutional KPI Reference Number: 7**

Actual Benchmark	Target Benchmark	Internal Benchmark	External Benchmarks		New Target Benchmark
			ALMU	ISNC	
4.33	4 out of 5	3.7	Not provided	4.22	4.5

KPI Analysis:



Data for this indicator was taken from question no. 24 in “course evaluation survey” set by the NCAAA. The value obtained for this KPI is 4.33 out of 5 which is greater than the target benchmark value. It is recommended that BPCs adopts a mechanism to ensure a better course evaluation mechanism for both sections.

1. The university chosen for external benchmarking was based on the following criteria:
  - a. NCAAA accreditation,
  - b. Comparability of infrastructural facilities required for the programs being provided.
  - c. Availability of learning data.

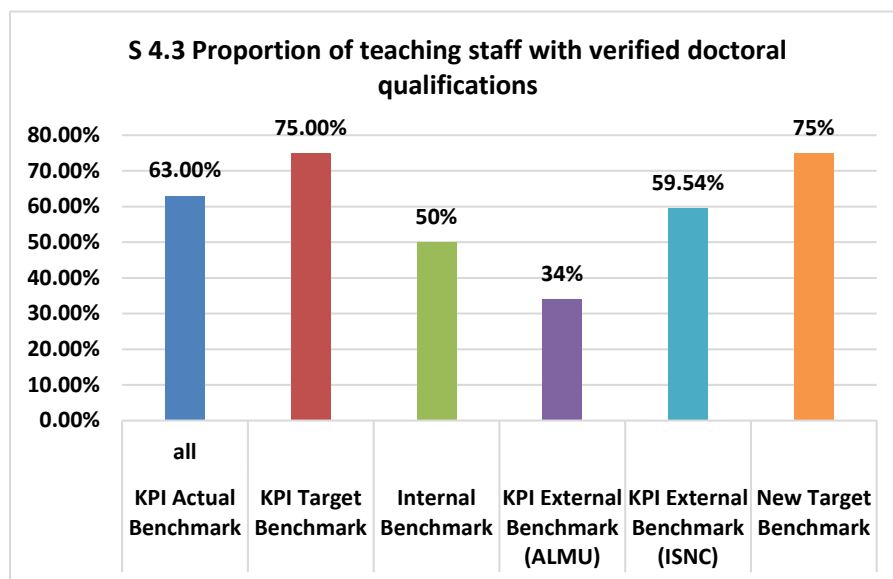
In reference to the above criteria ISNC was considered as external benchmark since it has already been accredited by the NCAAA.

2. Students overall rating on the quality of their courses =  $(\text{score of Q24 in certain course}) * (\text{number of students in this course}) / \text{total number of students}$

**Table (11); KPI: Proportion of teaching staff with verified doctoral qualifications**  
**NCAAA KPI Reference Number: S4.3 Institutional KPI Reference Number: 8**

Actual Benchmark	Target Benchmark	Internal benchmark	External Benchmarks		New Target Benchmark
			ALMU	ISNC	
63%	75%	50%	34%	59.54%	75%

**KPI Analysis:**



Data for this indicator was provided by “statistics and information unit.” The number of Ph.D. holders was divided by the total number of teaching staff members. The value obtained for this KPI is 63% which is greater than most of external benchmarks. But there is still a need for revising the policy for recruitment of the teaching staff which should be in accordance with the national requirements and quality standards.

Proportion of teaching staff with verified doctoral qualifications in academic year (2016/2017) was set as internal bench mark (50%).

The benchmark value was calculated by dividing the number of teaching staff with verified doctoral qualification / total number of teaching staff at BPC.

**1. Universities selected for external benchmark fulfilled the following criteria:**  
**NCAAA accreditation.**

**Comparability of infrastructure required for the programs offered.**

**Availability of data.**

In reference to above criteria, ALMU and ISNC were considered as an external benchmarks since they have been accredited by NCAAA as a private sector institutions.

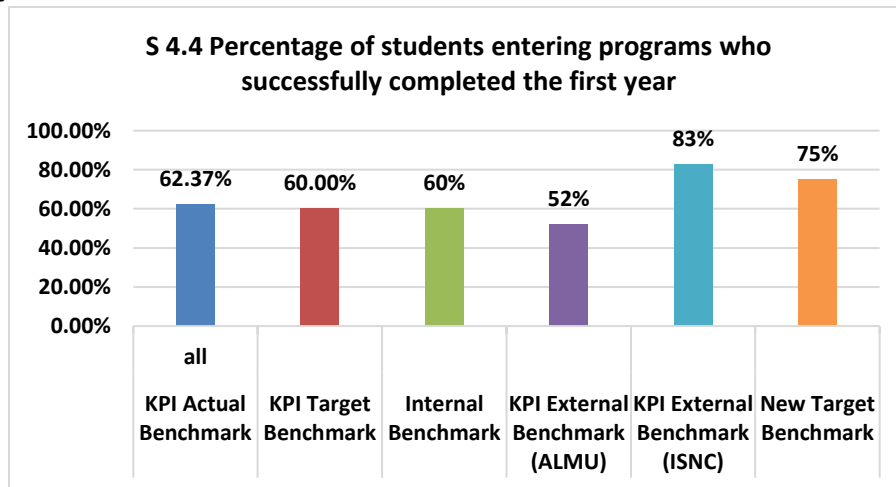
**2. Proportion of teaching staff with verified doctoral qualifications= Total number of teaching staff with doctoral qualification/ total number of teaching staff working at BPCs in that year.**

**Table (12);** KPI: Percentage of students entering programs who successfully completed the first year

NCAAA KPI Reference Number: S4.4 Institutional KPI Reference Number: 9

KPI Actual Benchmark	Target Benchmark	Internal benchmark	External Benchmarks		New Target Benchmark
			ALMU	ISNC	
62.37%	60%	60%	51.83%	82.77%	75%

**KPI Analysis:**



Data for this indicator was taken from e-register. The total number of students who successfully completed the first year was divided by total number of students who entered the programs in the same year. The value obtained for this KPI is 62.3%, which is less than the external benchmark for ISNC but greater than that for ALMU. However, the KPI value shows that new students do not face difficulties in passing the first year.

Internal benchmark bench mark has been obtained from academic year 2016/2017 (71%)

1. The university chosen for external benchmarking was based on the following criteria:
  - a. NCAAA accreditation,
  - b. Comparability of infrastructural facilities required for the programs being provided
  - c. Availability of learning data.
2. The percentage of students entering programs who successfully complete first year = percentage of students successfully completing the first year / total number of students enrolled in the program in that specific academic year.

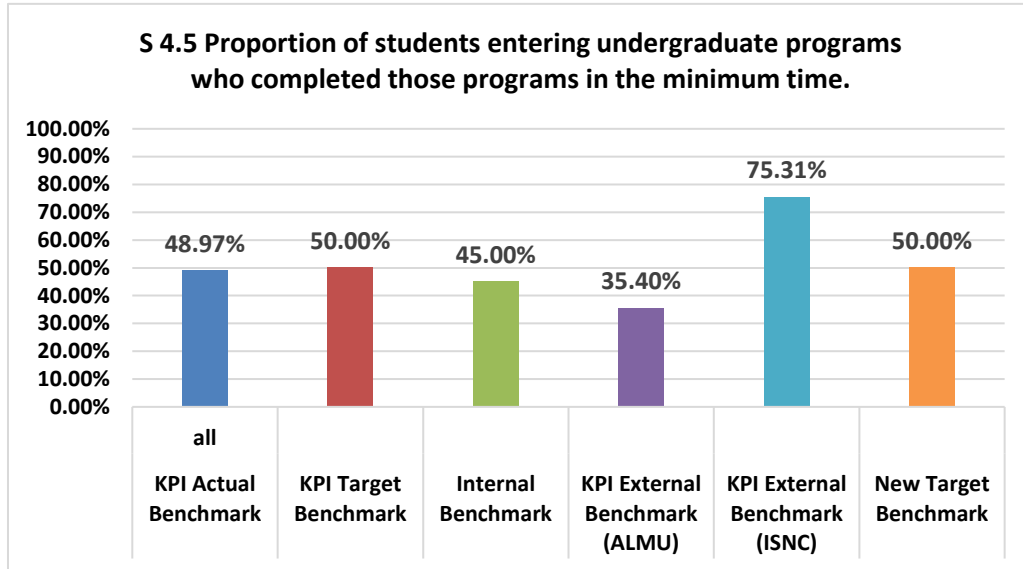
**Table (13);KPI: Proportion of students entering undergraduate programs who completed those programs in the minimum time.**

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

Institutional KPI Reference Number: **10**

Actual Benchmark	Target Benchmark	Internal benchmark	External Benchmarks		New Target Benchmark
			ALMU	ISNC	
48.97%	50%	45%	35.4%	75.31%	50%

**KPI Analysis:**



Data for this indicator were taken from the e-register. The value of the indicator is based on data of different cohort of students. Generally, the target value was achieved for students as one group. However, this KPI for female students (64.8%) is higher than that for male students (41%). This reflects seriousness of female students as well as the attention paid to them at BPCs in terms of learning resources and staffing provisions. BPCs' KPI value is 48.9%, which is better than ALMU (35.4%).

Data for internal bench mark was obtained for the academic year 2016/2017

1. The university selected for the external benchmarking was based on the following criteria:
  - a. NCAA accreditation,
  - b. Comparability of infrastructure and facilities required for the programs on offer.
  - c. Availability of data.
2. Proportion of students entering undergraduate programs who complete those programs in minimum time= Number of students completes the program in minimum number of years / total number of students admitted in that program.

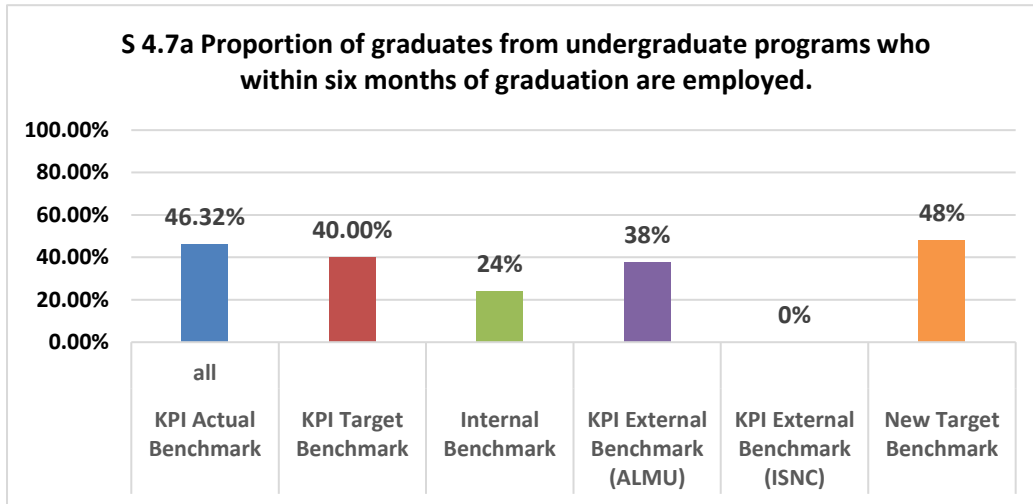
**Table (14);KPI: Proportion of graduates from undergraduate programs who were employed within six months after graduation**

NCAAA KPI Reference Number: S4.7a

Institutional KPI Reference Number: 11

KPI Actual Benchmark	KPI Target Benchmark	Internal benchmark	External Benchmarks		New Target Benchmark
			ALMU	ISNC	
46.32 %	40 %	24 %	37.83%	Data not provided	48%

**KPI Analysis:**



Alumni office contacted 385 male graduates to enquire about them securing jobs in the first 6 months of graduation. A low KPI value (46.32%) compared to the target was obtained. A possible explanation could be difficulties of communication with a lot of other graduates who were excluded from the survey. Change of addresses and mobile numbers could be the reasons. Nevertheless, BPCs needs to study the labor market and focus on developing competencies and outcomes that improve the employability of their graduates. Programs which are in demand should be identified and offered than those not or less in demand. However, at BPCs, the KPI value (46.32%) is better than that of ALMU (37.83%) although ALMU is a NCAAA accredited university.

data for internal benchmark has been obtained for academic year 2013/2014 and its value is 24%

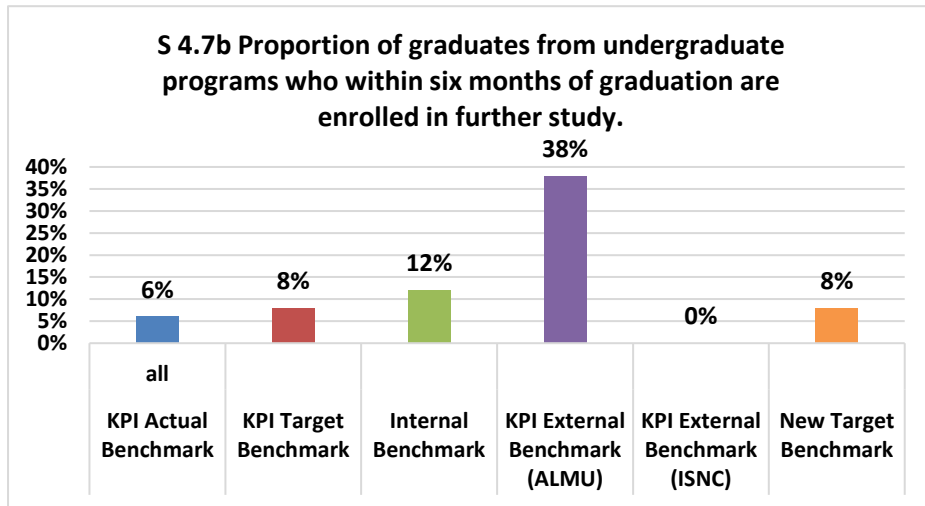
1. The external benchmark was based on the following criteria:
  - a. NCAAA accreditation.
  - b. Comparability of infrastructure and facilities required for the programs.
  - c. Availability of data.
2. The actual benchmark value has been calculated by dividing number of students who employed within six months from graduation by the number of graduates who responded to the questionnaires.

