

Computer Science & Information Program Key Performance Indicators and Benchmarking Review Report

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1. List of Selected KPIs

1. Stakeholder evaluation ratings of the Mission Statement and Objectives
2. Stakeholder evaluation of the Policy Handbook, including administrative flow chart and job responsibilities
3. Students overall evaluation on the quality of their learning experiences at the institution.
4. Proportion of courses in which student evaluations were conducted during the year.
5. Proportion of programs in which there was independent verification within the institution of standards of student achievement during the year.
6. Proportion of programs in which there was independent verification of standards of student achievement by people external to the institution during the year.
7. Ratio of students to teaching staff (Based on full time equivalents)
8. Students overall rating on the quality of their courses.
9. Proportion of teaching staff with verified doctoral qualifications.
10. Percentage of students entering programs who successfully complete first year.
11. Proportion of students entering undergraduate programs who complete those programs in minimum time.
12. Proportion of students entering post graduate programs who complete those programs in specified time.
13. Proportion of graduates from undergraduate programs who within six months of graduation are:
 - (a) employed
 - (b) enrolled in further study
 - (c) not seeking employment or further study
14. Ratio of students to administrative staff
15. Proportion of total operating funds (other than accommodation and student allowances) allocated to provision of student services.

16. Student evaluation of academic and career counselling. (Average rating on the adequacy of academic and career counselling on a five point scale).
17. Stakeholder evaluation of library and media center. (Average overall rating of the adequacy of the library & media center, including:
 - a) Staff assistance
 - b) Current and up-to-date
 - c) Copy & print facilities
 - d) Functionality of equipment
 - e) Atmosphere or climate for studying
 - f) Availability of study sites
18. Number of web site publication and journal subscriptions as a proportion of the number of programs offered.
19. Stakeholder evaluation of the digital library. (Average overall rating of the adequacy of the digital library, including:
 - a) User friendly website
 - b) Availability of the digital databases
 - c) Accessibility for users
 - d) Library skill training
20. Annual expenditure on IT budget, including:
 - a) Percentage of the total Institution, or College, or Program budget allocated for IT
 - b) Percentage of IT budget allocated per program for institutional or per student for programmatic.
 - c) Percentage of IT budget allocated for software licenses.
 - d) Percentage of IT budget allocated for IT security;
 - e) Percentage of IT budge allocated for IT maintenance.
21. Stakeholder evaluation of the IT services. (Average overall rating of the adequacy of:
 - a) IT availability
 - b) Security
 - c) Maintenance
 - d) Accessibility
 - e) Support systems
 - f) Software and up-dates
 - g) Age of hardware

22. Stakeholder evaluation of
 - a) Websites
 - b) e-learning services
 - c) Hardware and software
 - d) Accessibility
 - e) Learning and Teaching
 - f) Assessment and service
 - g) Web-based electronic data management system or electronic resources
23. Total operating expenditure (other than accommodation and student allowances) per student.
24. Proportion of teaching staff leaving the institution in the past year for reasons other than age retirement.
25. Proportion of teaching staff participating in professional development activities during the past year.
26. Number of refereed publications in the previous year per full time equivalent member of teaching staff
27. Number of citations in refereed journals in the previous year per full time equivalent teaching staff
28. Proportion of full time member of teaching staff with at least one refereed publication during the previous year
29. Number of papers or reports presented at academic conferences during the past year per full time equivalent members of teaching staff
30. Research income from external sources in the past year as a proportion of the number of full time teaching staff members.
31. Proportion of the total, annual operational budget dedicated to research.
32. Proportion of full time teaching and other staff actively engaged in community service activities
33. Number of community education programs provided as a proportion of the number of departments

2. The KPI Achievements for Computer Science & Information Program Compared With External Benchmark

Computer Science& Information Program Key Performance Indicators Table
11 Standards and 33 KPIs Programs and Institutions are to complete 70% of the NCAAA KPIs.

