

KPIs

Monitoring and Assessment Mechanism at

IAU

November 2023

DQAA© IAU

Acronym

CES-Course Evaluation Survey

DBP-Directorate of Budget and Planning

DQAA- Deanship of Quality and Academic Accreditation

ESS-Employers Satisfaction Survey

KPI- Key Performance Indicators

KSA-Kingdom of Saudi Arabia.

LUSS-Library User Satisfaction Survey

NCAAA-National Center for Academic Accreditation and Assessment

PES-Program Evaluation Survey

PQC-Program Quality Coordinators

SWOT-Strength, Weaknesses, Opportunities, and Threats

VDQ-Vice Deanship of Quality

VPGSSR-Vice Presidency for Graduate Studies and Scientific Research

VDD- Vice-Dean of Development and Partnership

KPIs monitoring mechanism for the Institution and Academic Programs

Introduction

Key Performance Indicators (KPIs) provide valuable information on an academic program's effectiveness, allowing educators to make informed decisions and necessary adjustments to ensure continued progress and improvement. As such, monitoring KPIs can offer valuable insights and recommendations for enhancing the teaching-learning process of academic programs. It also provides a means of accountability and transparency, which are paramount in ensuring that academic institutions meet their goals and objectives. By incorporating KPIs, academic accreditation processes become more streamlined and effective, allowing institutions to verify their academic excellence and continuous improvement efforts.

Purpose of the KPIs monitoring:

The KPIs monitoring mechanism aims to help the Vice Deans of Quality, Quality Units, and academic programs collect and yield KPIs data, benchmark their performance internally and externally, and monitor their performance towards accomplishing the mission and fulfilling the academic accreditation requirements.

Scope of Key Performance Indicators (KPIs) at IAU

IAU's Key Performance Monitoring (KPI) system covers all the essential elements that contribute to improving quality and promoting excellence. It covers four major segments of the university: academic programs, administrative, student support, and research and community services. KPIs are developed to measure, monitor, and track the institution's progress. A unique model is in place at IAU to facilitate this (Figure 1). Presently, 23 KPIs are identified and monitored at the institutional level, and 17 are at the program level. In addition, 19 KPIs are monitored at the level of graduate programs.

A. KPI at the program level

There are 17 KPIs to be monitored at the undergraduate and 19 at the graduate program levels.

1. LIST OF UNDERGRADUATE KPIS TO BE MONITORED

KPI-P-01 Percentage of achieved indicators of the program operational plan objectives	KPI-P-10 Students' satisfaction with the offered services
KPI-P-02 Students' evaluation of the quality of learning experience in the programs	KPI-P-11 Ratio of Students to Teaching Staff
KPI-P-03 Students' evaluation of the quality of the courses	KPI-P-12 Percentage of teaching staff distribution
KPI-P-04 Program Complete rate for Students in the specified period	KPI-P-13 Proportion of Teaching Staff Leaving the Program
KPI-P-05 First-year student's retention rate	KPI-P-14 Percentage of faculty members with at least one publication
KPI-P-06 Students' performance in the professional and/or national examinations	KPI-P-15 Rate of published research per faculty member
KPI-P-07 Graduates' Employability and Enrolment in postgraduate programs	KPI-P-16 Citation's rate in refereed journals per faculty member
KPI-P-08 Average number of students in the class	KPI-P-17 Satisfaction of Beneficiaries with Learning Resources
KPI-P-09 Employers' evaluation of the Program graduate's proficiency	

1. LIST OF GRADUATE KPIS TO BE MONITORED

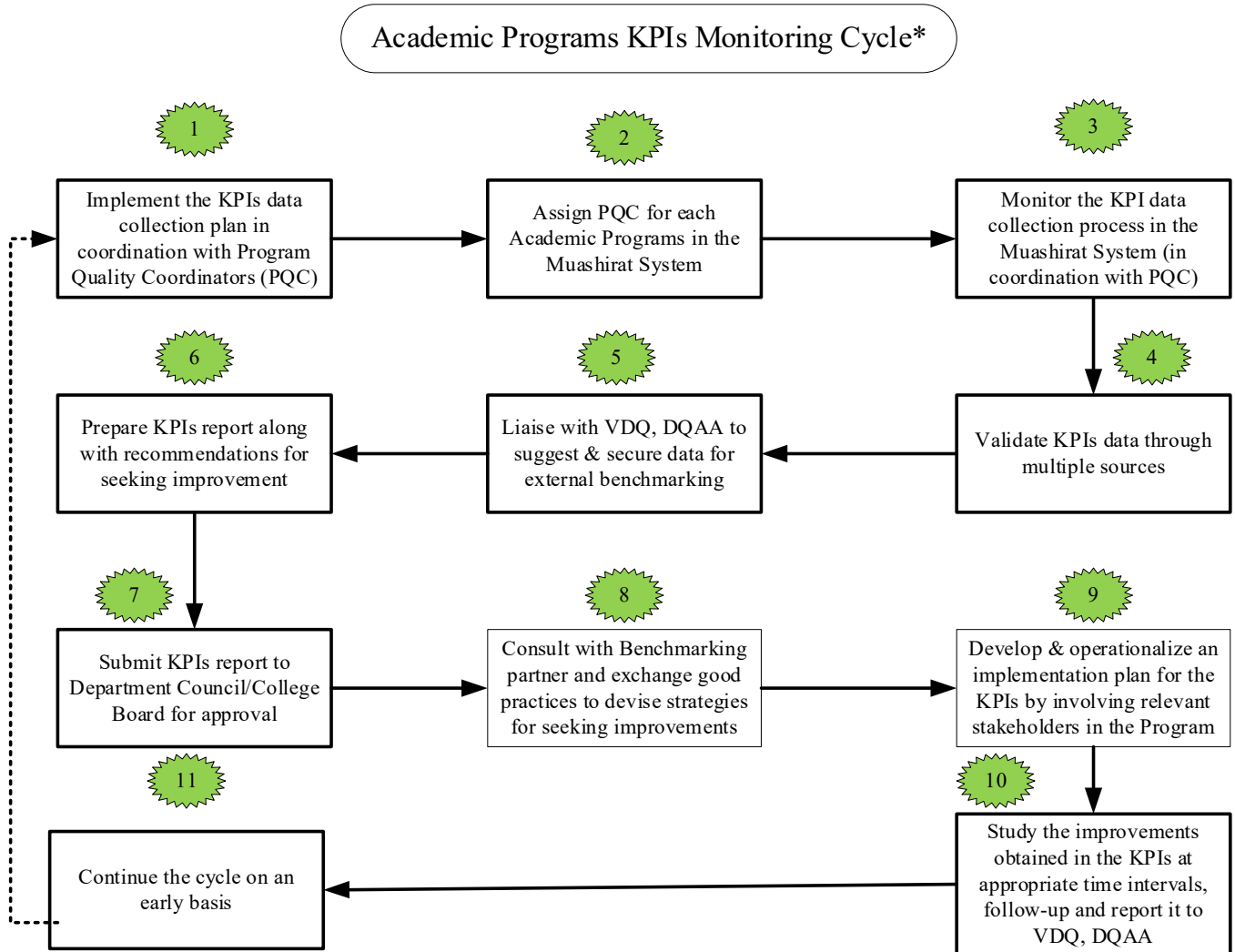
KPI-P-01 Percentage of achieved indicators of the graduate program operational plan objectives	KPI-P-11 Percentage of faculty members' distribution based on academic ranking
KPI-P-02 Students' evaluation of the quality of learning experience in the programs	KPI-P-12 The proportion of faculty members leaving the Program
KPI-P-03 Students' evaluation of the quality of the courses	KPI-P-13 Satisfaction of beneficiaries with learning resources
KPI-P-04 Students' evaluation of the quality of scientific supervision	KPI-P-14 Satisfaction of beneficiaries with research facilities and equipment
KPI-P-05 Average time for students' graduation	KPI-P-15 Percentage of publications of faculty members
KPI-P-06 Rate of students dropping out of the program	KPI-P-16 Rate of published research per faculty member
KPI-P-07 Graduates' employability (Per cohort)	KPI-P-17 Citation's rate in refereed journals per faculty member
KPI-P-08 Employers' Evaluation of the Graduate Program graduate's competency	KPI-P-18 Percentage of students' publication
KPI-P-09 Students' satisfaction with the provided services	KPI-P-19 Number of patents, innovative products, and awards of excellence
KPI-P-10 The ratio of students to teaching staff	