**Table (15); KPI: Proportion of graduate students entering post-graduate programs within six months after graduation**

NCAA KPI Reference Number: **S4.7b** Institutional KPI Reference Number: **12**

Actual Benchmark	Target Benchmark	Internal benchmark	External Benchmarks		New Target Benchmark
			ALMU	ISNC	
6 %	8 %	12%	37.83%	Data not provided	8%

**Analysis:**



Alumni office contacted 358 male graduates to enquire about them joining postgraduate programs in the first 6 months of graduation. A low KPI value (6%), compared to the target, was obtained. A possible explanation could be difficulties of communication with a lot of other graduates who were excluded from the survey. Change of addresses and mobile numbers could be the reasons. Nevertheless, BPCs may need to adopt effective communication mechanism so as to contact majority of graduates. Furthermore, graduates seeking postgraduate studies should be helped to pursue their aspirations about higher studies. Additionally, the KPI should be externally benchmarked to obtain a better idea about postgraduate opportunities. A possible option could be BPCs introducing postgraduate studies.

data for internal benchmark has been obtained from available data in academic year 2013/2014

Universities selected for external benchmark fulfilled the following criteria:

- a. NCAA accreditation.
- b. Comparability of infrastructure required for the programs offered.
- c. Availability of data.

The actual benchmark value has been calculated by dividing number of students who enrolled in post graduates by the number of graduates who responded to the questionnaires.

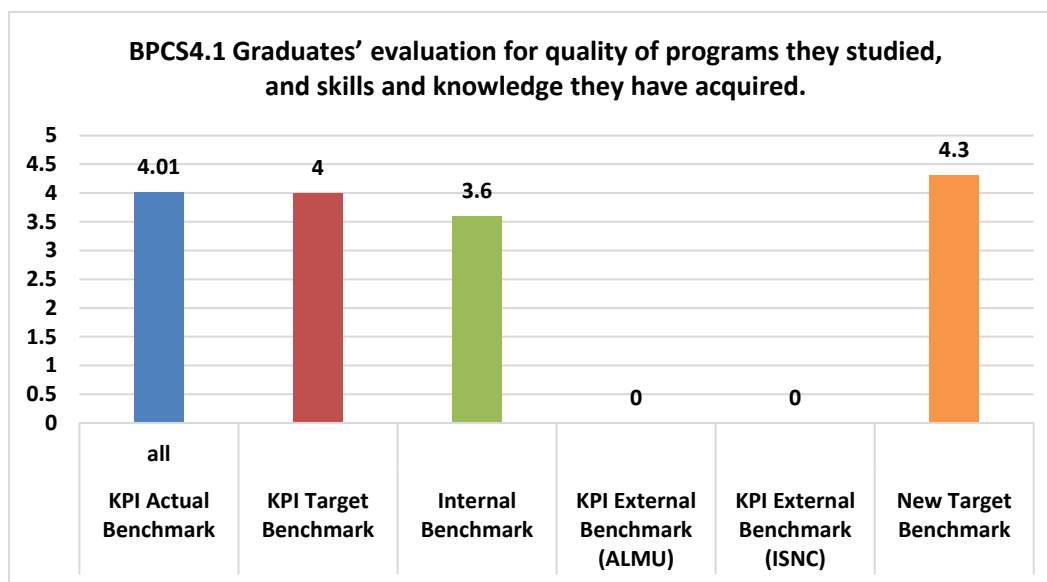
**Table (16);** KPI: Graduates’ evaluation for quality of programs they studied, and skills and knowledge they have acquired

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

Institutional KPI Reference Number: **13**

KPI Actual Benchmark	KPI Target Benchmark	Internal benchmark	External Benchmarks		New Target Benchmark
			ALMU	ISNC	
4.01	4 out of 5	3.6	Not provided	Not provided	4.3

**KPI Analysis:**



This KPI have been calculated from average scores for questions (Q15:Q21) in program evaluation survey, this survey is done by students in last year of the programs. The actual value of this KPI approached the target value. It indicates the appropriateness of intended learning outcomes, and they are being fairly achieved.

1. Graduates' evaluation for quality of program thy studied, and skills and knowledge they have acquired in academic year (2016/2017) was set as internal bench mark (3.6).
2. No data is available for external benchmarks.

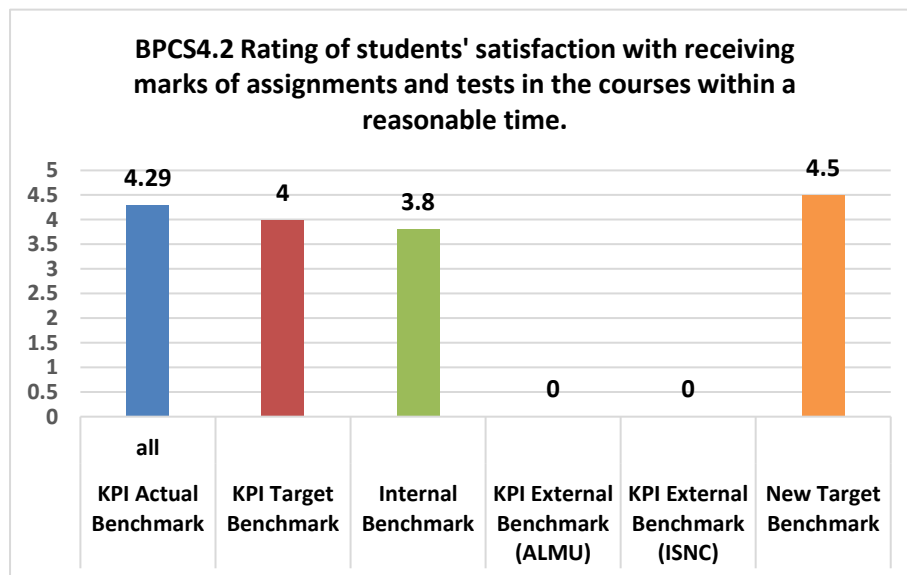
**Table (17); KPI:** Rating of students' satisfaction with receiving marks of assignments and tests in the courses within a reasonable time

BPCs KPI Reference Number: **BPCS4.2**

Institutional KPI Reference Number: **14**

Actual Benchmark	Target Benchmark	Internal benchmark	External Benchmarks		New Target Benchmark
			ALMU	ISNC	
4.29	4 out of 5	3.8	Not provided	Not provided	4.5

**Analysis:**



Question no.17 in “course evaluation survey” devised by the NCAAA concerns students' satisfaction about receiving marks of assignments and tests in the courses within a reasonable time. KPI value was calculated at 4.29 out of 5 which is greater than the target value. The high value of the KPI clearly reveals that BPCs pays attention to students’ feedback.

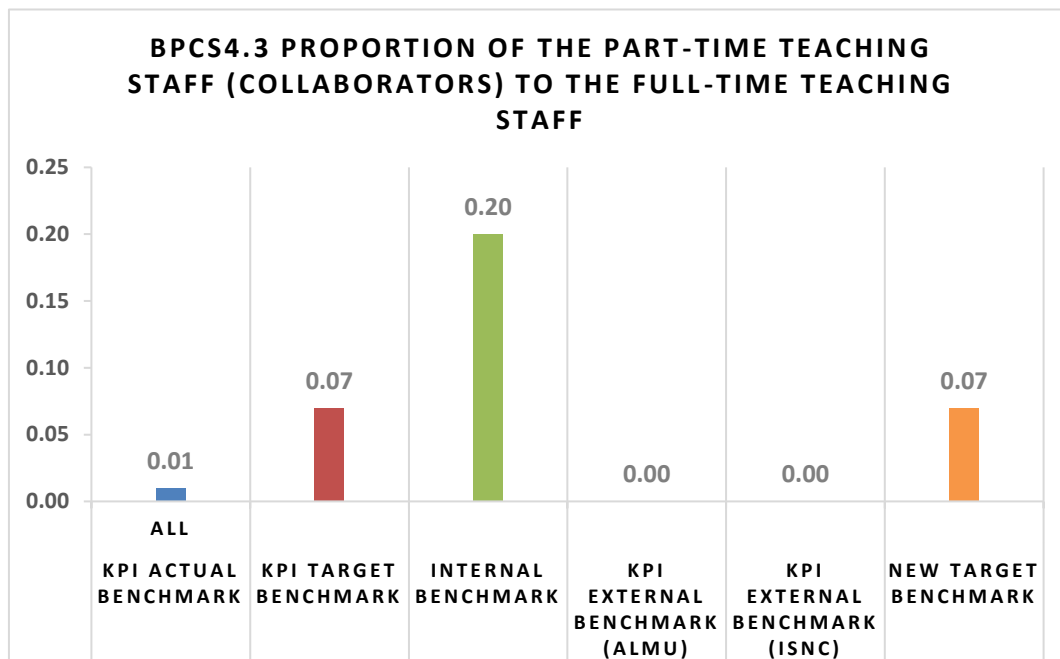
1. Rating of students 'satisfaction with receiving marks of assignments and tests in the courses within reasonable time in academic year (2016/2017) was set as internal bench mark (3.8).

No data is available for external benchmarks.

**Table (18); KPI:** Proportion of the part-time teaching staff (collaborators) to the full-time teaching staff

KPI Actual Benchmark	KPI Target Benchmark	Internal benchmark	External Benchmarks		New Target Benchmark
			ALMU	ISNC	
0.01	0.07	0.2	Not provided	Not provided	0.07

**KPI Analysis:**



This indicator reveals that BPCs has nearly adequate teaching staff for all academic programs. But BPCs may need to get help of professional experts as collaborators in teaching some courses in final year of academic programs

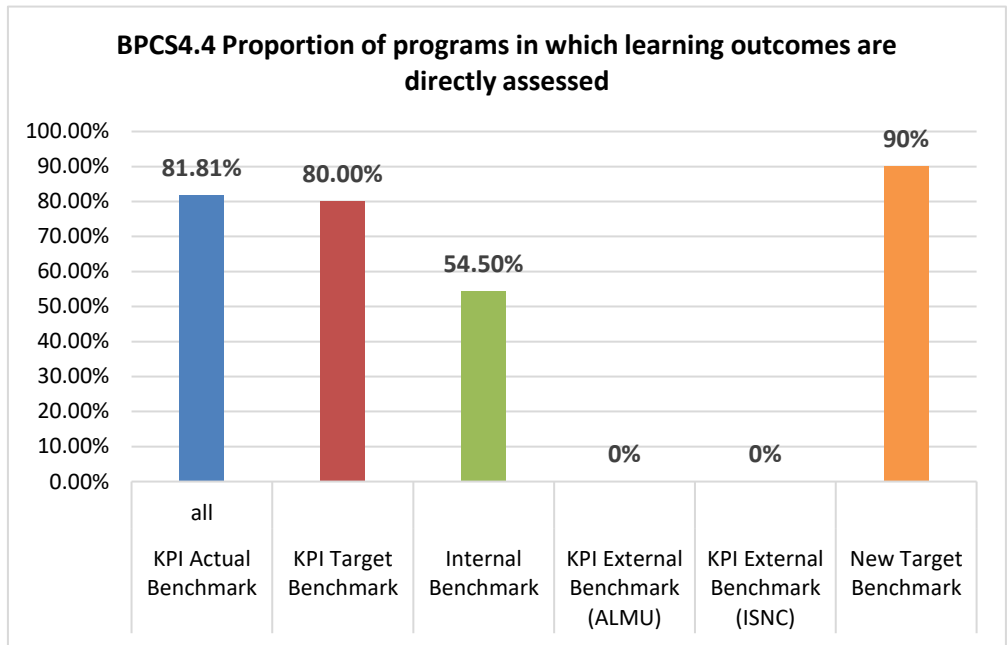
1. Proportion of the part-time teaching staff in academic year (2016/2017) was set as internal bench mark (20%).

No data is available for external benchmark.

**Table 19;** Additional PI: Proportion of programs in which learning outcomes are directly assessed  
 BPCs KPI Reference Number: **BPCS4.4** Institutional KPI Reference Number: **16**

KPI Actual Benchmark	KPI Target Benchmark	Internal benchmark	External Benchmarks		New Target Benchmark
			ALMU	ISNC	
81.81%	80%	54.5%	Not provided	Not provided	90%

**KPI Analysis:**



The actual KPI value approaches the target value. While there is no external benchmark for comparison, BPCs is looking forward to do more efforts in direct assessment process.