NCAAA Standards	KPI Code	Key Performance Indicator	Target Benchmark	Actual Benchmark	Internal Benchmark Mark (1)	Internal Benchmark Mark (2)	External Benchmark	New Target Benchmark
Standard 1 Mission & Objectives	S1.1	1. Stakeholder evaluation ratings of the Mission Statement and Objectives	100 %	80%	65%	80%	N/A	100 %
Standard 2 Governance Administration	S2.1	2. Stakeholder evaluation of the Policy Handbook, including administrative flow chart and job responsibilities.	N/A	N/A	N/A	70%	N/A	N/A
Standard 3 Management of Quality Assurance and Improvement	S3.1	3. Students overall evaluation on the quality of their learning experiences at the institution.	80 %	73.49%	72%	78%	28.6 %	85 %
	S3.2	4. Proportion of courses in which student evaluations were conducted during the year.	80 %	75%	73.68%	77.37%	100 %	85 %
	S3.3	5. Proportion of programs in which there was independent verification within the institution of standards of student achievement during the year.	100 %	100 %	100 %	100 %	N/A	100 %
	S3.4	6. Proportion of programs in which there was independent verification of standards of student achievement by people external to the institution during the year.	100 %	100 %	100 %	100 %	N/A	100 %

NCAAA	KPI	Key Performance Indicator	Target	Actual	Internal	Internal	External	New
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Standards	I Code		et Bench mark	l Bench mark	al Bench Mark (1)	al Bench Mark (2)	al Bench mark	Targ et Bench mark
Standard 4 Learning and Teaching	S4.1	7. Ratio of students to teaching staff. (Based on full time equivalents)	8:1	9:1	10:1	11:1	10:1	8:1
	S4.2	8. Students overall rating on the quality of their courses.	85%	74.67%	74%	60%	72%	90%
	S4.3	9. Proportion of teaching staff with verified doctoral qualifications.	95%	90%	65%	80%	35%	100%
	S4.4	10. Percentage of students entering programs who successfully complete first year.	60%	40%	18.5%	3.65%	0	75%
	S4.5	11. Proportion of students entering undergraduate programs who complete those programs in minimum time.	20%	0%	0%	17.3%	47%	30%
	S4.6	12. Proportion of students entering post graduate programs who complete those programs in specified time.	20%	11.2%	9.5%	N/A	N/A	30%t
	S4.7	13. Proportion of graduates from undergraduate programs who within six months of graduation are: a. employed b. enrolled in further study c. not seeking employment or further study	65% 10% 25%	60.64% 5.32% 34.04%	60.64% 10.64% 28.72%	58% 50%	33% 33%	70% 15% 15%
Standard 5 Student Administration and Support Services	S5.1	14. Ratio of students to administrative staff	5:1	3:1	4:1	9:1	N/A	5:1
	S5.2	15. Proportion of total operating funds (other than accommodation and student allowances) allocated to provision of student services.	N/A	N/A	N/A	N/A	N/A	N/A
	S5.3	16. Student evaluation of academic and career counselling. (Average rating on the adequacy of academic	90%	84%	N/A	65%	85.7%	100%

NCAAA Standards	KPI Code	Key Performance Indicator	Target Benchmark	Actual Benchmark	Internal Benchmark (1)	Internal Benchmark (2)	External Benchmark	New Target Benchmark
		and career counselling on a five point scale).						
Standard 6 Learning Resources	S6.1	17. Stakeholder evaluation of library and media center. (Average overall rating of the adequacy of the library & media center, including: a) Staff assistance, b) Current and up-to-date c) Copy & print facilities, d) Functionality of equipment, e) Atmosphere or climate for studying f) Availability of study sites, and g) Any other quality indicators of service on a five- point scale of an annual survey.) .	N/A	N/A	N/A	N/A	N/A	N/A
	S6.2	18. Number of web site publication and journal subscriptions as a proportion of the number of programs offered	125:1	300/3 = 100	300/3 = 100	10:1	N/A	125:1
	S6.3	19. Stakeholder evaluation of the digital library. (Average overall rating of the adequacy of the digital library, including: a) User friendly website b) Availability of the digital databases, c) Accessibility for users, d) Library skill training and e) Any other quality indicators of service on a five- point scale of an annual survey.)	N/A	N/A	N/A	N/A	N/A	N/A