Program KPIs Monitoring Process

1. The Deanship of Quality and Academic Accreditation will design and send a KPI data collection template plan for each academic year, covering all terms, which include the source of data, whom to approach to collect data, and how to be validated. Each Vice-Deans for Development (VDD) should execute this plan through a well-structured micro-task plan for academic programs and institutional KPIs.
2. Suppose there is more than one academic program in a college; the Vice Dean of Development (VDD) of the college should assign a Program Quality Coordinator (PQC) to introduce KPIs data in the Muashirat application.
3. The Program Quality Coordinator has to use his or her unique username and password to log in to the “Muashirat Electronic System,” provided by the Deanship of Quality and Accreditation DQAA.
4. Before entering the data into the “Muashirat,” each Vice Deanship for Development (VDD) or Program Quality Coordinator (PQC) should ensure relevant, multiple data sources to cross-validate its accuracy by adopting the data validation source provided by the DQAA.
5. Each academic program has to prepare a KPI report using a standard KPI reporting template provided in the Annex of this guideline.
6. Each Program Quality Coordinator (PQC) should submit the KPI report to the Department Council or College Council for review and approval.
7. Liaise with the Vice-Dean of Quality of DQAA to identify suitable and comparable external benchmarking partners based on the guidelines provided in section C.
8. Each Vice Dean of Development (VDD) has to liaise with the Program Quality Coordinator (PQC) and Program Chair to communicate with the external benchmarking partner and hold an interactive meeting to exchange good practices and develop strategies seeking improvements.
9. Each Vice Dean of Development (VDD), in consultation with the Program Quality Coordinator (PQC), should formulate an implementation plan for operationalizing the strategies for seeking improvements based on inputs from all the relevant stakeholders in the academic program. Then, form a KPI committee at the program level and identify its tasks and functions to follow up the KPI Implementation plan each academic year.
10. The KPI Committee has to study the improvements obtained at the end of each term and review the progress at the end of the academic year. Each (VDD) has to submit the annual

KPI report to the Vice-Dean of Quality of DQAA at the end of each academic year with a clear plan for seeking improvements in the respective academic program.

11. Close the loop by annually repeating all the above cycles from steps 1 to 11.



*Includes both undergraduate and graduate programs.

TABLE-1: Undergraduate Program KPI Description, Data Source for the Numerator and Denominator, and Responsibility Charter

No	KPI	Indicator	Numerator	Numerator Data Source	Denominator	Denominator Data Source	Output
			Data		Data		
1	KPI-P-01	Percentage of achieved indicators of the program operational plan objectives	The number of performance indicators achieved the target in the Program's Operational plan objectives during the academic year	VDD	Total number of indicators targeted for these Program Operational plan objectives in the same year	VDD	Percentage
2	KPI-P-02	Students' evaluation of the quality of learning experience in the programs	The sum of the scores given by the student respondents to the survey (PES) [Data Source: Question number 22 in the Estibana Excel sheet data of PES (Overall item)]	DQAA	The number of students who filled out the survey (PES)	DQAA	Mean
3	KPI-P-03	Students' evaluation of the quality of the courses	The sum of the scores given by the student respondents to the survey (CES) [Data Source: Question number 15 in the Estibana Excel sheet data, overall item of CES]	DQAA	The number of students who filled out the survey (CES)	DQAA	Mean
4	KPI-P-04	Program Complete rate for Students in the specified period	The number of students who successfully completed the programs in minimum time as stipulated in the study plan [curricular structure]. (i.e., it is related to a specific batch of the students (i.e., Cohort) who successfully graduated in each academic year)	VDD	Total Number of students admitted in the program 4 or 5 years before (i.e., it is related to a specific batch of the students (Cohort) who started the program 4 or 5 years before)	VDD	Percentage
5	KPI-P-05	First-year student retention rate	Number of students continuing their studies at the end of the first year of the undergraduate Program	VDD	Total Number. of students enrolled in the first year of the undergraduate Program	VDD	Percentage
6	KPI-P-06	Students' performance in the professional and/or national examinations	Number of students or graduates who were successful in the professional and/or national examinations in each academic year	VDD	Total number of students or graduates who appeared in the professional and/or national examinations in the same academic year	VDD	Percentage
7	KPI-P-07	Graduates' employability and enrolment in	Number of graduates from undergraduate programs within a year of graduation was:	VDD	Total number of students who graduated in the same year	VDD	Percentage



No	KPI	Indicator	Numerator	Numerator or Data Source	Denominator	Denominator Data Source	Output
			Data		Data		
		postgraduate programs (a. employed b. enrolled in postgraduate programs during the first year of their graduation.				
8	KPI-P-08	The average number of students in the class	Number of students per class (in each teaching session/activity: lecture, small group, tutorial, laboratory or clinical session) in the program during the specified academic year	VDD	Total number of Classes in the same academic year	VDD	Ratio
9	KPI-P-09	Employers' evaluation of the Program graduate's proficiency	The sum of the scores given by the Employers who responded to the survey (ESS) (Part 2 questions & mean score of Q. No 8 to 22)	DQAA	Number of Stakeholders expected to fill out the survey (ESS)	DQAA	Mean
10	KPI-P-10	Students' satisfaction with the offered services	The sum of the scores given by final-year students who responded to the survey (PES) [Q. No. 13 (Estibana excel sheet)-For Extracurricular activities; Q. No 1 & 2 of PES-For Academic Advising]	DQAA	Number of final-year students expected to fill out the survey (PES)	DQAA	Mean
11	KPI-P-11	The ratio of students to teaching staff	Number of students enrolled in the academic program during the academic year	VDD	Number of teaching staff teaching the same academic program during the same academic year	VDD	Ratio
12	KPI-P-12	Percentage of teaching staff distribution	Number of male or female teaching staff teaching the program (provide number separately)	VDD	Total number of teaching staff in the program	VDD	Ratio (or percentage)
			Number of teaching staff teaching the program in different branches, if applicable (provide number separately for each branch)	VDD	Total number of teaching staff in the program offered in each branch (if applicable)	VDD	Ratio (or percentage)
			Number of teaching staff teaching the program (i.e., provide number according to various academic ranks separately)	VDD	Total number of teaching staff in the program	VDD	Percentage (given separately for each rank)
13	KPI-P-13	The proportion of teaching staff leaving the Program	The number of teaching staff left the Program in the past year for reasons other than age retirement	VDD	Number of teaching staff in the program during that specific academic year	VDD	Proportion