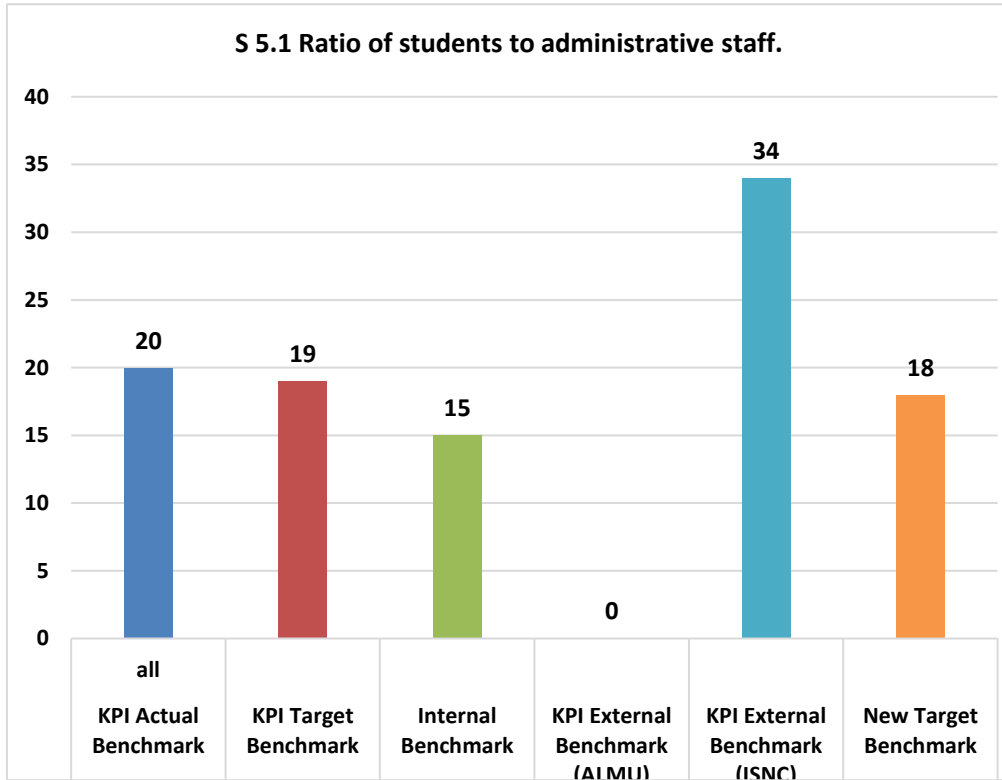
Internal bench mark have been obtained from data in the academic year 2016/2017. The actual value for this KPI have been calculated by dividing the number of programs in which learning outcomes have been directly assessed (9 programs) by the total number of programs.

No data is available external benchmarks.

**Table (20); KPI: Ratio of students to administrative and support service staff.**  
 NCAA KPI Reference Number: **S5.1** Institutional KPI Reference Number: **17**

KPI Actual Benchmark	KPI Target Benchmark	Internal benchmark	External Benchmarks		New Target Benchmark
			ALMU	ISNC	
20:1	19:1	15:1	Not provided	34:1	18:1

**KPI Analysis:**



1. The data for this KPI was provided by Human resource and student admissions units.
2. The benchmark value was calculated by dividing the total number of students regular in BPCs / total number of administrative staff members.
3. The benchmark value is 19.1:1.
4. Results show a good benchmark value compared with the external benchmark values.
5. Ratio of students to administrative and support service staff in previous academic year was set as internal benchmark.
6. Data which was available by ISNC was set as the external benchmarks as shown in table39.
7. The universities for external benchmarking were chosen based on the following criteria:
  - a. NCAA accreditation,
  - b. Comparability of infrastructure and facilities required for the programs.

Availability of data.

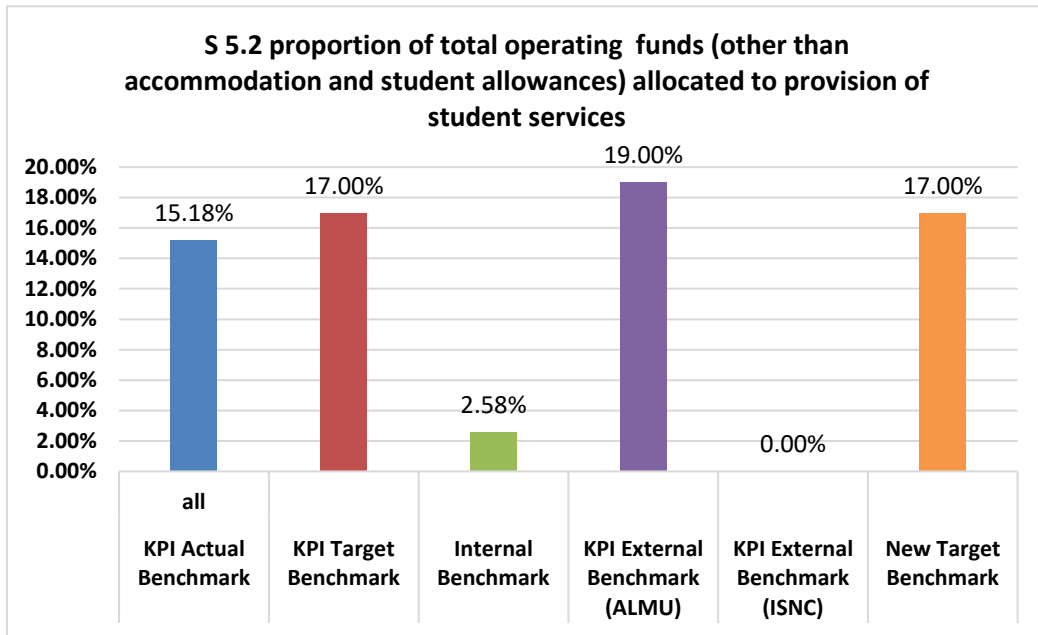
**Table (21); KPI:** Proportion of total operating funds (other than accommodation and student allowances) allocated to provision of student services

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

Institutional KPI Reference Number: **18**

KPI Actual Benchmark	KPI Target Benchmark	Internal benchmark	External Benchmarks		New Target Benchmark
			ALMU	ISNC	
15.18%	17%	2.58 %	19%	Not provided	17%

**KPI Analysis:**



1. The benchmark value was calculated by dividing the total operating funds allocated to provision of students' services / total number of students regular in BPCs.
2. Proportion of total operating funds allocated to the provision of student services at BPCs is satisfied compared with the external benchmark values.
3. No data is available for internal benchmark.
4. Data which was available by ALMAAREFA University were set as the external benchmarks as shown in table40.
5. The universities for external benchmarking were chosen based on the following criteria:
  - a. NCAAA accreditation,
  - b. Comparability of infrastructure and facilities required for the programs.
  - c. Availability of data
6. BPCs still needs to spend more money in order to improve the present KPI value.

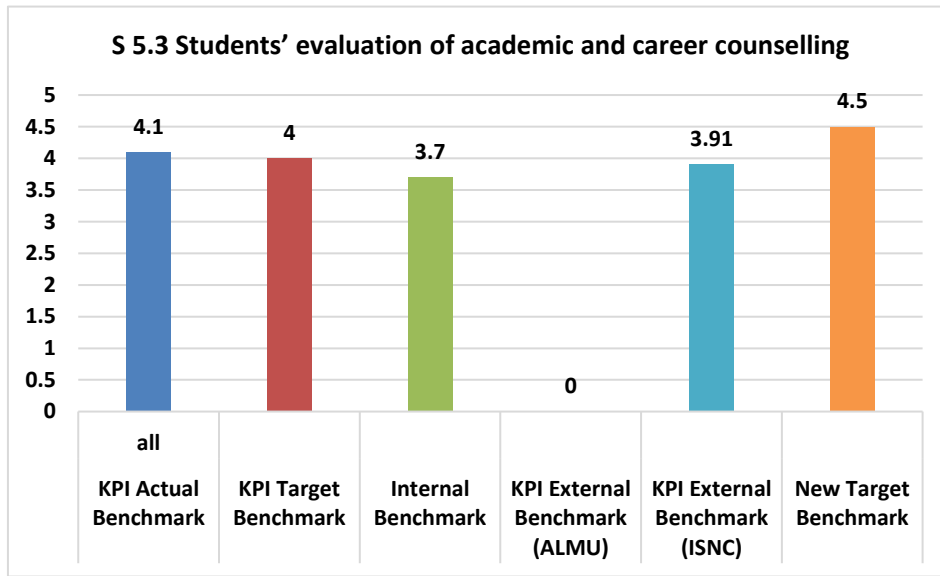
**Table (22); KPI: Students' evaluation of academic and career counselling**

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

Institutional KPI Reference Number: **19**

KPI Actual Benchmark	KPI Target Benchmark	Internal benchmark	External Benchmarks		New Target Benchmark
			ALMU	ISNC	
4.1	4 out of 5	3.7	Not provided	3.91	4.5

**KPI Analysis:**



1. Data for this KPI was obtained by collecting responses to the 1st question on “program evaluation survey” devised by SSRI committee.
2. The benchmark value was calculated by taking the average rating which equals the sum of the scores of items in the survey/No. of students who responded to the survey.
3. The benchmark value is 4.1.
4. Results show a high rate of student satisfaction with academic and career counselling, surpassing even the target value and external benchmark values, which means that BPCs is aware of the importance of academic and career counselling, so sufficient human and financial resources have been assigned for this purpose.
5. The Students' evaluation of academic and career counselling in previous academic year was set as internal bench mark.
6. The universities for external benchmarking were chosen based on the following criteria:
  - a. NCAAA accreditation,
  - b. Comparability of infrastructure and facilities required for the programs.

Availability of data

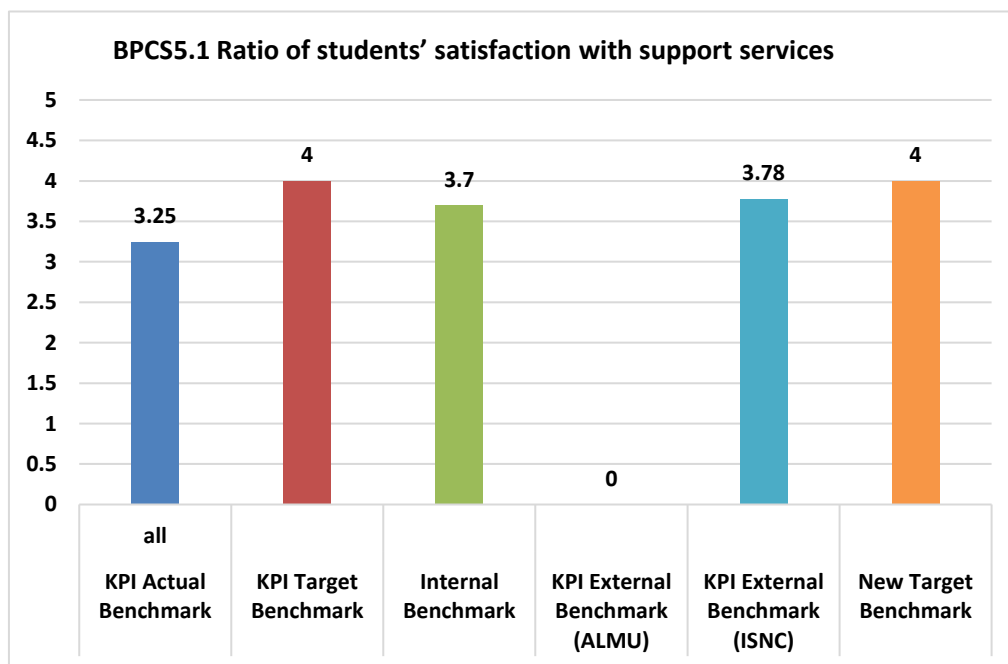
**Table (23); KPI: Ratio of students’ satisfaction with support services**

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

Institutional KPI Reference Number:**20**

KPI Actual Benchmark	KPI Target Benchmark	Internal benchmark	External Benchmarks		New Target Benchmark
			ALMU	ISNC	
3.25	4 out of 5	3.7	Not provided	3.78	4

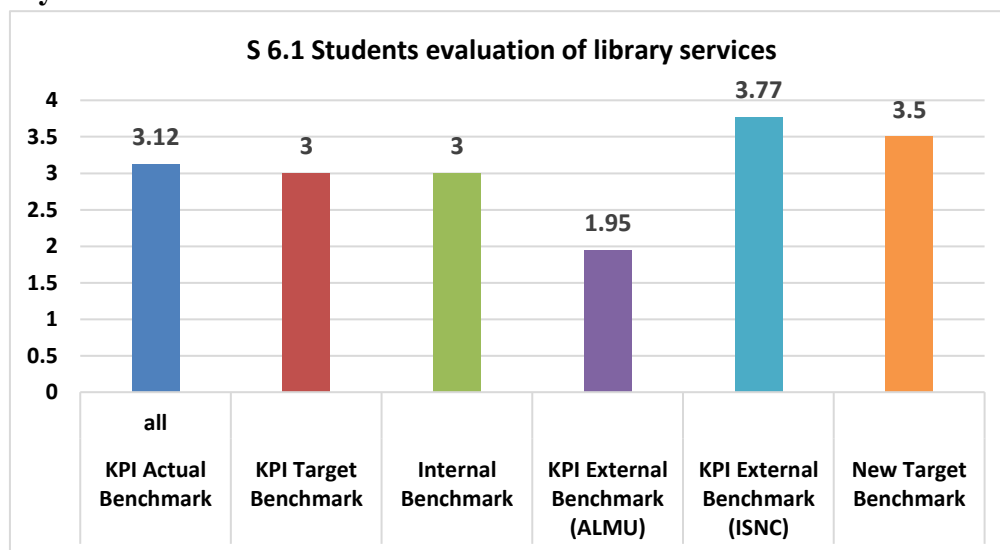
**KPI Analysis:**



1. Data for this KPI was obtained by collecting responses to 8th, 9th, 10th questions on “Student survey” devised by SSRI committee.
2. The benchmark value was calculated by taking the average rating which equals the sum of the scores of items in the survey/No. of students who responded to the survey.
3. The benchmark value is 3.25.
4. Ratio of students’ satisfaction with support services in previous academic year was set as internal bench mark.
5. The universities for external benchmarking were chosen based on the following criteria:
  - a. NCAAA accreditation,
  - b. Comparability of infrastructure and facilities required for the programs.
  - c. Availability of data
6. BPCs still needs to improve student services in order to improve the present KPI value.