NCAA A Standards	KPI Code	Key Performance Indicator	Target Benchmark	Actual Benchmark	Internal Benchmark Mark (1)	Internal Benchmark Mark (2)	External Benchmark	New Target Benchmark
Standard 7 Facilities and Equipment	S7.1	20. Annual expenditure on IT budget, including: a) Percentage of the total Institution, or College, or Program budget allocated for IT; b) Percentage of IT budget allocated per program for institutional or per student for programmatic; c) Percentage of IT budget allocated for software licenses; d) Percentage of IT budget allocated for IT security; e) Percentage of IT budget allocated for IT maintenance.	N/A	N/A	N/A	6000 :1	N/A	N/A
	S7.2	21. Stakeholder evaluation of the IT services. (Average overall rating of the adequacy of: a) IT availability, b) Security, c) Maintenance, d) Accessibility e) Support systems, f) Software and up-dates, g) Age of hardware, and h) Other viable indicators of service on a five- point scale of an annual survey.)	N/A	N/A	N/A	3:1	N/A	N/A
	S7.3	22. Stakeholder evaluation of a) Websites, b) e-learning services c) Hardware and software d) Accessibility e) Learning and Teaching f) Assessment	N/A	N/A	N/A	70%	N/A	N/A

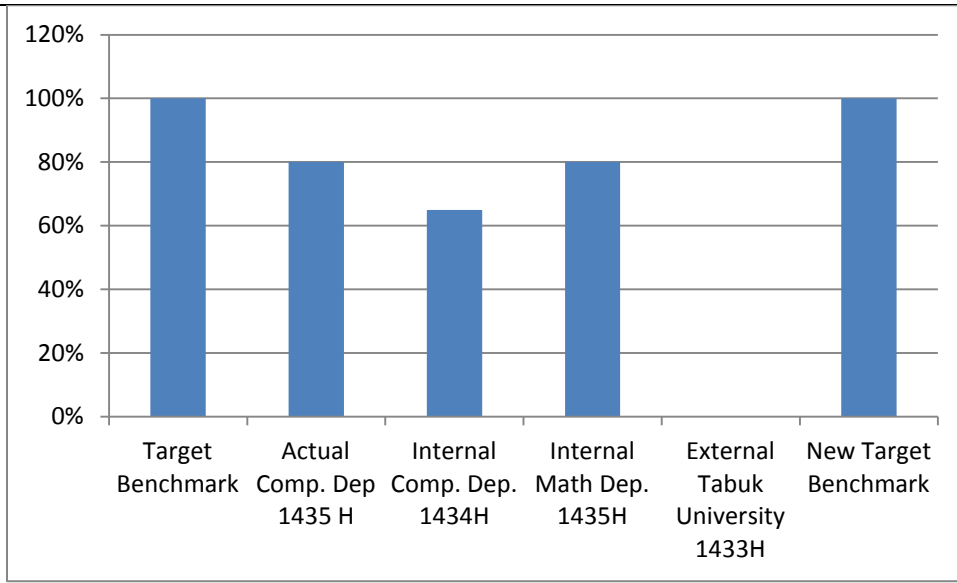
		and service g) Web-based electronic data management system or electronic resources (for example: institutional website providing resource sharing, networking & relevant information, including e-learning, interactive learning & teaching between students & faculty on a five point scale of an annual survey).						
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Standard 8 Financial Planning and Management	S8.1	23. Total operating expenditure (other than accommodation and student allowances) per student.	N/A	N/A	N/A	N/A	N/A	N/A
Standard 9 Faculty and Staff Employment Processes	S9.1	24. Proportion of teaching staff leaving the institution in the past year for reasons other than age retirement.	0.0	0.0	23%	5%	N/A	0.0
	S9.2	25. Proportion of teaching staff participating in professional development activities during the past year.	100%	100%	100%	100%	29%	100%
Standard 10 Research	S10.1	26. Number of refereed publications in the previous year per full time equivalent member of teaching staff.	15	2	0	77	4	20
	S10.2	27. Number of citations in refereed journals in the previous year per full time equivalent teaching staff.	N/A	N/A	N/A	4	1.8	N/A
	S10.3	28. Proportion of full time member of teaching staff with at least one refereed publication during the previous year.	30%	10%	0%	50%	21%	40%
	S10.4	29. Number of papers or reports presented at academic conferences during the past year per full time equivalent members of teaching staff.	25%	0%	0%	0%	36%	50%
		30. Research income from external	30% of	0%	0%	5%		60% of

	S10.5	sources in the past year as a proportion of the number of full time teaching staff members.	Staff Members					Staff Members
	S10.6	31. Proportion of the total, annual operational budget dedicated to research.	N/A	N/A	N/A	20%	N/A	N/A
Standard 11 Community Service	S11.1	32. Proportion of full time teaching and other staff actively engaged in community service activities.	100%	100%	100%	80%	N/A	100%
	S11.2	33. Number of community education programs provided as a proportion of the number of departments.	3/3	2/3	2/3	2/3	N/A	3/3