No	KPI	Indicator	Numerator	Numerator or Data Source	Denominator	Denominator Data Source	Output
			Data		Data		
14	KPI-P-14	Percentage of faculty members with at least one publication	Number of full-time faculty members who published at least one research during the year	VDD	Total No of full-time members of faculty members employed in the same year	VDD	Percentage
15	KPI-P-15	Rate of published research per faculty member	Total number of refereed and/or published research by full-time or equivalent faculty members during the year	VDD	Total number of full-time or equivalent faculty members working in the Program during the same academic year	VDD	Ratio
16	KPI-P-16	Citations rate in refereed journals per faculty member	Total number of citations in refereed journals from published research by full-time or equivalent faculty members in each Gregorian year	VDD	Total number of full-time or equivalent faculty members working in the Program during the same academic year	VDD	Ratio
17	KPI-P-17	Satisfaction of beneficiaries with learning resources	Satisfaction with the quality and extent of availability of Learning Resources The sum of the scores given by the Stakeholder who responded to the survey (LUSS) [Q.No 34 of LUSS Estibana excel sheet]	DQAA	The Number of Stakeholders who filled out the survey (LUSS)	DQAA	Mean
			<u>Satisfaction with the Diversity of Learning Resources</u> The sum of the scores given by the Stakeholder who responded to the survey (LUSS) (Q. No 12, 13, 15, 16 in LUSS Estibana excel sheet).	DQAA	The Number of Stakeholders who filled out the survey (LUSS)	DQAA	Mean

Table 2: KPI data collection timeline and responsibility charter for Undergraduate Program KPIs

No	KPI	Indicator	Type of Data	Frequency of Data Collection	Time of Data Collection	Person Responsible
1	KPI-P-01	Percentage of achieved indicators of the program operational plan objectives	Quantitative, Factual Number	Annually	End of 4 th week of August, each academic year	
2	KPI-P-02	Students' evaluation of the quality of learning experience in the programs	PES Survey	Annually	End of 4 th week of June, each academic year	
3	KPI-P-03	Students' evaluation of the quality of the courses	CES Surveys	Each Trimester	End of each trimester during the academic year	
4	KPI-P-04	Program Complete rate for Students in the specified period	Quantitative, Factual Number	Annually	End of 4 th week of August, each academic year	
5	KPI-P-05	First-year students' retention rate	Quantitative, Factual Number	Annually	End of 2 nd week of the beginning of each academic year	
6	KPI-P-06	Students' performance in the professional and/or national examinations	Quantitative, Factual Number	Bi-annually	Three to six months after graduation	
7	KPI-P-07	Graduates' employability and enrolment in postgraduate programs	Quantitative, Factual Number	Annually	End of 4 th week of August, each academic year for the previous year's graduated cohort	
8	KPI-P-08	Average number of students in the class	Quantitative, Factual Number	Each Trimester	End of each trimester during the academic year	
9	KPI-P-09	Employers' evaluation of the Program graduate's proficiency	ESS Survey	Annually	End of 4 th week of August, each academic year the employers of the graduates of the previous year graduated cohort	
10	KPI-P-10	Students' satisfaction with the offered services	PES Survey	Annually	End of 4 th week of June, each academic year	
11	KPI-P-11	The ratio of students to teaching staff	Quantitative, Factual Number	Each Trimester	End of each trimester during the academic year	

No	KPI	Indicator	Type of Data	Frequency of Data Collection	Time of Data Collection	Person Responsible
12	KPI-P-12	Percentage of teaching staff distribution	Quantitative, Factual Number	Annually	End of 4 th week of August, each academic year	
13	KPI-P-13	Proportion of teaching staff leaving the Program	Quantitative, Factual Number	Annually	End of 2 nd week of September, each academic year	
14	KPI-P-14	Percentage of faculty members with at least one publication	Quantitative, Factual Number	Annually	At of Gregorian year i.e., 31 st December of each academic year (<i>to be reported in the forthcoming academic year report</i>)	
15	KPI-P-15	Rate of published research per faculty member	Quantitative, Factual Number	Annually	At of Gregorian year i.e., 31 st December of each academic year (<i>to be reported in the forthcoming academic year report</i>)	
16	KPI-P-16	Citations rate in refereed journals per faculty member	Quantitative, Factual Number	Annually	At of Gregorian year i.e., 31 st December of each academic year (<i>to be reported in the forthcoming academic year report</i>)	
17	KPI-P-17	Satisfaction of beneficiaries with learning resources	LUSS Survey	Each Trimester	End of each trimester during the academic	

TABLE-3: Graduate Program KPI Description, Data Source for the Numerator and Denominator, and Responsibility Charter

No	KPI	Indicator	Numerator	Denominator	Numerator	Denominator	Output
			Data	Data	Source	Source	
Standard-1: Mission and Goals							
1	KPI-PG-01	Percentage of achieved indicators of the graduate program operational plan objectives	The number of performance indicators achieved the target in the Graduate Program Operational plan objectives during the academic year	Total number of performance indicators in the Graduate Program Operational plan objectives targeted to be achieved during the same academic year	VDQ	VDQ	Percentage
Standard 3: Teaching and Learning							
2	KPI-PG-02	Students' evaluation of the quality of learning experience in the programs	The sum of the scores given by the graduate Program student respondents to the survey (PES) [Data Source: Question number 23 in the Estibana Excel sheet data of PES (Overall item)]	Number of graduate program students filled the survey (PES)	DQAA	DQAA	Mean
3	KPI-PG-03	Students' evaluation of the quality of the courses	The sum of the scores given by the student respondents to the survey (CES) [Data Source: Question number 16 in the Estibana Excel sheet data, overall item of CES]	Number of students who filled out the survey (CES)	DQAA	DQAA	Mean
4	KPI-PG-04*	Students' evaluation of the quality of scientific supervision	The sum of the scores given by the student respondents to the survey (XXX) concerning the quality of scientific supervision. [Data Source: Question number xx in the Estibana Excel sheet data, overall item of survey XXX].	The number of students who filled out the survey (XXXX) concerning the quality of scientific supervision.	VDQ	VDQ	Mean



No	KPI	Indicator	Numerator	Denominator	Numerator	Denominator	Output
			Data	Data	Source	Source	
5	KPI-PG-05	Average time for students' graduation	The sum of the time (in semesters) spent by students to graduate from the program	Total number of students in the cohort.	VDQ	VDQ	Mean
6	KPI-PG-06	Rate of students dropping out of the program	Number of students who did not complete the program in a specific cohort [i.e. it is related to a specific batch of the students (i.e. Cohort) who did not complete the program in each academic year]	Total Number of students admitted in the same cohort of the program (i.e., it is related to a specific batch of the students (Cohort) who started the program 4 or 5 years before)	VDQ	VDQ	Percentage
7	KPI-PG-07	Graduates' employability (Per cohort)	Number of graduates from the postgraduate program who were employed within a year of graduation	Total number of graduate students graduated in the same year	VDQ	VDQ	Percentage
8	KPI-PG-08	Employers' evaluation of the Graduate Program graduate's competency	The sum of the scores given by the Employers for the competency of the program graduates by responding to the survey (ESS) (Part 2 questions & mean score of Q. No 8 to 22)	Number of Stakeholders expected to fill out the survey (ESS)	DQAA	DQAA	Mean
Standard 4: Students							
9	KPI-PG-09	Students' satisfaction with the provided services	The sum of the scores given by the final-year students of post-graduate programs who responded to the survey (PES) [Q.No. 14 (Estibana Excel sheet)-For Extracurricular activities; Q. No 1 & 2 of PES-For Academic Advising]	Number of final year students of postgraduate Program expected to fill the survey (PES)	DQAA	DQAA	Mean
Standard-5: Faculty Members							
10	KPI-PG-10	The ratio of students to teaching staff	Number of students enrolled in the postgraduate program during the academic year	Number of teaching staff teaching the same postgraduate program during the same academic year	VDQ	VDQ	Ratio