**Table (24); KPI: Students evaluation of library services**NCAA KPI Reference Number: **S6.1**Institutional KPI Reference Number: **21**

KPI Actual Benchmark	KPI Target Benchmark	Internal benchmark	External Benchmarks		New Target Benchmark
			ALMU	ISNC	
3.12	3 out 5	3	1.95	3.77	3.5

**KPI Analysis:**

Analysis of the results of questions Q19 to Q23 and Q27 to Q29 in students' questionnaire regarding the exploration of their views on institutional and program activities set by the SSRI committee shows that students are satisfied with library services (3.12 out of 5) with not much difference between male and female sections. The KPI value shows that BPCs supports library by providing adequate financial and human resources.

It is recommended that BPCs should encourage library usage and integrate learning resources during writing of curriculum.

1. Students evaluation of library services in academic year (2017/2018) was set as internal bench mark (3).
2. The Internal benchmark was chosen based on the available data from academic year (2016/2017)
3. The benchmark value was calculated by using the questionnaire of students' views on institutional and program activities (Q19:Q23 and Q27:Q29)for (2017/2018) to compute the average of students evaluation rate of library services.

1. The university chosen for external benchmarking fulfilled the following criteria:
  - a. NCAAAA accreditation,
  - b. Comparability of infrastructure and facilities required for the programs.
  - c. Availability of data (Table T6-5).
2. Average rating on adequacy of library services on a five-point scale = Sum of the scores given by the students / No of students who responded to the survey.

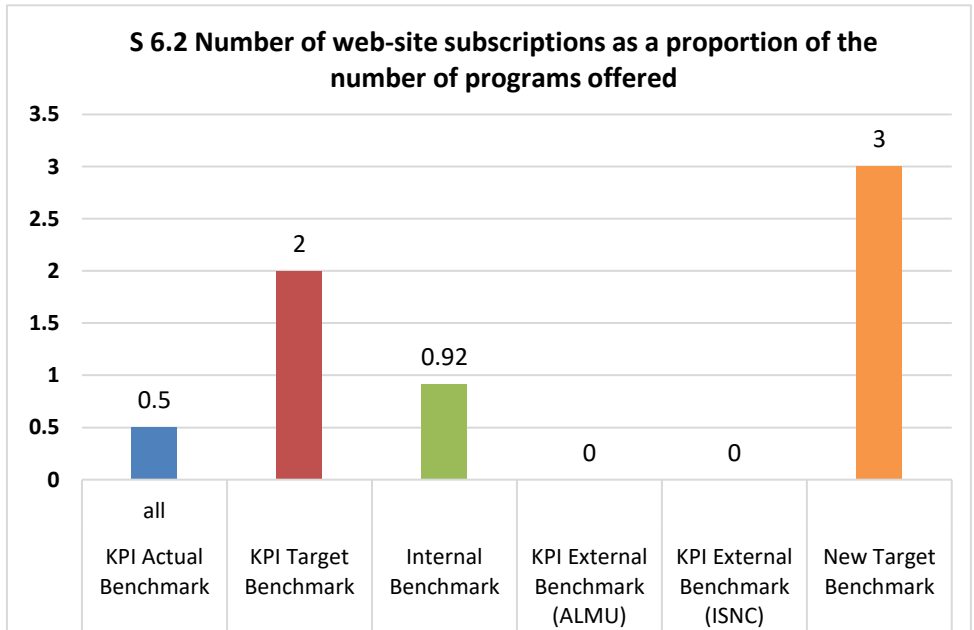
**Table (25); KPI:** Number of web-site subscriptions as a proportion of the number of programs offered

NCAA KPI Reference Number: **S6.2**

Institutional KPI Reference Number:**22**

KPI Actual Benchmark	KPI Target Benchmark	Internal benchmark	External Benchmarks		New Target Benchmark
			ALMU	ISNC	
0.5	2	92	Not provided	Not provided	3

**KPI Analysis:**



Librarians collected data for this KPI. Its value did not reach the target. In spite of that, the number of web-sites subscription, which is 5, can satisfy the requirements of students and teaching staff regarding teaching and learning materials. However, BPC looks forward to increasing the number of web-site subscriptions to reach the target, which is 3.

No data is available for internal benchmark because this is the first ever evaluation.

1. The university chosen as an external benchmarking fulfilled the following criteria:
  - a. NCAA accreditation,
  - b. Comparability of infrastructure and facilities required for the programs.
  - c. Availability of data.

Number of website subscriptions as a proportion of the number of programs offered = No of website subscriptions/Total No of programs.

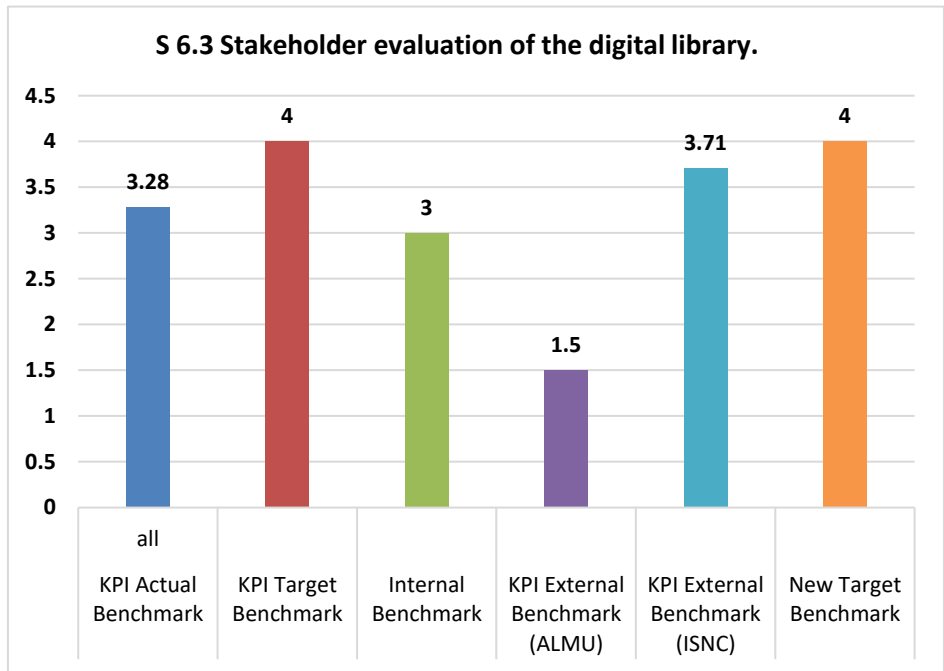
**Table (26); KPI: Stakeholder evaluation of the digital library**

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

Institutional KPI Reference Number: **23**

KPI Actual Benchmark	KPI Target Benchmark	Internal benchmark	External Benchmarks		New Target Benchmark
			ALMU	ISNC	
3.28	4	3	1.5	3.71	4

**KPI Analysis:**



Data for this KPI were obtained from librarians. The KPI value is close to the target which reflects the interest of BPCs’ central library to support all academic programs and to maintain an updated suite of learning resources. BPCs’ central library achieved better value (3.28) than that of ALMAAREFA university (1.5) and achieved a slightly less value than that of ISNC (3.71).

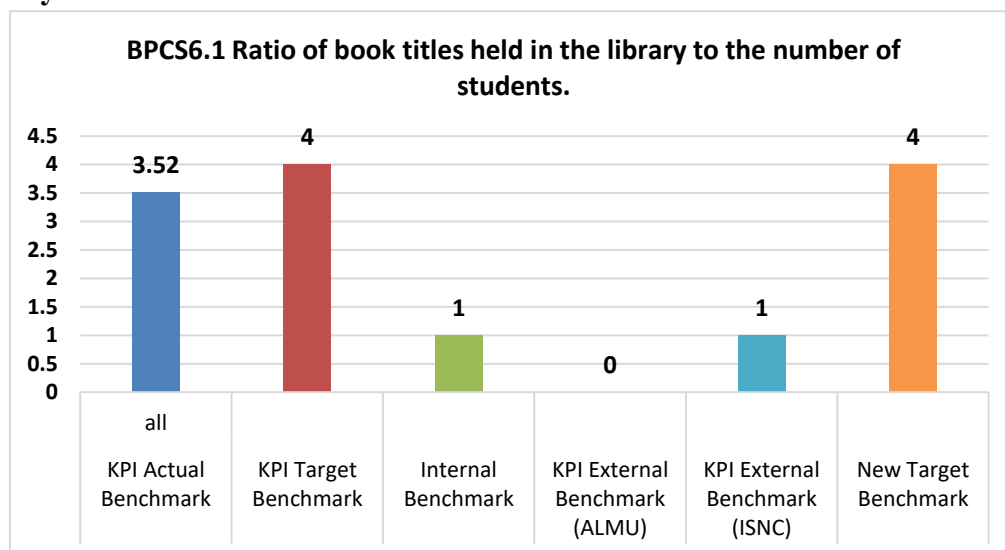
The data obtained for this KPI is slightly higher than that of the internal benchmark. This indicates that the level of satisfaction of students and teaching staff increased regarding the digital library.

1. The university for external benchmarking fulfilled the following criteria:
  - a. NCAAA accreditation,
  - b. Comparability of infrastructural facilities required for the programs
  - c. Availability of the required data.
2. ALMAAREFA University and ISNC were considered as the external benchmark as it fulfilled the criteria.

**Table (27); KPI: Ratio of books held by the library to the number of students**  
 BPCs KPI Reference Number: **BPCS6.1** Institutional KPI Reference Number: **24**

KPI Actual Benchmark	KPI Target Benchmark	Internal benchmark	External Benchmarks		New Target Benchmark
			ALMU	ISNC	
3.52	4	1	Not provided	1	4

**KPI Analysis:**



Librarians provided data for this KPI. Regarding hard copies, the KPI value is little less (3.52) than its targeted value (4), which reflects that there should be an increase of hard copies number within the central library and this in turn may affect positively books borrowing process. However, the KPI value for combined hard and electronic copies is much higher than the targeted value. The electronic provision is a modern concept and suits the tech savvy young generation.

1. Ratio of book titles held by the library to the number of students in academic year (1437/1438) was set as internal bench mark (3.5:1).
2. The Internal benchmark is not available because this is the first ever evaluation.
3. The benchmark value was calculated by dividing the number of book titles held in the library/Total No of students Enrolled in(1437/1438).

1. The university for external benchmarking was chosen on the following criteria:
  - a. NCAAA accreditation,
  - b. Comparability of infrastructural facilities required for the programs provided
  - c. Availability of data.

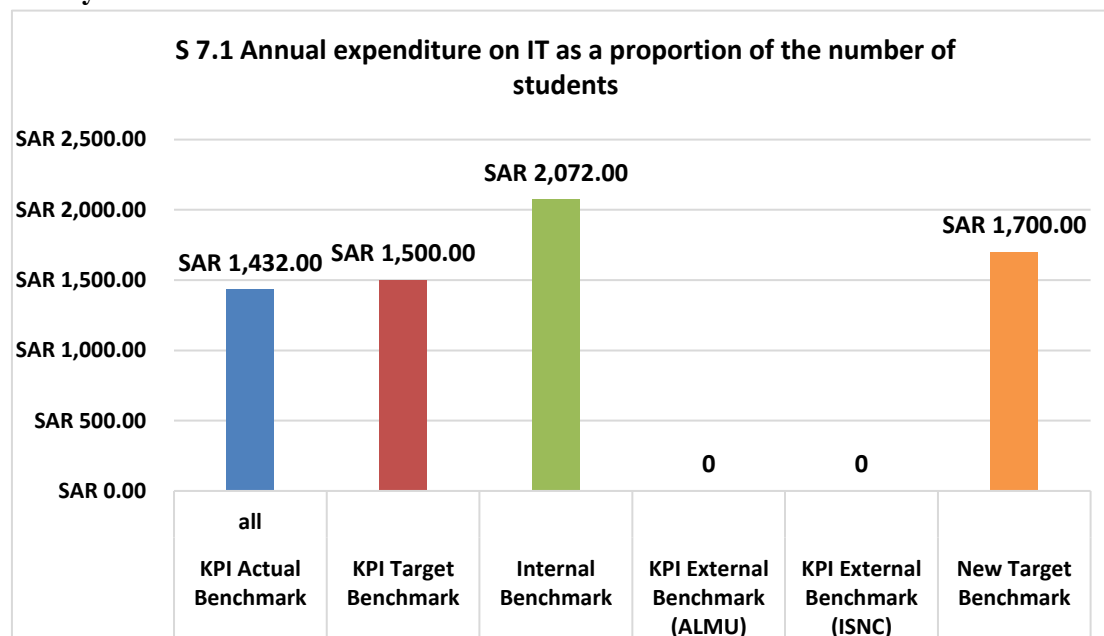
In reference to the fulfilling of the criteria, ISNC University, a private institution, was considered as the external benchmark as it fulfilled the criteria.

4. The number of book titles held by the library as a proportion of the number of students = Number of book titles held in the library/Total No of students Enrolled.

**Table (28); KPI:** Annual expenditure on IT as a proportion of the number of students  
 NCAAA KPI Reference Number: **S7.1** Institutional KPI Reference Number: **25**

KPI Actual Benchmark	KPI Target Benchmark	Internal benchmark	External Benchmarks		New Target Benchmark
			ALMU	ISNC	
SAR 1,432.00	1500 SR	SAR 2,072.00	Data not Provided	Data not Provided	SAR 1,700.00

**KPI Analysis:**



IT unit at BPCs with support from financial department supplied the data for this KPI. Annual expenditure on IT as a proportion of the number of students Its value is 2072 SR for a student per year which is near to other comparable universities. It reflects the earnestness of BPCs to evenly support male and female sections by providing the required IT equipment. Moreover, it also reflects the presence of a financial plan within BPCs to complete the implementation of a campus-wide Wi-Fi network and acquire innovative technologies building the institutional capacity to offer online and distance education courses. Thus, making higher education accessible throughout the Kingdom.