3. The KPI Achievements for Computer Science & Information Program Compared With the External Benchmarks

NCAAA KPI Reference Number S1.1					
Institution/Program Reference Number S1.1					
KPI: 1. Stakeholder evaluation ratings of the Mission Statement and Objectives (Average rating on how well the mission is known or the proportion of policy decisions that refer to the mission among criteria for the decision made the on a five point scale).					
Target Benchmark	Actual Comp. Dep 1435 H	Internal Comp. Dep. 1434H	Internal Math Dep. 1435H	External Tabuk University 1433H	New Target Benchmark
100%	80%	65%	80%	N/A	100%



Analysis:

Stakeholder evaluation ratings of the Mission Statement and Objectives have been measured via the average ratings of staff members and students to the questionnaire

- 1- "The mission statement should be clear enough to provide criteria for evaluation of progress towards the achievement of the program goals and objectives."
- 2- "Statements of major objectives should be accompanied by specification of clearly defined and measurable indicators that are used to judge the extent to which objectives are being achieved."
- 3- "The mission should establish directions for the development of the program that are appropriate for a program of its type and the needs of students in Saudi Arabia."
- 4- "Goals for the development of the program should be consistent with and support the mission."

Evaluation of the Mission Statement and Objectives:

Strengths:

- 1- **The mission statements and objectives are clear and appropriate.**
- 2- **The mission coincides with the main functions of the college.**
- 3- **The mission is aligned with the university mission.**
- 4- **The mission has been developed after wide consultation with internal and external stakeholders.**

5- The mission is the main base of full strategic and operational plan.

NCAAA KPI Reference Number S2.1

Institution/Program Reference Number S2.1

KPI: 2. Stakeholder evaluation of the Policy Handbook, including administrative flow chart and job responsibilities.

Target Benchmark	Actual Comp. Dep. 1435 H	Internal Comp. Dep. 1434H	Internal Math Dep. 1435H	External Tabuk University 1433H	New Target Benchmark
N/A	N/A	N/A	70%	N/A	N/A

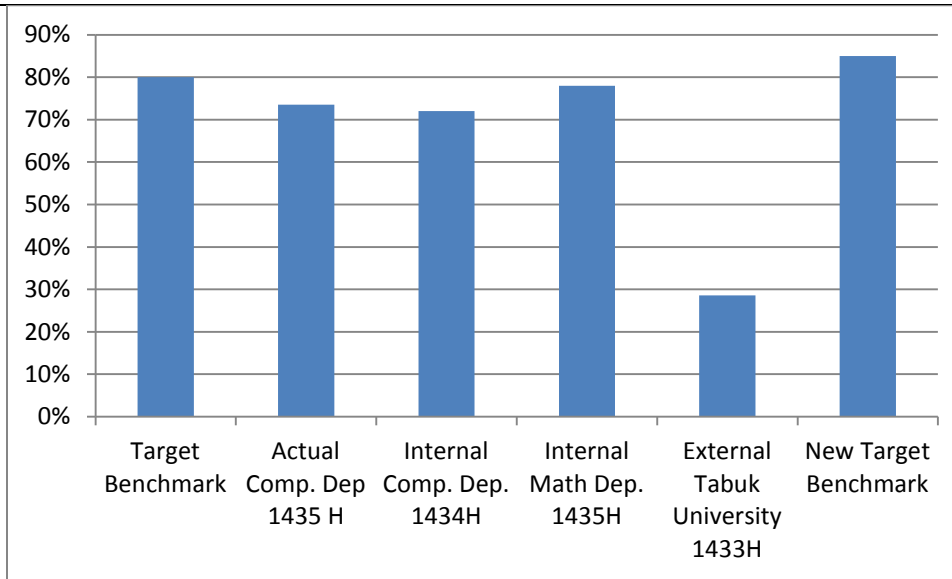
Analysis:

NCAAA KPI Reference Number S3.1

Institution/Program Reference Number S3.1

KPI 3. Students overall evaluation on the quality of their learning experiences at the institution.

Target Benchmark	Actual Comp. Dep. 1435 H	Internal Comp. Dep. 1434H	Internal Math Dep. 1435H	External Tabuk University 1433H	New Target Benchmark
80%	73.49%	72%	78%	28.6%	85%



Analysis:

The average response to this item was 73.49% only in the male section while the target benchmark was 80%. This percentage is lower than expected which indicate that there is some drawbacks in students' learning experience.