No	KPI	Indicator	Numerator	Denominator	Numerator	Denominator	Output
			Data	Data	Source	Source	
11	KPI-PG-11	Percentage of faculty members' distribution based on academic ranking	Number of faculty members teaching the postgraduate program (i.e., provide number according to various academic ranks separately) a. Lecturers b. Assistant Professors c. Associate Professors d. Professors	Total number of faculty members in the postgraduate program	VDQ	VDQ	Percentage (give separately for each rank)
12	KPI-PG-12	The proportion of faculty members leaving the Program	The number of faculty members left the postgraduate Program in the past year for reasons other than age retirement	Number of faculty members teaching the postgraduate program during that specific academic year	VDQ	VDQ	Proportion
Standard-6: Learning Resources, Facilities, and Equipment							
13	KPI-PG-13	Satisfaction of beneficiaries with learning resources	a. Satisfaction with the quality and extent of availability of Learning Resources The sum of the scores given by the Stakeholders who responded to the survey [Q. No 32 of LUSS Estibana excel sheet]	A number of Stakeholders filled out the survey (LUSS)	VDQ	VDQ	Mean
			a. Satisfaction with the Diversity of Learning Resources The sum of the scores given by the Stakeholders who responded to the survey (Q. No 12, 13, 15, 16 in LUSS Estibana excel sheet).	Number of Stakeholders filled out the survey (LUSS)	VDQ	VDQ	Mean
			b. Satisfaction with the support services provided for their utilization The sum of the scores given by the Stakeholders who responded to the survey	Number of Stakeholders filled out the survey (LUSS)	VDQ	VDQ	Mean

No	KPI	Indicator	Numerator	Denominator	Numerator	Denominator	Output
			Data	Data	Source	Source	
			(Q. No 12, 13, 15, 16 in LUSS Estibana excel sheet).				
14	KPI-PG-14*	Satisfaction of beneficiaries with research facilities and equipment	<u>a. Satisfaction with the research facilities and equipment</u> The sum of the scores given by the Stakeholders who responded to the survey [Q. No xx of LUSS Estibana excel sheet]	Number of Stakeholders filled out the survey (LUSS)	DQAA	DQAA	Mean
Standard-7: Research and Projects							
15	KPI-PG-15	Percentage of publications of faculty members	The number of full-time faculty members who are involved in teaching postgraduate programs have at least one publication during the Gregorian year	Total Number of full-time faculty members who were involved in teaching postgraduate programs during the same year	VDQ	VDQ	Percentage
16	KPI-PG-16	Rate of published research per faculty member	Total number of refereed and/or published research by full-time or equivalent faculty members teaching postgraduate programs during the Gregorian year	Total Number of full-time faculty members who were involved in teaching postgraduate programs during the same year	VDQ	VDQ	Ratio
17	KPI-PG-17	Citations rate in refereed journals per faculty member	Total number of citations in refereed journals for published research by full-time or equivalent faculty members teaching postgraduate programs during the Gregorian year	Total Number of full-time faculty members who were involved in teaching postgrad programs during the same year	VDQ	VDQ	Ratio
18	KPI-PG-18	Percentage of students' publication	The number of students in the postgraduate program during the academic year who: a. published their research in refereed journals b. presented papers at conferences	Total number of students in the postgraduate program during the same year.	VDQ	VDQ	Percentage

No	KPI	Indicator	Numerator	Denominator	Numerator	Denominator	Output
			Data	Data	Source	Source	
19	KPI-PG-19	Number of patents, innovative products, and awards of excellence	Number of students in the postgraduate program during the academic year who annually obtained: a. Patents and innovative products b. National and international excellence awards	Total number of students in the program during the same year.	VDQ	VDQ	Percentage
			The number of faculty and teaching staff teaching the postgraduate program during the academic year who annually obtained: a. Patents and innovative products b. National and international excellence awards	The total number of faculty and teaching staff teaching the program during the same year.	VDQ	VDQ	Percentage

Table 4: KPI data collection timeline and responsibility charter for Graduate Program KPIs

No	KPI	Indicator	Type of Data	Frequency of Data Collection	Time of Data Collection	Person Responsible
1	KPI-PG-01	Percentage of achieved indicators of the graduate program operational plan objectives	Quantitative, Factual Number	Annually	End of 4 th week of August, each academic year	
2	KPI-PG-02	Students' evaluation of the quality of learning experience in the programs	PES Survey	Annually	End of 4 th week of June, each academic year	
3	KPI-PG-03	Students' evaluation of the quality of the courses	CES Surveys	Each Trimester	End of each trimester during the academic year	

No	KPI	Indicator	Type of Data	Frequency of Data Collection	Time of Data Collection	Person Responsible
4	KPI-PG-04*	Students' evaluation of the quality of scientific supervision	TBD	Annually	End of 4 th week of June, each academic year	
5	KPI-PG-05	Average time for students' graduation	Quantitative, Factual Number	Annually	End of 4 th week of August, each academic year	
6	KPI-PG-06	Rate of students dropping out of the program	Quantitative, Factual Number	Annually	End of 1 st term of each academic year	
7	KPI-PG-07	Graduates' employability (Per cohort)	Quantitative, Factual Number	Annually	End of 4 th week of August, each academic year for the previous year graduated cohort	
8	KPI-PG-08	Employers' evaluation of the Graduate Program graduate's competency	ESS Survey	Annually	End of 4 th week of August, each academic year conducted the employers of the graduates of previous year graduated cohort	
9	KPI-PG-09	Students' satisfaction with the provided services	PES Survey	Annually	End of 4 th week of June, each academic year	
10	KPI-PG-10	The ratio of students to teaching staff	Quantitative, Factual Number	Each Trimester	End of each trimester during the academic year	
11	KPI-PG-11	Percentage of faculty members' distribution based on academic ranking	Quantitative, Factual Number	Annually	End of 4 th week of August, each academic year	
12	KPI-PG-12	The proportion of faculty members leaving the Program	Quantitative, Factual Number	Annually	End of 2 nd week of September, each academic year	
13	KPI-P-17	Satisfaction of beneficiaries with learning resources	LUSS Survey	Each Trimester	End of each trimester during the academic	
14	KPI-PG-14*	Satisfaction of beneficiaries with research facilities and equipment	LUSS	Each Trimester	End of each trimester during the academic	

No	KPI	Indicator	Type of Data	Frequency of Data Collection	Time of Data Collection	Person Responsible
15	KPI-PG-15	Percentage of publications of faculty members	Quantitative, Factual Number	Annually	At of Gregorian year i.e., 31 st December of each academic year <i>(to be reported in the forthcoming academic year report)</i>	
16	KPI-PG-16	Rate of published research per faculty member	Quantitative, Factual Number	Annually	At of Gregorian year i.e., 31 st December of each academic year <i>(to be reported in the forthcoming academic year report)</i>	
17	KPI-PG-17	Citations rate in refereed journals per faculty member	Quantitative, Factual Number	Annually	At of Gregorian year i.e., 31 st December of each academic year <i>(to be reported in the forthcoming academic year report)</i>	
18	KPI-PG-18	Percentage of students' publication	Quantitative, Factual Number	Annually	At of Gregorian year i.e., 31 st December of each academic year <i>(to be reported in the forthcoming academic year report)</i>	
19	KPI-PG-19	Number of patents, innovative products, and awards of excellence	Quantitative, Factual Number	Annually	At of Gregorian year i.e., 31 st December of each academic year <i>(to be reported in the forthcoming academic year report)</i>	

***TBD-To Be Developed**

B. KPIs AT THE INSTITUTIONAL LEVEL

There are 23 KPIs to be monitored at the institutional levels.