1. Annual expenditure on IT as a proportion of the number of students in previous academic year (2016/2017) was set as internal bench mark (2072 SR).
2. The internal benchmark was chosen based on available data from academic year (2016-2017)
3. The benchmark value was calculated by dividing the annual expenditure on IT / Total No of students

1. The criteria for choosing the university for external benchmarking was:
  - a. NCAAA accreditation,
  - b. Comparability of infrastructure and facilities required for the programs.
  - c. Availability of data.
2. Annual expenditure on IT as a proportion of the number of students = Annual expenditure on IT / Total No of students

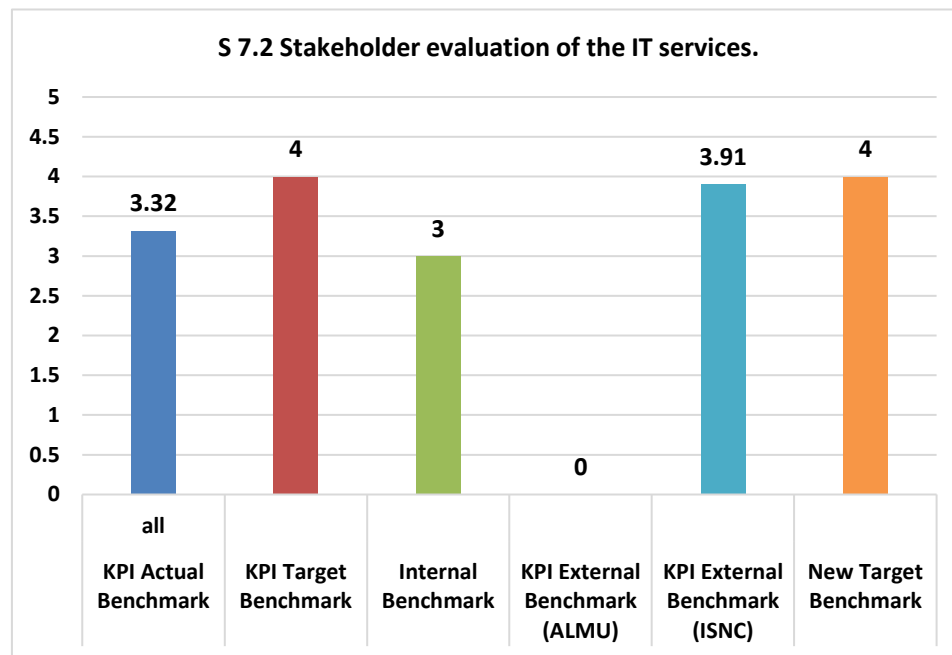
**Table (29); KPI:** Stakeholder evaluation of the IT services

NCAAA KPI Reference Number: **S7.2**

Institutional KPI Reference Number: **26**

KPI Actual Benchmark	KPI Target Benchmark	Internal benchmark	External Benchmarks		New Target Benchmark
			ALMU	ISNC	
3.32	4	3	Data not Provided	3.91	4

**KPI Analysis:**



The KPI data were obtained from (Q23: Q27) of “the teaching staff survey” and “the students’ survey” designed by the NCAAA standard 7 committee which was evaluating the stake holder’s evaluation of IT services. The KPI value was calculated at 3.32 out of 5 with not much difference between male and female sections. User satisfaction for IT Services was very near in male and female surveys. It reaffirms the effort of BPCs to sustain the educational process. Strength: The actual benchmark is higher to the internal benchmark.

Recommendation: The next assessment for this KPI include expert opinion data separate from non expert users (e.g: differentiate the opinion of engineering and computer sciences staff from dental staff)

- 1- The Stakeholder evaluation of the IT service in academic year (2016-2017) was set as internal bench mark (3).
- 2- The internal benchmark was chosen based on available data from academic year (2016-2017)
  1. The criteria for choosing the university for external benchmarking was:
    - a. NCAAA accreditation,
    - b. Comparability of IT services required for the programs.

c. Availability of data.

ISNC a private institution, fulfils the required criteria and, therefore, was selected as the external benchmark.

2. Average rating of the overall quality on a five-point scale in an annual survey of teaching staff and students =  $\text{Sum of the scores} / \text{No of teaching staff and students who responded to the survey}$
3. Available data was provided by ISNC.

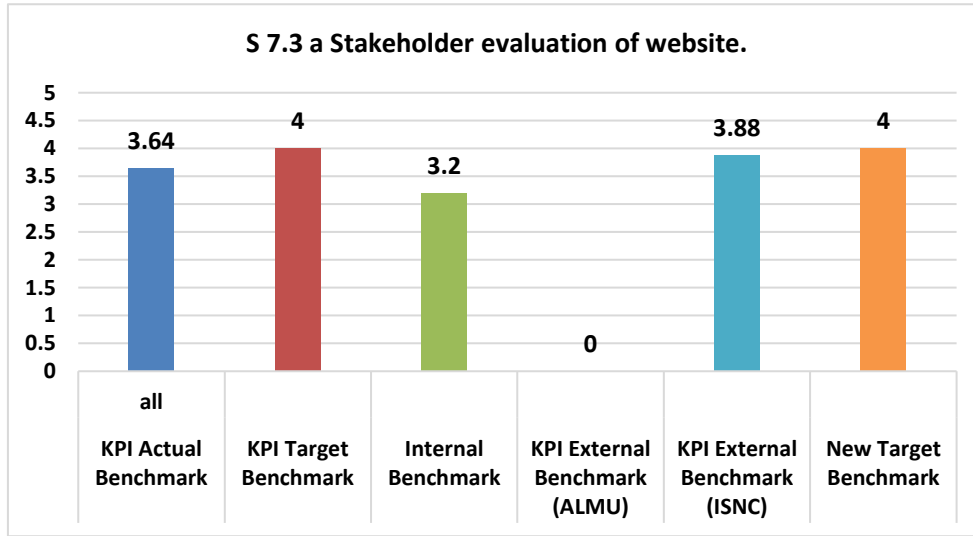
**Table (30); KPI: Stakeholder evaluation of website**

NCAA KPI Reference Number: **S7.3a**

Institutional KPI Reference Number: **27**

KPI Actual Benchmark	KPI Target Benchmark	Internal benchmark	External Benchmarks		New Target Benchmark
			ALMU	ISNC	
3.64	4	3.2	Data not Provided	3.88	4

**KPI Analysis:**



The KPI data was obtained from questions (Q7:Q13) of (teaching staff survey) and (student survey). Its value is 3.64 out of 5. It indicates that BPCs relies on modern technology to update their website. Modern technology helps to supply students and teaching staff with the required data through their accounts on the website and ease to reach their timetables, exam results and communication with their deans.

Strengths:

- The actual higher than the internal benchmark.
- The actual benchmark is very near to the target benchmark.
  1. The website evaluation in academic year (2016-2017) was set as internal bench mark (3.2).
  2. The internal benchmark was chosen based on available data from academic year (2016-2017).
- 1. The criteria for choosing the university for external benchmarking was:
  - a. NCAA accreditation,
  - b. Comparability of infrastructure and facilities required for the programs.
  - c. Availability of data.

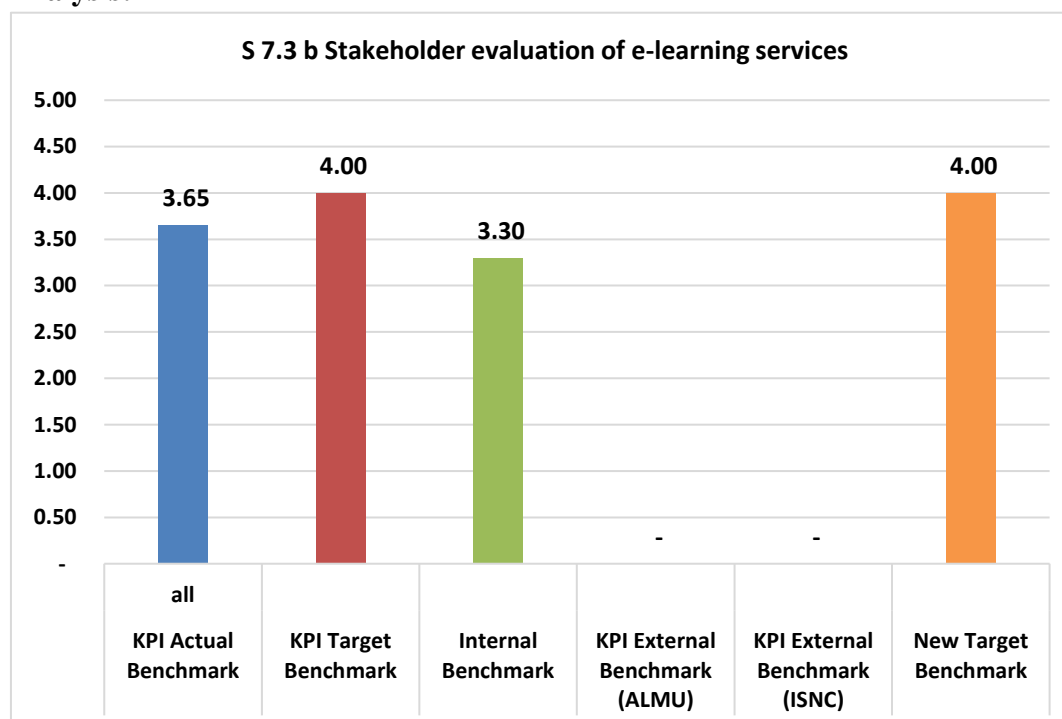
IBN SINA University, a private institution, fulfils the required criteria and, therefore, was selected as the external benchmark.

1. Available data was provided by ISNC.

**Table (31); KPI:** Stakeholder evaluation of e-learning services  
 NCAAA KPI Reference Number: **S7.3b** Institutional KPI Reference Number: **28**

KPI Actual Benchmark	KPI Target Benchmark	Internal benchmark	External Benchmarks		New Target Benchmark
			ALMU	ISNC	
3.65	4	3.3	Data not Provided	Data not Provided	4

**KPI Analysis:**



The KPI data was obtained from (Q 1:6) of students and teaching staff surveys. Its value is (3.65) which indicates that BPCs relies on e-learning to help students in educational processes. The use of e-learning in BPCs had an advance via new programs.

**STRENGTH:**

The actual benchmark is higher than the internal benchmark

The actual benchmark is very near to the new target benchmark.

The internal benchmark obtained from academic year (2016-2017) was set as internal benchmark (3.3).

The internal benchmark was chosen based on available data from academic year (2016-2017)

The criteria for choosing the university for external benchmarking was:

NCAAA accreditation,

Comparability of infrastructure and facilities required for the programs.

**Availability of data.**

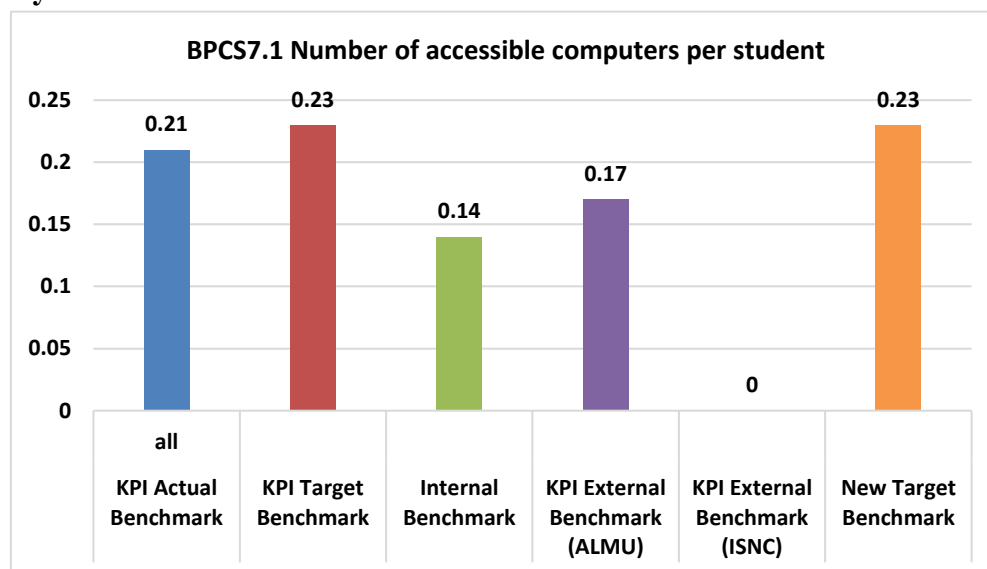
ISNC and ALMU as private institutions, fulfills the required criteria and, therefore, were selected as the external benchmark.

Available data was provided by ALMU and ISNC.

**Table (32); KPI: Number of accessible computers per student**  
 BPCs KPI Reference Number: **BPCS7.1** Institutional KPI Reference Number: **29**

KPI Actual Benchmark	KPI Target Benchmark	Internal benchmark	External Benchmarks		New Target Benchmark
			ALMU	ISNC	
1: 4.8	1: 4.4	1: 7.1	1: 5.9	Data not Provided	1: 4.4

**KPI Analysis:**



The KPI data was obtained from the IT Unit. Its value is near to 1 computer to 5 students which is much higher than the external benchmark. It indicates that BPCs relies on modern technology to help students in educational and research processes. Modern technology helps to achieve educational goals efficiently by saving time and effort as well as providing rich updated sources of information that can be accessed swiftly.

- 1.Number of accessible computers per student in academic year (2016-2017) was set as internal bench mark (0.14).
- 2.The internal benchmark was chosen based on available data from academic year (2016-2017)
- 3.The benchmark value was calculated by dividing the number of accessible computers / Total No of students

- 1- The criteria for choosing the university for external benchmarking was:
  - b. NCAAA accreditation,
  - c. Comparability of infrastructure and facilities required for the programs.
  - d. Availability of data.

ALMU University as private institutions, fulfils the required criteria and, therefore, were selected as the external benchmark.