Recommendations:

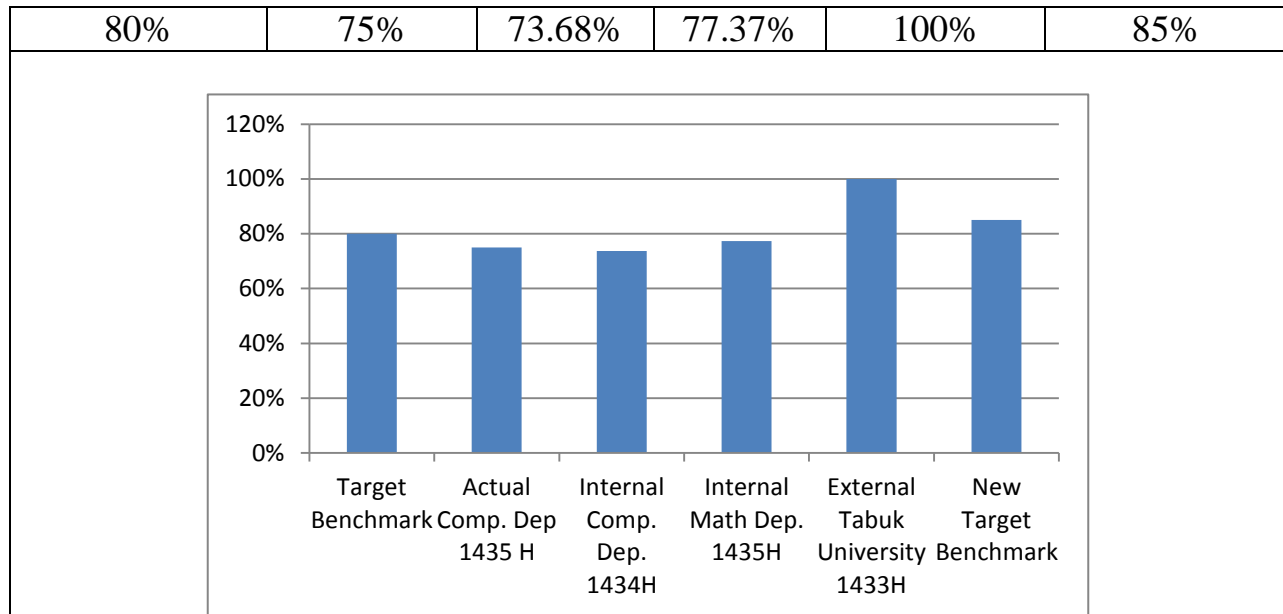
- 1- Improve the student level of both subjects: English and Computer.
- 2- Linking the process of teaching with the practical application domain as possible

NCAA KPI Reference Number S3.2
 Institution/Program Reference Number S3.2

KPI:

4. Proportion of courses in which student evaluations were conducted during the year.

Target Benchmark	Actual Comp. Dep. 1435 H	Internal Comp. Dep. 1434H	Internal Math Dep. 1435H	External Tabuk University 1433H	New Target Benchmark



Analysis:

This indicator was estimated based on the survey used to evaluate the courses by students during the last year 1434 using the NCAAA form. Clearly it is shown that the actual benchmark was 75%; it is approximately the same as the last year and the internal benchmarks, but it is lower than the external benchmark. Because of the preparatory year. It means that not all courses were sure evaluated during the last year.

Recommendations

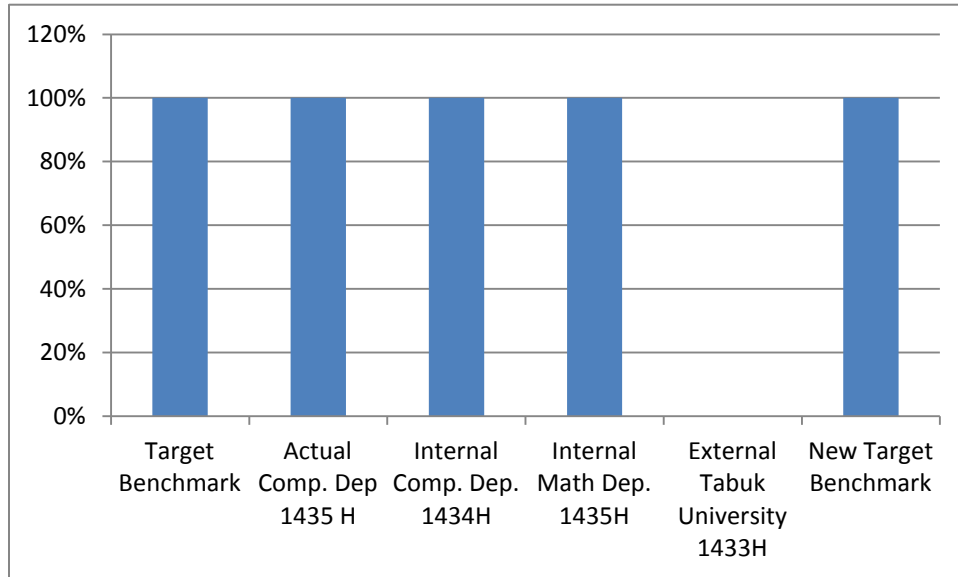
- Establishment for awareness programs (workshops or lectures) to spread the culture of quality among the students.