LIST OF INSTITUTIONAL KPIS TO BE MONITORED

KPI-I-01 Percentage of achieved indicators of the institution's strategic plan objectives	KPI-I-13 Proportion of teaching staff leaving the institution
KPI-I-02 Proportion of accredited programs	KPI-I-14 Percentage of self-income of the institution
KPI-I-03 Students' evaluation of the quality of learning experience in the programs	KPI-I-15 Satisfaction of beneficiaries with technical services
KPI-I-04 First-year student's retention rate	KPI-I-16 Percentage of faculty members with at least one publication
KPI-I-05 Graduates' Employability and Enrolment in Postgraduate Programs	KPI-I-17 Rate of published research per faculty member
KPI-I-06 Graduation Rate for Undergraduate Students in the specified period	KPI-I-18 Citation's rate in refereed journals per faculty member
KPI-I-07 Satisfaction of Beneficiaries with Learning Resources	KPI-I-19 Number of patents, innovations, and awards of excellence
KPI-I-08 Employers' evaluation of the institution graduate's proficiency	KPI-I-20 Proportion of the budget dedicated to research to the total budget of the institution
KPI-I-09 Annual expenditure rate per student	KPI-I-21 Proportion of external funding for research
KPI-I-10 Students' satisfaction with the offered services	KPI-I-22 Satisfaction of Beneficiaries with community services
KPI-I-11 Ratio of Students to Teaching Staff	KPI-I-23 Rate of community programs and initiatives (Both Program and Institution-specific data are required)
KPI-I-12 Proportion of faculty members with doctoral qualifications	

Institutional KPIs Monitoring Process Description

1. The Deanship of Quality and Academic Accreditation DQAA selects an appropriate numerator and denominator for each Institutional KPI through a well-structured KPIs deriving methodology.
2. The Vice-Dean of Quality of DQAA designs a KPI data collection plan for Institutional KPIs with a clear data source, timeline, and personnel responsible for all the 23 KPIs adopted by the NCAAA.
3. Each **stakeholder** associated with colleges, deanships, and directorates enters the KPIs data into the Muashirat application using their unique username and password provided by the DQAA.
4. Before entering the data into the Muashirat application, each stakeholder must ensure relevant multiple data sources to cross-validate its accuracy by adopting the data validation source provided by the DQAA.
5. The Vice-Dean of the Quality Office of DQAA analyzes the KPI data using a standard KPI driving methodology.
6. The Vice-Dean of the Quality Office of DQAA prepares a KPI report using a standard KPI reporting template provided in the Annex of this manual. Based on the findings, recommendations are to be derived by the DQAA.
7. The Vice-Dean of the Quality Office of DQAA submits the KPI report to its DQAA Council and then to the Higher Quality Committee for review and approval.
8. The General Supervisor of DQAA communicates with the external benchmarking partner and holds an interactive meeting to exchange good practices for devising improvement strategies.
9. Based on the NCAAA standards, the for operationalizing the strategies for improvements is based on the input from the vice-rectors of the institutional accreditation committees.
10. The institutional KPI committee follows up on the KPI Implementation plan each academic year.
11. The institutional KPI committee examines the improvements obtained at the end of each term and reviews the progress at the end of the academic year.
12. The institutional KPI committee submits the annual KPI report to the University Council and Board of Trustees at the end of each academic year with a clear plan for improvements.
13. Close the loop by annually continuing all the above cycles from steps 1 to 12.

Institutional KPIs Monitoring Cycle

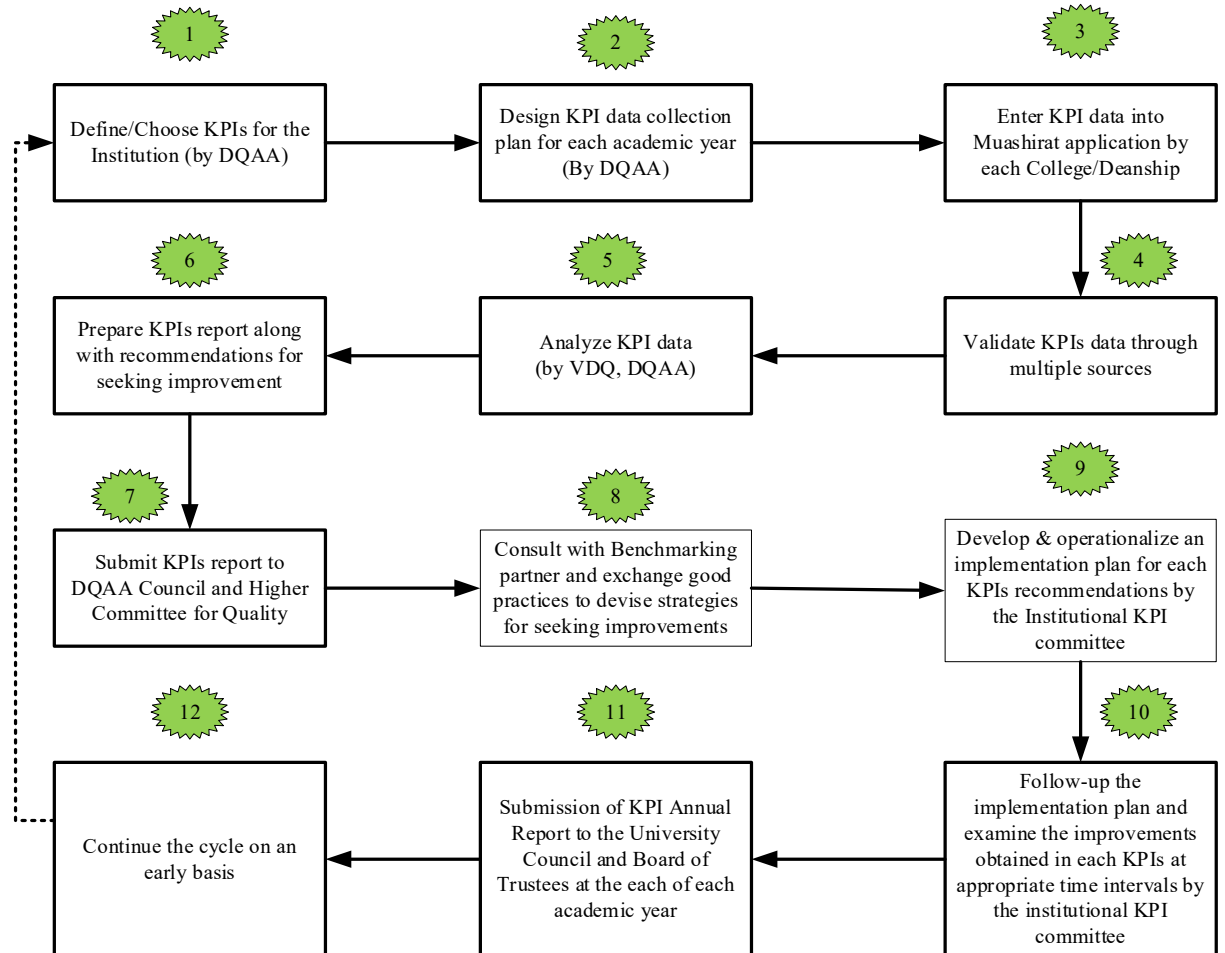




Table 5: Institutional KPI Description, the Data Source for the Numerator and Denominator, and Responsibility Charter

No	KPI	Indicator	Numerator	Denominator	Numerator Data Source	Denominator Data Source	Output	The level at which data is required
			Data	Data				
Standard-1: Mission, Vision and Strategic Planning								
1	KPI-I-01	Percentage of achieved indicators of the institution's strategic plan objectives	No performance indicators were achieved in the institutional strategic plan objectives during the academic year	Total No of performance indicators in the institutional strategic Plan objectives targeted to be achieved during the academic year	Not known	Not Known	Percentage	Institution
Standard 2: Governance, Leadership, and Management								
2	KPI-I-02	Proportion of accredited programs	No of academic programs in the institution attained accreditation from an approved accreditation body (Either NCAAA or any international accreditation body)	Total number of academic programs in the institution	DQAA	DQAA	Proportion	Institution
Standard 3: Teaching and Learning								
3	KPI-I-03	Students' evaluation of the quality of learning experience in the programs	No of the students who responded to the survey (PES)	No of students are expected to fill out the survey (PES)	DQAA	DQAA	Percentage	Program, Institution
	KPI-I-03	Students' evaluation of the quality of learning experience in the programs	The sum of the scores given by the student respondents to the survey (PES) [Question number 22 in Excel output of PES (overall item)]	No of students filled out the survey (PES)	DQAA	DQAA	Mean	