- 2- Number of accessible computers per student = number of accessible computers / Total No of students

Available data was provided by Almaarefa University.

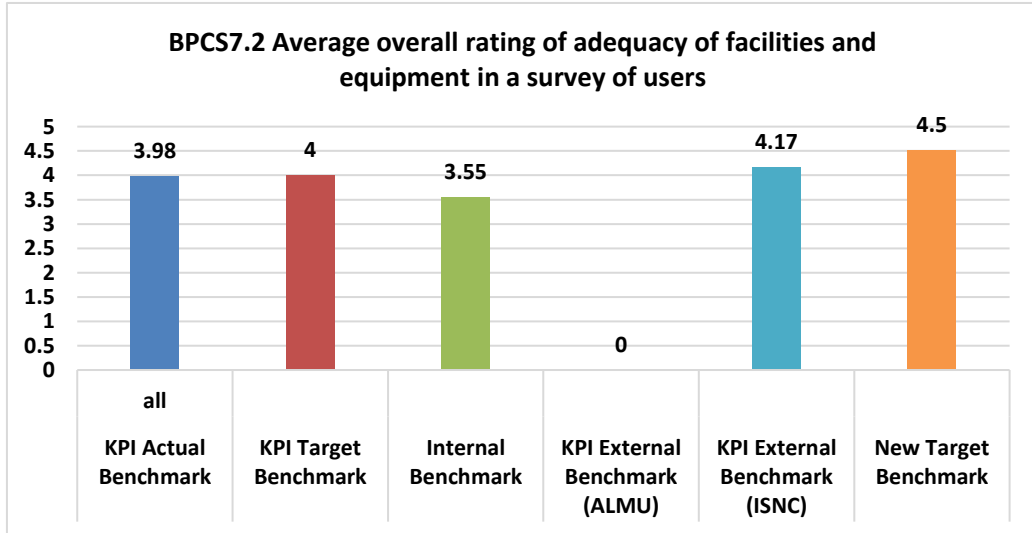
**Table (33); KPI:** Average overall rating of adequacy of facilities and equipment in a survey of users (teaching staff and students)

BPCs KPI Reference Number: **BPCS7.2**

Institutional KPI Reference Number: **30**

KPI Actual Benchmark	KPI Target Benchmark	Internal benchmark	External Benchmarks		New Target Benchmark
			ALMU	ISNC	
3.98	4 out of 5	3.55	Data not Provided	4.17	4.5

**KPI Analysis:**



The KPI data were obtained from the question number 5 of the “the teaching staff survey” and question number 10 of the “program evaluation survey” designed by the NCAAA standard 7 committee which was evaluating the adequacy of facilities and equipment. The KPI value was calculated at 3.98 out of 5 with not much difference between male and female sections. User satisfaction for equipment reveals an even-handed institutional support for both male and female sections. It reaffirms the effort of BPCs to sustain the educational process.

**Strength:** The actual benchmark is near to the target benchmark and higher than the internal benchmark.

**Recommendation:** The next assessment for this KPI should be specified to adequacy of facilities and equipment with details about the items (e.g. separating labs from lecture rooms)

1. The average overall rating of adequacy of facilities and equipment in academic year (2016-2017) was set as internal bench mark (3.55).
2. The internal benchmark was chosen based on available data from academic year (2016-2017)

1. The criteria for choosing the university for external benchmarking was:

- a. NCAAA accreditation,
- b. Comparability of infrastructure and facilities required for the programs.

c. Availability of data.

2. Average rating of the overall quality on a five-point scale in an annual survey of teaching staff and students =  $\text{Sum of the scores} / \text{No of teaching staff and students who responded to the survey}$

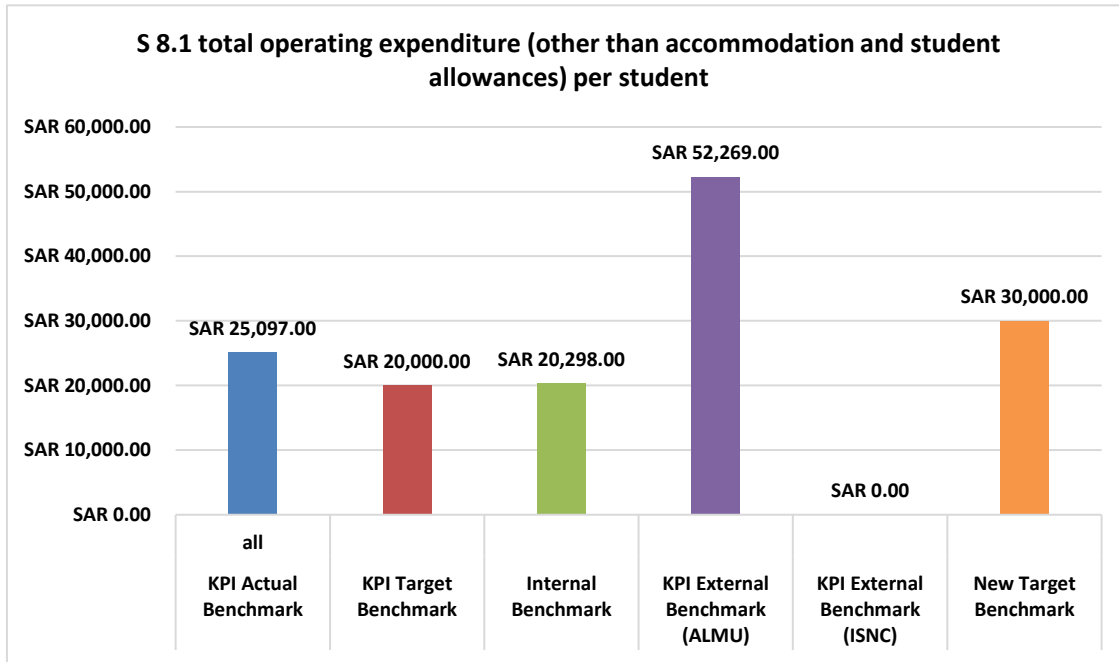
3. Available data was provided by ISNC.

**Table (34); KPI:** Total operating expenditure (other than accommodation and student allowances) per student

NCAA KPI Reference Number: **S8.1** Institutional KPI Reference Number: **31**

KPI Actual Benchmark	KPI Target Benchmark	Internal benchmark	External Benchmarks		New Target Benchmark
			ALMU	ISNC	
SR25,097	SR20,000	SR20,098	SR52,269	Not Provided	SR30000

**KPI Analysis:**



The financial affairs unit and the e-register system supplied the data for calculating this KPI, which gives the total operating expenditure on students and the total number of registered students in the year 2017, respectively. The actual KPI is higher than the internal benchmark (i.e. its value in the previous year). This proves that BPCs is keen to allocate more financial resources to support educational programs. However, the actual KPI is higher than the external benchmarks, which exemplify some governmental institutions with much larger budget. However, BPCs allocate financial resources more than governmental universities with huge governmental support.

1. Total operating expenditure per student in academic year 2016 was set as internal benchmark (20,098 SR).
2. The Internal benchmark was chosen based on the available data from academic year 2016
3. The benchmark value was calculated by dividing the operating expenditure spent for students at particular academic year/ total number of students enrolled in 2016.

1. The university selected for external benchmarking fulfilled the following criteria:
  - a. NCAA accreditation.

- b. Comparability of infrastructure and facilities required for the programs.
  - c. Availability of data.
2. Total operating expenditure (other than accommodation and student allowances) per student= expenditure spent for all students at BPCs in a particular academic year/ total number of students enrolled in the BPCs at that particular year.
  3. Available data was provided by ALMAAREFA University.

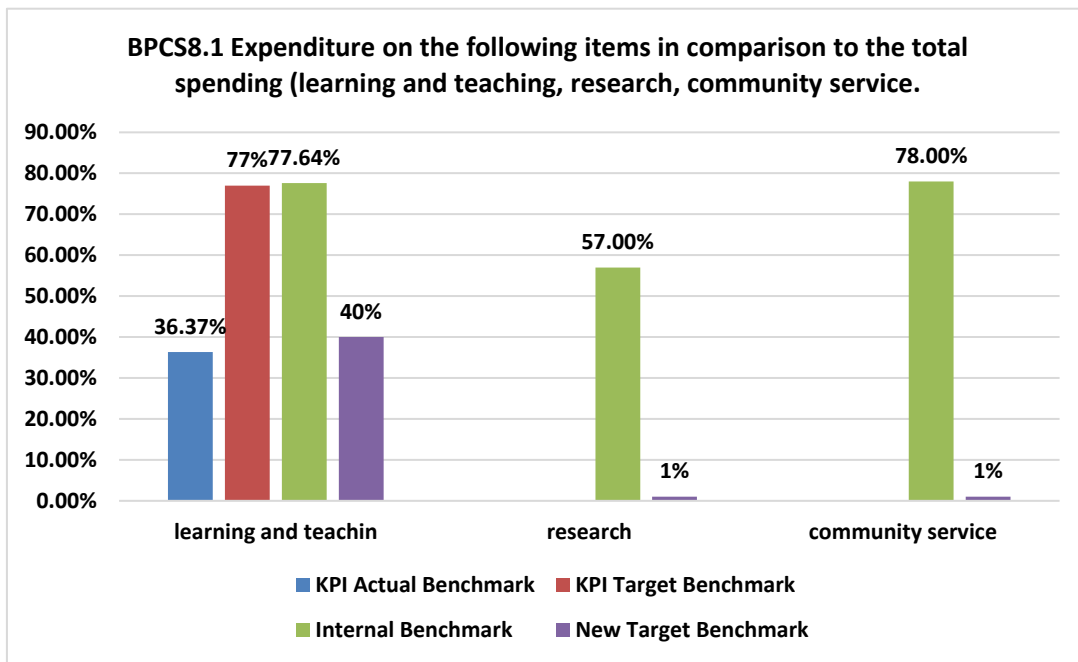
**Table (35); KPI:** Expenditure on the following items in comparison to the total spending (learning and teaching, research and community service)

BPCs KPI Reference Number: **BPCS 8.1**

Institutional KPI Reference Number: **33**

KPI Actual Benchmark	KPI Target Benchmark	Internal benchmark	External Benchmarks		New Target Benchmark
			ALMU	ISNC	
- Learning and Teaching: 36.37%, - Research: 0.12%, - Community service: 0.12%.	- Learning and Teaching: 77%, - Research: 0.1%, - Community service: 0.1%.	- Learning and Teaching: 77.64%, - Research: 0.57%, - Community service: 0.78%.	Not provided	Not provided	- Learning and Teaching: 40%, - Research: 1%, - Community service: 1%.

**KPI Analysis:**



The data for calculating this KPI was provided by the financial affairs unit, and it included the total expenditure along with the expenditure on each item. Comparing the actual value of the percentage expenditure on “learning and teaching” in the years 2017 with that in 2016 (i.e. the internal benchmark) shows that there is no big difference between them. The figures given in Table 61 clearly indicate that adequate financial provision is made by BPCs to fulfill its mission of providing good quality education.

1. Expenditure on the following items in comparison to the total spending (learning and teaching, research and community service) in academic year 2016 was set as internal benchmark (Learning and Teaching: 35%, research 1% and community service 1%)
2. The Internal benchmark was chosen based on the available data from academic year 2016
3. The benchmark value was calculated by dividing the expenditure spent for these items in a particular academic year/ total number of BPCs expenditure in 2016.

No data is available for external benchmark.

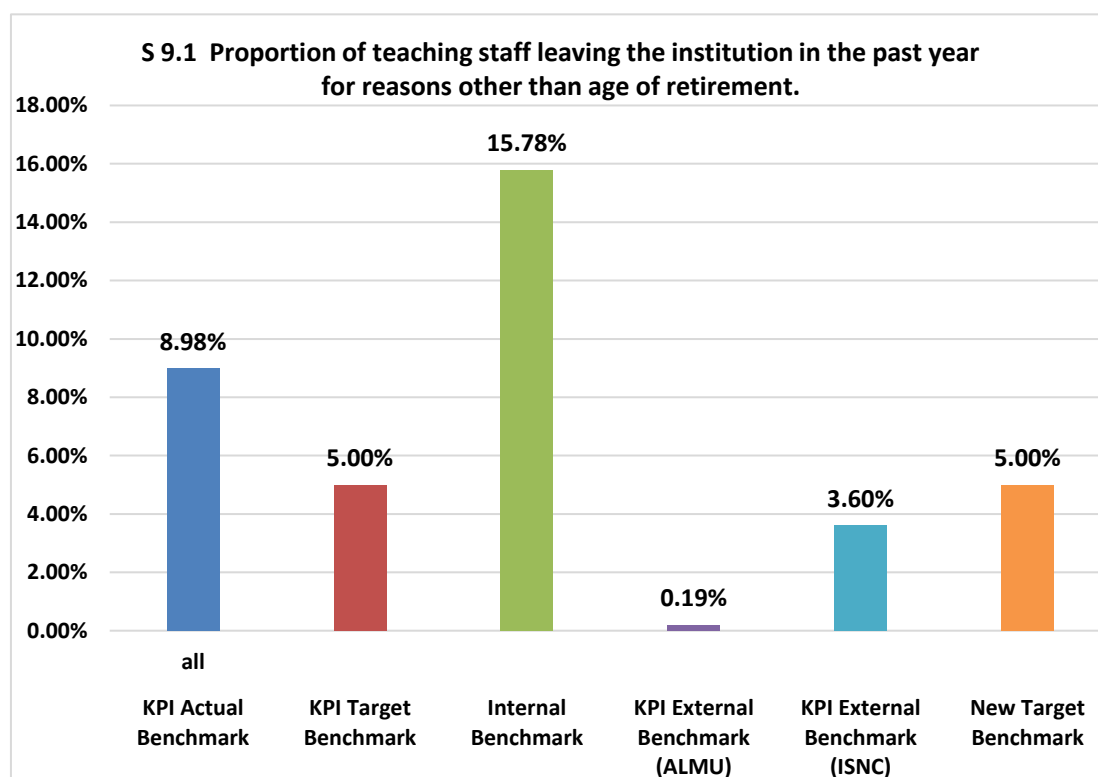
**Table (36); KPI:** Proportion of teaching staff leaving the institution in the past year for reasons other than age of retirement.