NCAAA KPI Reference Number S3.3
 Institution/Program Reference Number S3.3
 KPI:

5. Proportion of programs in which there was independent verification within the institution of standards of student achievement during the year.

Target Benchmark	Actual Comp. Dep.	Internal Comp. Dep.	Internal Math Dep. 1435H	External Tabuk University	New Target Benchmark
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	1435 H	1434H		1433H	
100%	100%	100%	100%	N/A	100%



Analysis

This indicator was estimated based on the survey used to evaluate the courses by students during the last year 2014 using the NCAAA form. Clearly it is shown that the actual benchmark was 100%; so it meets the target benchmark. It means that all courses were evaluated during the last year. While the external did not consider this KPI so it is (N/A).

Recommendations

- Establishment for awareness programs (workshops or lectures) to spread the culture of quality among the students.

NCAAA KPI Reference Number S3.4

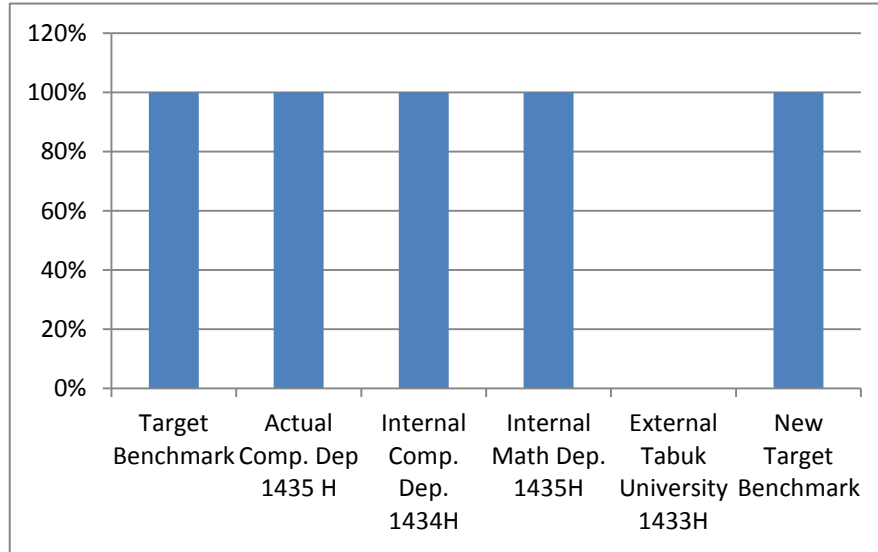
Institution/Program Reference Number S3.4

KPI:

6. Proportion of programs in which there was independent verification of standards of student achievement by people external to the institution during the year.

Target Benchmark	Actual Comp.	Internal Comp.	Internal Math Dep.	External Tabuk	New Target Benchmark
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	Dep. 1435 H	Dep. 1434H	1435H	University 1433H	
100%	100%	100%	100%	N/A	100%



Analysis

It is shown that the actual benchmark was 100%; so it meets the target benchmark. This means that there was independent verification of standards of student achievement by people (evaluators) external of all programs in the college.

Recommendations

Keeping on bringing external evaluators for verification of standards of student achievement.