4	KPI-I-04	First-year students' retention rate	Number of students continuing their studies at the end of the first year of the undergraduate Program offered by the Institution.	Total No. of students enrolled in the first year of the undergraduate Program offered by the Institution.	VDQ	VDQ	Percentage	Program, Institution
5	KPI-I-05	Graduates' employability and enrolment in postgraduate programs	Number of graduates from undergraduate programs within a year of graduation were: a. employed b. enrolled in postgraduate programs during the first year of their graduation.	Total number of students graduated in the same year	VDQ	VDQ	Percentage	Program, Institution
6	KPI-I-06	Graduation rate for Undergraduate Students in the specified period	No of students who successfully completed those programs in minimum time as stipulated in the study plan [curricular structure]. (i.e. it is related to a specific batch of the students (i.e. Cohort) who successfully graduated in each academic year)	Total No of students admitted in the program 4 or 5 years before (i.e., it is related to a specific batch of the students (Cohort) who started the program 4 or 5 years before)	VDQ	VDQ	Percentage	Program, Institution
7	KPI-I-07	Satisfaction of beneficiaries with learning resources	No of the Stakeholders who responded to the Library User Satisfaction Survey (LUSS) [Question Number 32 of LUSS]]	No of the Stakeholders expected to fill out the survey (LUSS)	DQAA	DQAA	Percentage	Program, Institution
			The sum of the scores given by the Stakeholder who responded to the survey (LUSS) [Question Number 32 of LUSS]]	No of the Stakeholders filled out the survey (LUSS)	DQAA	DQAA	Mean	Program, Institution



Standard 4: Students

8	KPI-I-08	Employers' evaluation of the institution graduate's proficiency	No of Employers who responded to the Employers Satisfaction Survey (ESS)	The No of employers expected to fill to the survey	DQAA	DQAA	Percentage	Program, Institution
			The sum of the scores given by the Employers who responded to the survey (ESS) (Part 2 questions & mean score of Q. No 8 to 22)	The No of Stakeholder expected to fill the survey (ESS)	DQAA	DQAA	Mean	Program, Institution
9	KPI-I-09	Annual expenditure rate per student	Total operating expenditure (other than accommodation and student allowances)	Total number of students	DBP	DBP	Ratio	Institution
10	KPI-I-10	Students' satisfaction with the offered services	No of the students who responded to the survey (PES) [Q.No. 14-For Extracurricular activities; Q. No 1 & 2-For Academic Advising]	The No of Stakeholders are expected to fill out the survey (PES)	DQAA	DQAA	Percentage	Program, College, Institution
			The sum of the scores given by the final-year students who responded to the survey (PES) [Q.No. 14-For Extracurricular activities; Q. No 1 & 2-For Academic Advising]	The No of final-year students are expected to fill out the survey (PES)	DQAA	DQAA	Mean	Program, Institution
Standard-5: Faculty and Staff								
11	KPI-I-11	The ratio of students to teaching staff	The No of students enrolled in each academic program offered by the institution during the academic year	The No of teaching staff teaching various academic programs in the institution during the same academic year	VDQ	VDQ	Ratio	Program, Institution



12	KPI-I-12	The proportion of faculty members with doctoral qualifications	Number of full-time or full-time equivalent teaching staff with verified doctoral qualifications, teaching various academic programs in the institution during the academic year.	Total No of full-time or full-time equivalent teaching staff teaching various academic programs in the institution during the same academic year	VDQ	VDQ	Proportion	Program, Institution
13	KPI-I-13	The proportion of teaching staff leaving the institution	No of teaching staff left the institution in the past year for reasons other than age retirement	Number of teaching staff	VDQ	VDQ	Proportion	Program, Institution
Standard-6: Institutional Resources								
14	KPI-I-14	Percentage of self-income of the institution	Funds generated by the Institution through various activities (other than the funds received from the Ministry or from the College Management) in each academic year	Total funds received by the institution including those from the Ministry or from the College Management in each academic year	DBP	DBP	Percentage	Institution
15	KPI-I-15	Satisfaction of beneficiaries with technical services	<u>Students</u> The sum of the scores given by the Stakeholders who responded to CES survey (Question. No. 13)	No of Stakeholders are expected to fill out the survey (CES)	DQAA	DQAA	Mean	Institution
			<u>Faculty</u> The sum of the scores given by the Stakeholders who responded to the IT User Satisfaction survey (New Survey ITUSS)	<u>Faculty</u> No of Stakeholders are expected to fill out the survey (ITUSS)	DQAA	DQAA	Mean	Institution



Standard-7: Scientific Research and Innovation

16	KPI-I-16	Percentage of faculty members with at least one publication	Number of full-time faculty members who published at least one research during the year	Total No of full-time faculty members employed in the institution in the same year	VDQ	VDQ	Percentage	Program, Institution
17	KPI-I-17	Rate of published research per faculty member	Total number of refereed and/or published research by full-time or equivalent faculty members during the year	Total number of full-time or equivalent faculty members working in the institution during the same academic year	VDQ	VDQ	Ratio	Program, Institution
18	KPI-I-18	Citations rate in refereed journals per faculty member	Total number of citations in refereed journals from published research for full-time or equivalent faculty members in each Gregorian year	Total number of published research from full-time or equivalent faculty members in each Gregorian year	VDQ	VDQ	Ratio	Program, Institution
19	KPI-I-19	Number of patents, innovations, and awards of excellence	Number of patents & and excellence awards received by full time or equivalent faculty members during the past year(s) (Express it separately for patents & awards)		VPGSSR	VPGSSR	Number	Institution
20	KPI-I-20	The proportion of the budget dedicated to research to the total budget of the institution	Total budget allocated (or spent) to research during each Gregorian year	The total budget of the institution during each Gregorian year	VPGSSR	VPGSSR	Proportion	Institution
21	KPI-I-21	Proportion of external funding for research	Research income generated from external sources	Total operating funds allocated for research by the institution	VPGSSR	VPGSSR	Proportion	Institution

Standard-8: Community Partnership

22	KPI-I-22	Satisfaction of beneficiaries with community services	No of the beneficiaries who responded to the Community Services Satisfaction Survey (CSSS) [New Survey]	No of beneficiaries are expected to fill out the survey (CSSS)	DQAA	DQAA	Percentage	Program, Institution
----	----------	---	---	--	------	------	------------	----------------------



			The sum of the scores given by the beneficiaries who responded to the Community Services Satisfaction Survey (CSSS)	No of the stakeholders expected to fill out the survey (CSSS)	DQAA	DQAA	Mean	Institution
23	KPI-I-23	Rate of community programs and initiatives (Both Program and Institution-specific data is required)	No of community education programs and initiatives are provided by the academic programs of the Institution during the academic year	Number of academic programs offered by the Institution	VDQ	VDQ	Ratio	Program, Institution

C. METHODOLOGY OF FEEDING / MONITORING KPI DATA AT IAU

A well-structured methodology is used for collecting, analyzing, and reporting KPIs in IAU. An exclusive application entitled "Muashirat" has been developed, and it is used as a data collection and reporting tool for KPIs at IAU. As such, IAU, on its journey towards quality, uses a set of KPIs recommended by the National Center for Academic Accreditation and Assessment (NCAAA) to assess its current performance concerning its core elements of mission, i.e., teaching and learning, research, and community services and guide action towards improvement in achieving its goals & objectives. The format for indicators and benchmarks is consistent with that adopted by the institution.