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

Institutional KPI Reference Number: **33**

KPI Actual Benchmark	KPI Target Benchmark	Internal benchmark	External Benchmarks		New Target Benchmark
			ALMU	ISNC	
8.98 %	5 %	15.78%	0.19	3.6	5 %

**KPI Analysis:**



Human Resources Department provided data for this KPI. Its value is 8.98% which more than its targeted value 5%. The target benchmark was kept at less than 5%, so as to maintain the number of faculty members in the institute. The increase in the faculty leaving the institute was observed in 1438 -39 There should be no or minimum faculty leaving the institute except in personal circumstances, so the target and new target benchmarks was kept low. Proportion of teaching staff leaving the institution in the past year was more than Ibn Sina National Medical College (3.6%) which located in distinct geographic location.

1. Proportion of teaching staff leaving the institution in the past year for reasons other than age for recruitment in academic year (2017/2018), was set as internal bench mark (15.78%)

2.The Internal benchmark was chosen based on the available data from previous academic year (2016/2017)

3.The benchmark value was calculated by dividing the number of teaching staff left BPC in academic year (2016/2017) / total number of BPCs teaching staff in (2016/2017).

**Strengths:**

1. College has varied teaching staff with sufficient academic qualification and teaching experience when compared with student numbers.

**Recommendation:**

1. The faculty members are the ‘working horse’ for any institution. The stature and reputation of an educational institute depends on the quality and satisfaction of the teaching staff. All efforts should be made to retain the faculty for as long as possible in order to make the reputation of the institute better.

**Explanation related to internal benchmarking:**

1. Why the internal benchmark provider chosen?

The internal benchmark was adopted in order to evaluate self with the previous year performance of BPCs.

**2. How the benchmark calculated?**

The benchmark value was calculated by dividing the number of teaching staff left BPC in an academic year / total number of BPCs teaching staff.

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

Department of Human Resources of BPCs.

Explanation related to the external benchmarking:

**1. Why the external benchmark provider was chosen?**

The university chosen for external benchmarking fulfilled the following criteria:

- a. NCAAA accreditation.
- b. Comparability of infrastructure and facilities required for the programs.
- c. Availability of data.

**2. How the external benchmark calculated?**

Same as the internal benchmark.

**3. Name of the external benchmark providers.**

- AIMAAREFA University
- Ibn Sina National Medical College

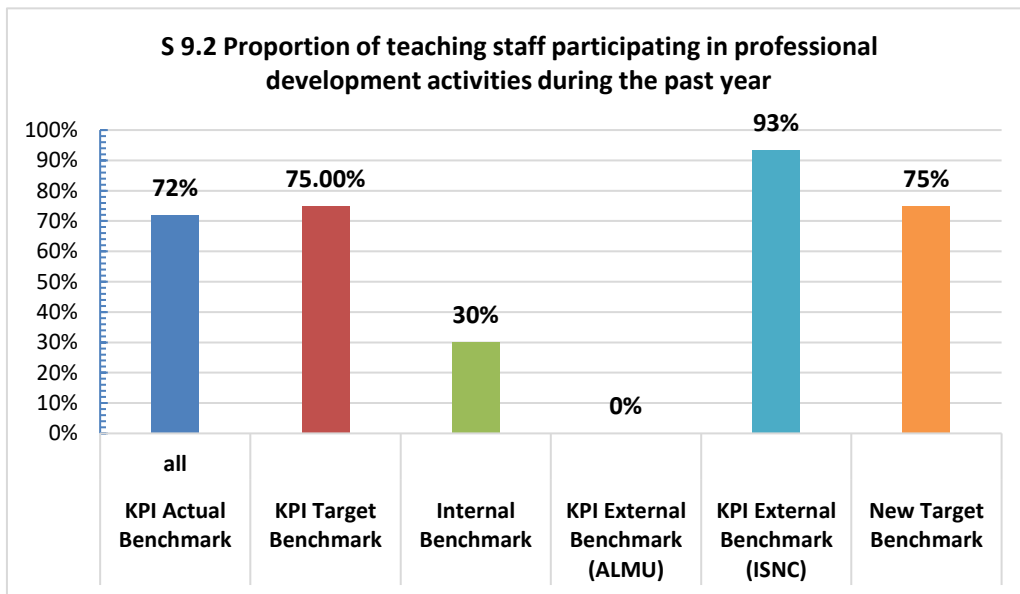
Table (37); KPI: Proportion of teaching staff participating in professional development activities during the past year

NCAAA KPI Reference Number: **S9.2**

Institutional KPI Reference Number: **32**

KPI Actual Benchmark	KPI Target Benchmark	Internal benchmark	External Benchmarks		New Target Benchmark
			ALMU	ISNC	
72.07 %	75 %	30%	-----	93.25 %	75 %

**KPI Analysis:**



The above figure demonstrates BPCs' score was 72.7%, as a proportion of teaching staff participating in the professional development activities in the academic years 2017/2018. It is reasonable value.

The target benchmark value was 75% calculated by dividing the number of teaching staff participating in professional development activities at BPC in a particular academic year/ total number of BPC teaching staff in the same year. The actual benchmark value was less than ISNC (93.25%) this may be due to increase work load of staff members.

1. Proportion of teaching staff participating in professional development activities during academic year (2015/2016) was set as internal bench mark (30%)
2. The Internal benchmark was chosen based on the available data from academic year (2016/2017)
3. The benchmark value was calculated by dividing the number of teaching staff participating in professional development activities at BPC in a particular academic year/ total number of BPC teaching staff in (2016/2017)

**Strengths:**

Quality Accreditation & Development Unit and the Scientific research committee; both were conducted a workshop and encourage the faculty members to participate in continuous professional developmental activities.

**Recommendations:**

It is recommended to make an effort to encourage and support the faculty members to attend professional development activities nationally and internationally to refresh, build and update their knowledge

**Explanation related to internal benchmarking:**

The internal benchmark was adopted in order to evaluate self with the previous year performance of BPCs.

**2. How was the benchmark calculated?**

The benchmark value was calculated by dividing the number of teaching staff participating in professional development activities at BPC in a particular academic year/ total number of BPC teaching staff.

Explanation related to the external benchmarking:

1. Why was the external benchmark provider chosen?

**The university chosen for external benchmarking fulfilled the following criteria:**

- a. NCAAA accreditation.
- b. Comparability of infrastructure and facilities required for the programs.
- c. Availability of data.

**2. How was the external benchmark calculated?**

Same as the internal benchmark.

**3. Name of the external benchmark provider.**

- ALMAAREFA University (not provided)
- IbnSina National Medical College

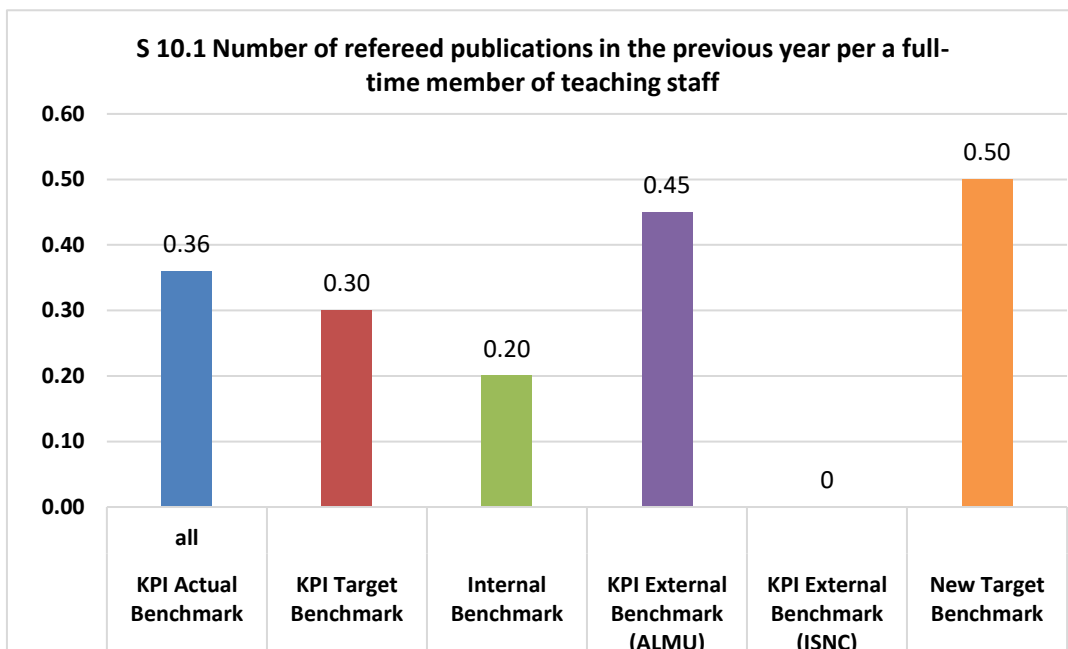
**Table (38); KPI:** Number of refereed publications in the previous year per a full-time member of teaching staff

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

Institutional KPI Reference Number: **35**

KPI Actual Benchmark	KPI Target Benchmark	Internal benchmark	External Benchmarks		New Target Benchmark
			ALMU	ISNC	
0.36:1	0.3: 1	0.2: 1	0.45:1	Data not provided	0.5:1

**KPI Analysis:**



The actual benchmark for number of publications per teaching staff was calculated. The KPI value of 0.36 shows the number of refereed publications/teaching staff member for the academic year 2017/18. It is more than the target and quite similar to Almaarefa University. New target benchmark has been changed to (0.5:1).

**\* Explain:**

**1. Why this internal benchmark provider was chosen?**

The Internal benchmark was chosen based on the available data from academic year (2013/2014)

**2. How was the benchmark calculated?**

The benchmark value was calculated by dividing the number of teaching staff publications in academic year (2017/2018)/ total number of BPC teaching staff

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

Center for Quality and development

**\*\* Explain:**

1. Why this external benchmark provider was chosen?

The selected benchmark providers have a history of good practice in the field of professional education. Other factors on basis of which they were selected are:

- Availability of data which we are seeking of NCAAA.
- Related infrastructure requirements for the concerned programs in BPCs.

2. How was the benchmark calculated?

The benchmark value was calculated by dividing the number of teaching staff publications in academic year/ total number of teaching staff

3. Name of the external benchmark provider.

- Al Maarefa University
- IbnSina National Medical College

**Table (39); 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:34

KPI Actual Benchmark	KPI Target Benchmark	Internal benchmark	External Benchmarks		New Target Benchmark
			ALMU	ISNC	
24.2%	50%	20%	18.66%	20.12%	30%

**KPI Analysis:**

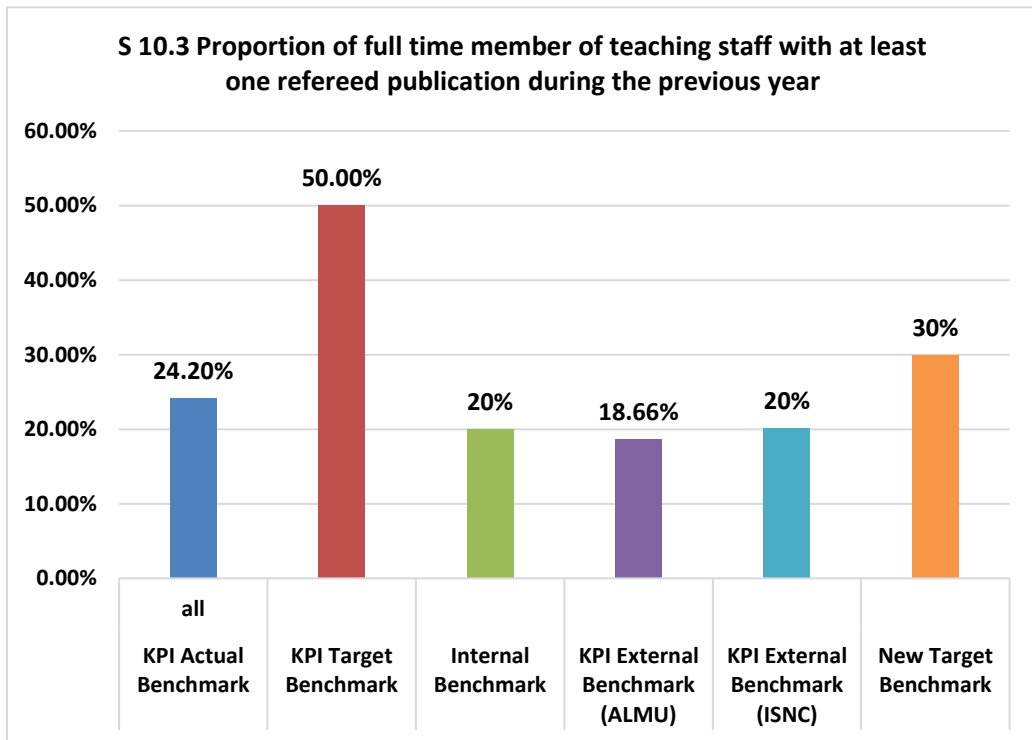


Table (KPI, 2) displays the proportion of full time member of teaching staff with at least one refereed publication during the previous year and specifies that the actual KPI benchmark of (24.2%) is lower than the target KPI bench mark of (50%) but higher when compared to (18.66%) KPI bench mark of AlMaarefa University and (10%) KPI bench mark of ISNC is (20.12%). The new KPI benchmark remains at (30%).