Assignment of Responsibility for collecting and feeding data in the Maushirat application

To facilitate the data collection process for calculating KPIs, all the Colleges adopted Muashirat. Within the Muashirat application, the data source, personnel responsible, and data collection frequency for each KPI are clearly defined. Since the KPI data about the institution involves multiple stakeholders, all those relevant stakeholders are given a unique username and password. For KPIs related to academic programs, a unique username and password are provided to the Vice Deanship for Quality (VDQ) at colleges, which collects data at the College level. For Colleges with more than one academic program, the VDQ can assign Program Quality Coordinators for each academic program, and they are held responsible for feeding academic program-related data in the Muashirat system.

D. GUIDELINE FOR CHOOSING BENCHMARKS WHILE PREPARING KPIs REPORT

ACTUAL BENCHMARK

It is the actual and latest reported value for each Indicator. To measure it in a uniform manner, certain principles need to be followed to gain uniformity in getting the results.

These principles include:

- Data requirements and mode of collection should be unique.
- A uniform template or data collection instrument should be used to collect data.
- A standard numerator and denominator data source is required, and all the data need to be collected from that source across all the academic years.
- Data availability varies across time (i.e., readiness for collection) and should be properly defined regarding its collection.
- A uniform methodology should be adopted for calculating each benchmark.
- The mode of reporting results should be unique and standardized for each Indicator.
- Each KPI is presented in terms of overall value and values for males and females.

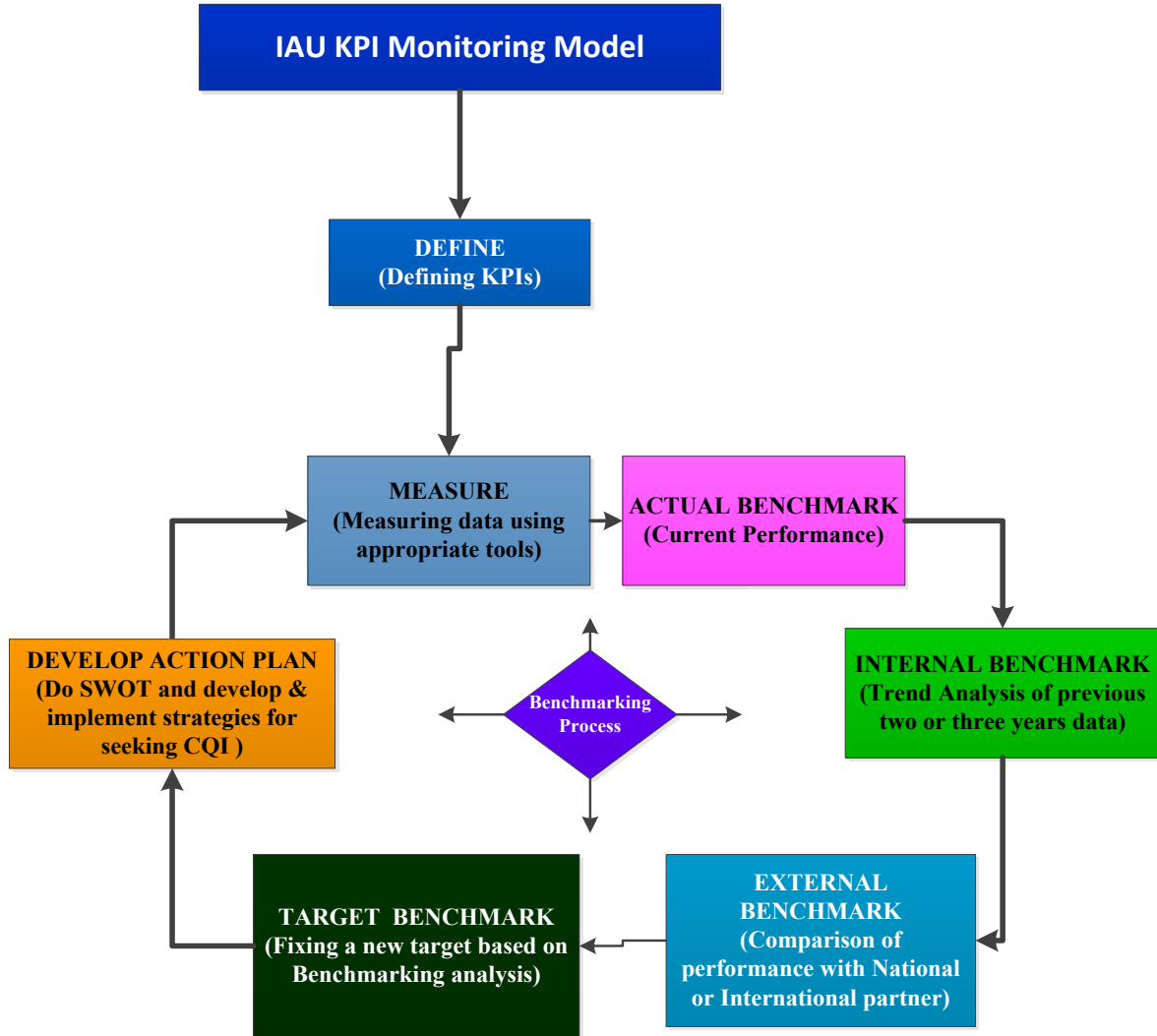


Figure-1: KPIs Monitoring Model at IAU

INTERNAL BENCHMARK

It can be carried out in two ways:

Option 1:

- Use either the value measured in the previous year in case of only one year of data or an average value based on data of the past successive years (maximum three years).
- Present the internal benchmark as an 'overall value' followed by distinct values for males and females. Therefore, it is paramount and recommended to mention all the past two- or three-year data in the internal benchmark space of the KPI template, along with the average score.

Option 2:

- Compare practices and processes with other homogenous programs within the university. This option is selected if a similar program is offered within the same university. The similarity of those programs can be associated with credit hours, course comparisons, goals, objectives, etc. The advantage of internal benchmarking is that access to sensitive data and information is more straightforward; standardized data is often readily available, and less time and resources are usually needed. In addition, there may be relatively few barriers to implementation as practices may be reasonably easy to transfer across the same organization.

TARGET BENCHMARK

The target is the KPI's value to be achieved per program goals and objectives, and it is decided by the steering committee based on its previous year's performance and the internal benchmark. If the last year's performance falls less than the internal benchmark, the target benchmark is assigned equal to the Internal Benchmark value.

DQAA has established the following criteria while fixing and revising targets, and all the programs offered at IAU strictly adhere to them:

(i) Based on the data trend, which shows the program's Performance level in the last three academic years. It helps the program administration understand the program's performance threshold (limits). The following steps will be followed to set target(s) using 'retrospective data-trend analysis' methods.

- Collect data for a minimum of two or three years (there is no upper threshold)
- Plot the data using either a bar graph or a control chart.
- Study the data trend (increase or decrease) in the bar graph or control chart.
- Calculate the average score (internal benchmark)
- Set the target either 'higher' or 'lower' than last year's score, depending on the type of the KPIs (Note: either lower or higher, the better). It is important to note that the target benchmark is at least at the internal benchmark level, not less. If the target is less than the internal, set the 'target' equal to the internal threshold.

(ii) Keeping in view the College/University's strategic target.

- The university's and the college's strategic plan will be used as a guide in fixing the target. There is a set of performance indicators used by the university/college to study its progress toward the achievement of the strategic plan, and the program administration uses this as a base while fixing its target.
- Upon completion of each academic year, the strategic planning committee, both at the institution and college, reviews the 'targets' achieved by the university and the program and devises a new target based on the strategic priorities of the university/program and taking into consideration of the prevailing environment. This approach sets targets based on a thorough exploration of the various factors influencing the institution or program, not only by arithmetic calculation.

(iii) Based on the consensus of the steering committee. In the absence of previous year data and if any KPIs are to be measured for the first time, the program administration uses the 'Consensus' methodology while fixing the target. In addition, the team members will carry out a 'SWOT' analysis. Under SWOT analysis, team members will study the strengths (s), opportunities, weaknesses, and threats of achieving the desired target level. Accordingly, steering committee members will discuss and explore the pros and cons of achieving the required target level of each key performance indicator and then fix the final target.

Based on the external benchmark's performance, the external benchmarking partner's performance is also a driving force while fixing the target. During benchmarking, programs exchange some of their good practices and adopt some from their partners. By doing so, the program aims to reach its partner institution's performance 'targets' within a particular stipulated period.

(iv) Several factors need to be considered while setting targets using this method, and it includes:

- The amount of time the partner institution takes to reach the current performance target will indicate that IAU will set its target. Based on that, IAU and its program will decide the time required to accomplish the target (i.e., whether the set target can be achieved within the benchmarking period)
- Financial commitment is required to set up the infrastructure required to achieve the target
- Logistics and Human resources are required to achieve the target.
- Adoption of good practice from the partner institution, including the constraints involved in this process.

(v) *Implications of external environment to the program.* Any implications for changes may be required in the mission and goals, content, or program delivery methods. The program will be warranted to fix the target to fulfill the mission/goals of the program within a stipulated period.

The Deanship of Quality and Academic Accreditation (DQAA) provided the above five criteria and advised all the programs offered at IAU to choose a suitable criterion while fixing the target for the KPIs. Based on the above criteria, the program sets its ‘target,’ and the selection criterion varies for each KPI, depending on the type and purpose of measurement. Arithmetically, the program keeps the target between a 5% – 20% increase or decrease based on the performance levels and nature of the KPIs.

The above criteria should be considered according to the National Standards, Accreditors Standards, Scientific studies, and Benchmarking.

External Benchmark

A benchmarking contract has been prepared at the institutional level to facilitate benchmarking. In order to initiate this process, the colleges can contact a comparable college/program for the exchange of data, and it is to be included in the analysis. The college can also initiate and suggest the process of making administrative arrangements to sign a memorandum with a comparable institution to secure an external benchmark.

Three specific criteria have been fixed while choosing external benchmarks as the following:

- (i) The similarity in the purpose of the academic program, i.e., core aspects of the program's mission statement.
- (ii) Similarity in the curricular structure (i.e., credit hours, course-specific comparisons, program learning outcomes).
- (iii) Comparability of infrastructural facilities required for programs across KSA. These include certain specific parameters such as the size of the institution/College (large/medium/minor), organizational governance (run by government or private; usually, government institutions are advised to choose another government institution for benchmarking), and those facilities available to run the program (i.e., labs, classrooms, and other facilities for extracurricular activities)
- (iv) (iv) Accreditation status where the fully accredited programs could provide good practice to seek continuous quality improvements.
- (v) Availability of data as required by the NCAAA.

Analysis of KPIs

In the analysis section, a comparison of the actual benchmark with the target and internal benchmarks was made to address the strengths and weaknesses of the KPI and to make strategies and action plans for the forthcoming years.

The analysis is made concerning two variables:

- (vi) Gender-specific comparison and
- (vii)(ii) Time trend analysis of data. If the external benchmarking partner data is available, a comparison is made to gather good practices to improve the quality.

New Target Benchmark

The program will set the anticipated target for the forthcoming academic year. It is determined based on any differences observed between the current year data's actual, target, and internal benchmarks (from KPI analysis). If the target fixed for the current year is achieved, then the new target is fixed by adding a 5 to 10% increase or decrease based on the KPI and per any criteria fixed by the DQAA for revising the target.

PREPARATION OF KPIs REPORT

Upon KPI data entry into the Muashirat application, the end user can get the KPI dashboard on a flyer. Using this KPI dashboard, a detailed KPI analysis using the NCAAA reporting templated has to be prepared. For the institutional KPIs, the data is analyzed by the Statistics Unit of the Vice Deanship of Quality, DQAA, in such a way as to prepare the final report. Each vice deanship at the colleges is responsible for preparing the KPIs report for the Program KPIs. For the KPI findings to accurately reflect performance, it is mandatory to include data for both male and female individuals and the overall total. For institutional KPIs, it is also necessary to have comparisons between the main campus. The KPI report includes university colleges/programs, branch campuses/colleges/programs, and community colleges.

Template for reporting KPIs

KPI:					NCAAA KPI Reference Number: _____				
					Institutional/Program KPI Reference Number: ____				
Actual Benchmark		Target Benchmark		Internal Benchmark*		External Benchmark**		New Target Benchmark	
Analysis (list strengths and recommendations):									
<p>* Explain:</p> <ol style="list-style-type: none"> 1. Why this internal benchmark provider was chosen? 2. How was the benchmark calculated? 3. Name of the internal benchmark provider. 									
<p>** Explain:</p> <ol style="list-style-type: none"> 1. Why this external benchmark provider was chosen? 2. How was the benchmark calculated? 3. Name of the external benchmark provider. 									

MECHANISM TO BE ADOPTED BY THE VICE DEANS OF COLLEGES TO FOLLOW-UP KPIs IN MUASHIRAT APPLICATION

- A set of KPIs are assigned to complete at the end of each academic year. Each Vice Dean has to complete the KPI data feeding in the Muashirat application about academic programs offered in their respective college **on or before the 15th of September** of each academic year. Tables 1 and 2 describe the data source for each KPI monitored at the undergraduate and graduate program levels. Table 3 narrates the data source for institutional KPIs along with its calculation methodology. The Mushairat application field is filled manually for the first time, but the calculation will be automated.
- Each Vice Dean of Quality has to validate the KPIs data through multiple sources stipulated by the DQAA before feeding it into the Mushairat application. Generally, all the data collected for KPIs are verified with the Decision Support Unit before being used. If required, and considering the nature of the KPIs, Vice deans could contact the relevant deanships or administrative directorates before including them in the analysis. For example, the data about students' numbers must be collected from the office of the Registrar of the College and verified with the Program chair where his or office is managing the students' roaster. Likewise, all the research-related data, such as publications, has to be taken from the vice deanship of scientific research at the college level, and it must be verified with the deanship of scientific research, which manages all the publication data of the faculty.
- Each Vice Dean has to suggest a suitable benchmarking partner considering the similarity of the program's mission, infrastructure, and accreditation status of the partner institution to the DQAA to secure their data and feed it into Mushairat's application for external benchmarking.

- The completed KPIs report (using a report template similar to the report template provided, refer to section D of this manual) should be submitted to their respective department/college council meeting held during October, and submit the completed KPIs report, along with an action plan to the Vice Deanship of Quality of the
- Deanship of Quality and Academic Accreditation **on or before the last week of October of each academic year.**
- The Vice Deanship of Quality of DQAA will compile the KPIs report and send it to the University council during **the first week of November of each academic year** for its approval and further action.

Important Dates for the Submission of KPIs Report

- The final date to complete KPIs data in the Muashirat application: *On or before the 15th of September of each academic year.*
- The final date to secure the approval of the KPIs from the Department/ college council is *the Third week of October of each academic year.*
- Submission of the consolidated KPIs report to the University Council by DQAA: *First week of November of each academic year.*

Distribution

- Dean and Vice Deans of Quality, IAU Colleges
- Department Head (Program Chair), All Academic Programs
- Members of the Quality Committee, IAU Colleges
- Vice for Accreditation, DQAA
- Accreditation Coordinators, DQAA

Prepared by: Quality Vice-Deanship Office	Date signed: Oct. 5, 2023
Reviewed by: Consultants of Accreditation Vice-Deanship	Date signed: Nov. 1, 2023
Concurred and approved by: Dr. Ahmed Al-Kuwaiti Dean, Quality and Academic Accreditation Deanship	Date signed: Nov. 7, 2023