**\* Explain:**

**1. Why this internal benchmark provider was chosen?**

The Internal benchmark was chosen based on the available data from academic year (2013/2014)

**2. How was the benchmark calculated?**

The benchmark value was calculated by dividing the number of teaching staff with at least one referred publications in academic year (2017/2018)/ total number of BPC teaching staff

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

Center for Quality and development

**\*\* Explain:**

1. Why this external benchmark provider was chosen?

The selected benchmark providers have a history of good practice in the field of professional education. Other factors on basis of which they were selected are:

- Availability of data which we are seeking of NCAAA.
- Related infrastructure requirements for the concerned programs in BPCs.

**2. How was the benchmark calculated?**

The benchmark value was calculated by dividing the number of teaching staff with at least one referred publications in academic year/ total number of teaching staff

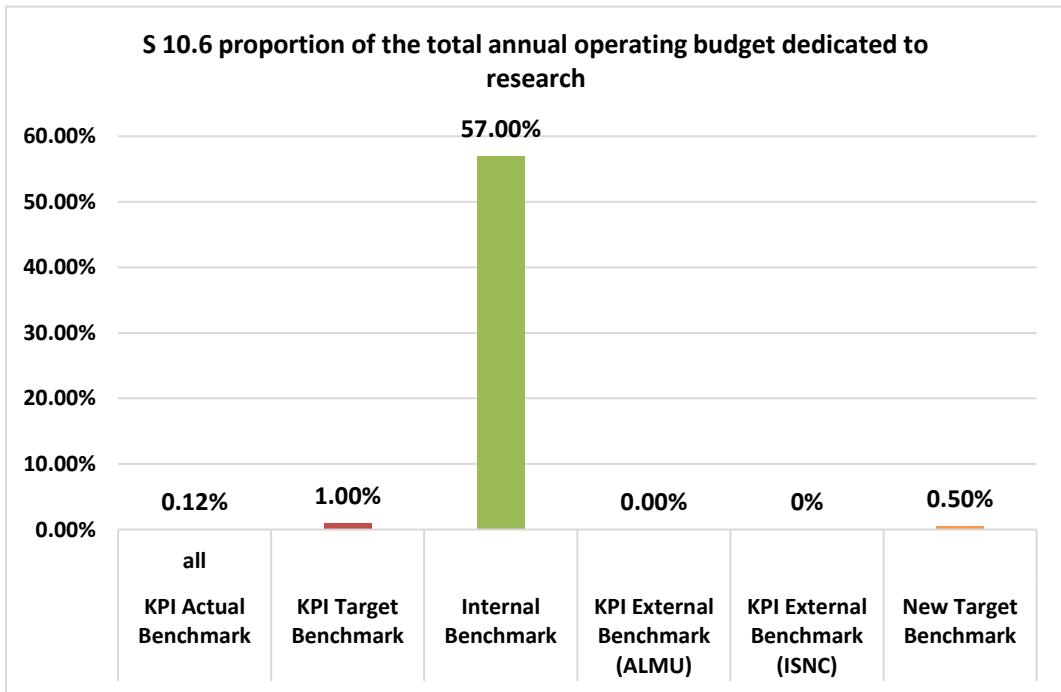
**3. Name of the external benchmark provider.**

- Al Maarefa University
- IbnSina National Medical College.

**Table (40); KPI:** proportion of the total annual operating budget dedicated to research  
 NCAAA KPI Reference Number: **S10.6** Institutional KPI Reference Number: **37**

KPI Actual Benchmark	KPI Target Benchmark	Internal benchmark	External Benchmarks		New Target Benchmark
			ALMU	ISNC	
0.12 %	1 %	0.57%	Data not provided	Data not provided	0.5 %

**KPI Analysis:**



The actual benchmark for proportion of the total annual operational budget dedicated to research was calculated by the financial department as a portion of the total operational budget of BPCs. The actual KPI value is 0.12% for academic year 2017/18.

- 1- Proportion of the total annual operational budget dedicated to research during academic year (2017/2018) was set as internal bench mark (1%)
- 2- The Internal benchmark was chosen based on the available data from academic year (2013/2014)

The benchmark value was calculated by dividing the annual operational budget dedicated to research in a particular academic year/ total operating budget.

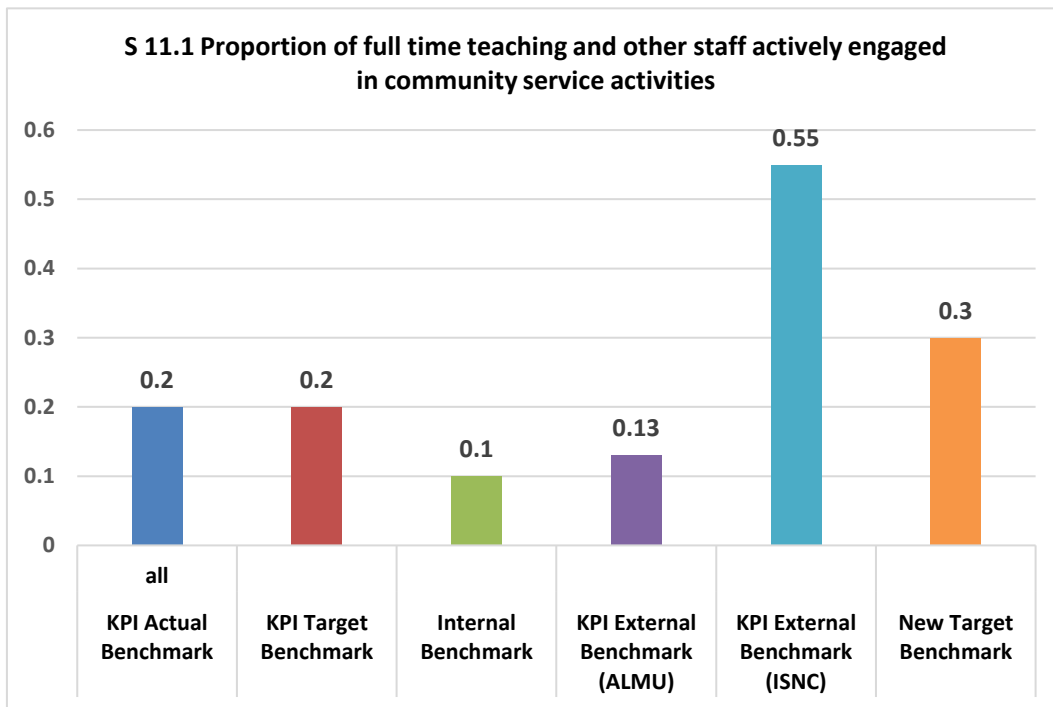
**Table (41); KPI:** Proportion of full time teaching and other staff actively engaged in community service activities

NCAAA KPI Reference Number: **S11.1**

Institutional KPI Reference Number: **38**

KPI Actual Benchmark	KPI Target Benchmark	Internal benchmark	External Benchmarks		New Target Benchmark
			ALMU	ISNC	
0.2	0.2	0.1	0.13	0.55	0.3

**KPI Analysis:**



The KPI data was obtained from the Community Service Center. Its value is 20%, which is equal to the target. Compared with the external benchmarks, it reflects a community service culture that needs an improvement strategy with motivation of the teaching staff and allocation of sufficient financial resources as central elements.

data available for internal benchmark has been obtained for the academic year 2016/2017

1. The external benchmarking university was chosen on the following criteria:

- a. NCAAA accreditation,
- b. Comparability of infrastructure and facilities required for the programs.
- c. Availability of data.

The benchmark was calculated by considering the teaching staff who were engaged in the community service activities as the numerator, and the total number of teaching staff as the denominator.

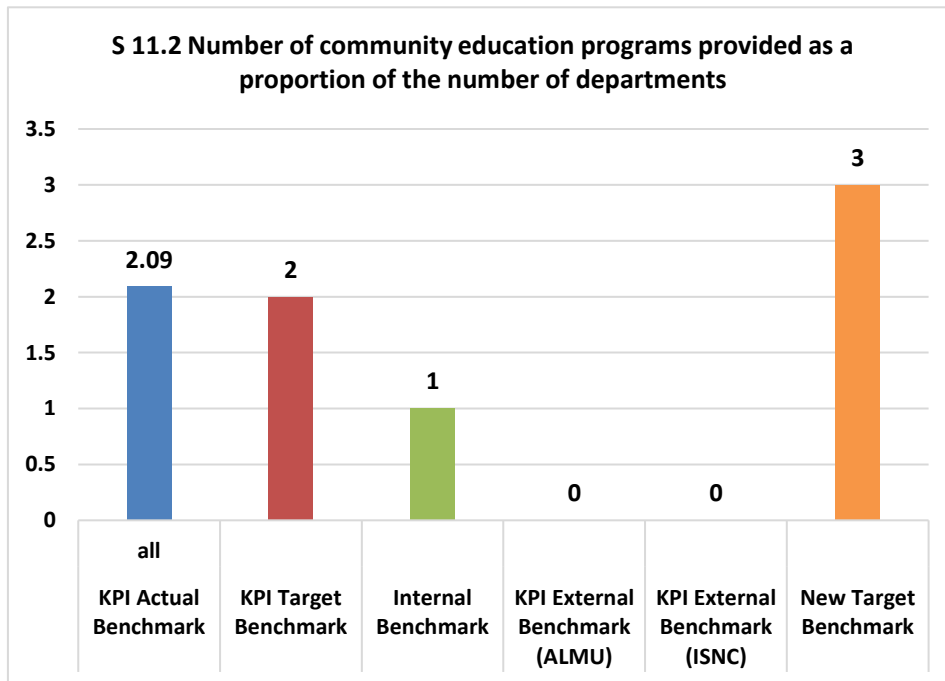
**Table (42); KPI:** Number of community education programs provided as a proportion of the number of departments

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

Institutional KPI Reference Number: **39**

KPI Actual Benchmark	KPI Target Benchmark	Internal benchmark	External Benchmarks		New Target Benchmark
			ALMU	ISNC	
2.09:1	2:1	1:1	Not provided	Not provided	3:1

**KPI Analysis:**



The KPI data was obtained from Community service center. Its value is 50% which is much higher than its target value.

The value for internal benchmark is obtained for the academic year 2016/2017

1. The university chosen for external benchmarking fulfilled the following criteria:

- a. NCAA accreditation,
- b. Comparability of infrastructure and facilities required for the programs.
- c. Availability of data.

2. The benchmark was calculated by considering the number of community education programs provided as the numerator, and the total number of program as the denominator

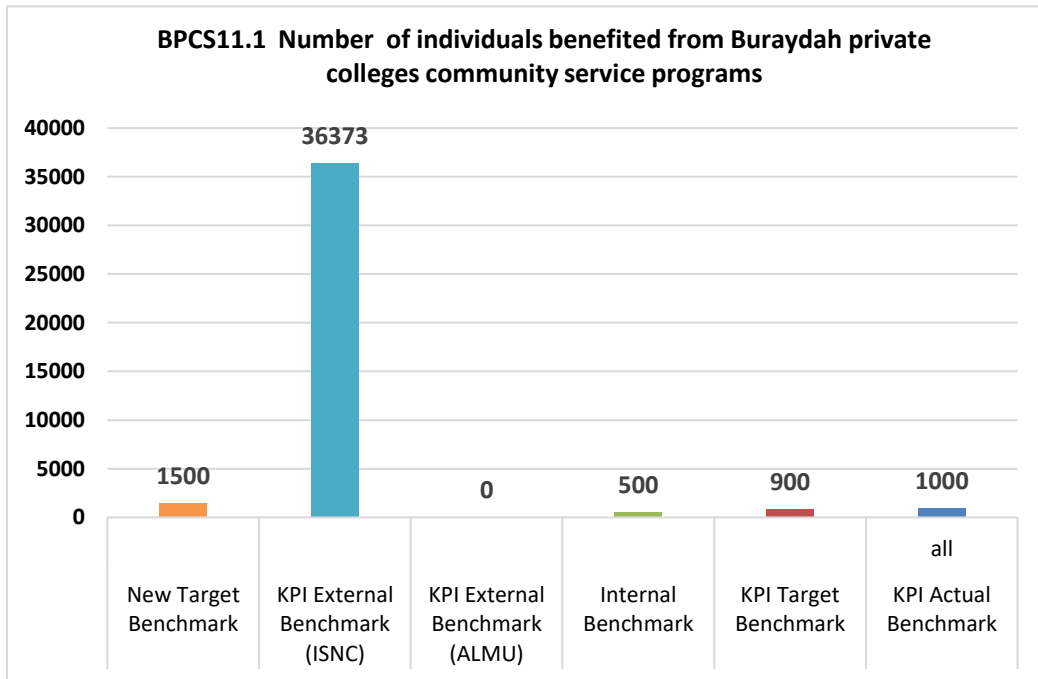
**Table (43); KPI:** Number of individuals benefited from Buraydah private colleges community service programs

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

Institutional KPI Reference Number: **40**

KPI Actual Benchmark	KPI Target Benchmark	Internal benchmark	External Benchmarks		New Target Benchmark
			ALMU	ISNC	
1000	900	500	Data not Provided	36373	1500

**KPI Analysis:**



The KPI data was obtained from Community service center. Its value is 1000 which is much higher than its target value.

The value for internal benchmark is obtained for the academic year 2016/2017

1. The university chosen for external benchmarking fulfilled the following criteria:

- a. NCAAA accreditation,
- b. Comparability of infrastructure and facilities required for the programs.
- c. Availability of data.

In reference to the fulfilling of the criteria, ISNC is considered as the external benchmark as it fulfilled the criteria:

2. The benchmark was calculated by considering the number of community education programs provided as the numerator, and the total number of program as the denominator