NCAAA KPI Reference Number S4.1

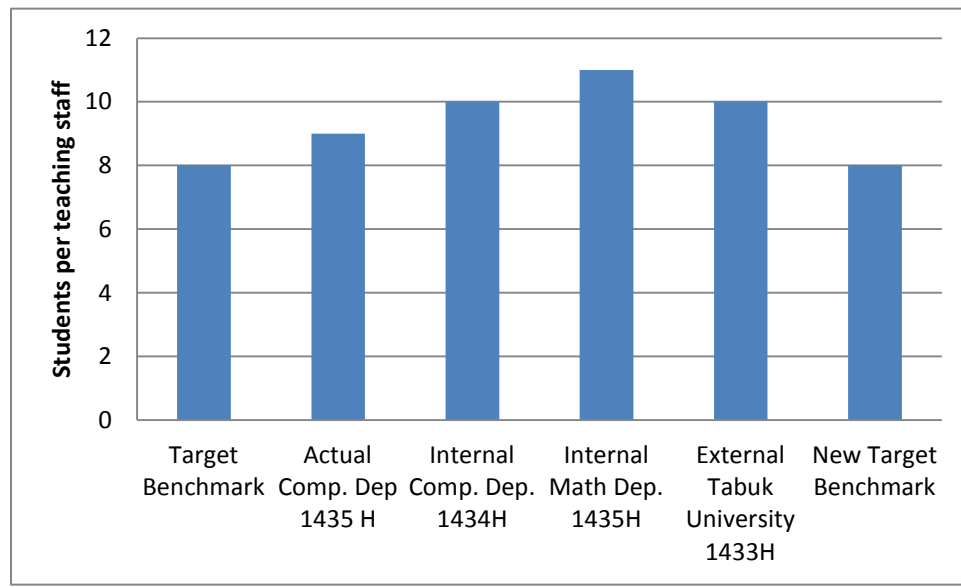
Institution/Program Reference Number S4.1

KPI:

7. Ratio of students to teaching staff (Based on full time equivalents)

Target Benchmark	Actual Comp. Dep.	Internal Comp. Dep.	Internal Math Dep. 1435H	External Tabuk University	New Target Benchmark
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	1435 H	1434H		1433H	
8:1	9:1	10:1	11:1	10:1	8:1



Analysis:

Evaluation of the Ratio of students to teaching staff

Appropriateness of students/ teaching staff ratio has been calculated in first term 1435/1436.

Where the Computer Science& Information program consists of 17 teaching staff + 1 demonstrator. At the same semester the total enrolled students were 72 students.

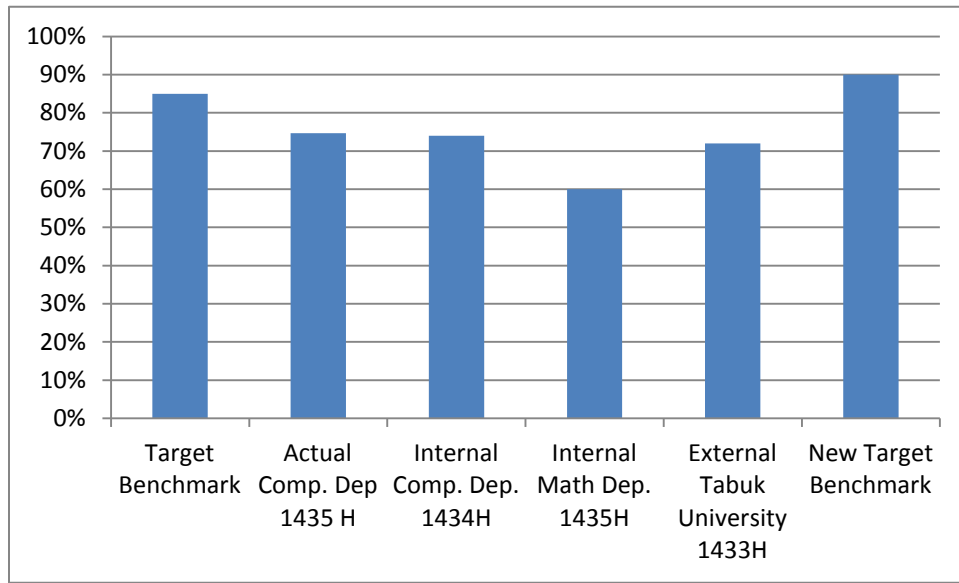
Strengths:

- 1- The teaching staff will have more time for student.**
- 2- The students will have more hands-on time with his teacher**
- 3- Different teaching strategies and learning styles can be accommodated.**
- 4- Increasing the social and mental Student-teacher values.**

NCAAA KPI Reference Number S4.2
 Institution/Program Reference Number S4.2
 KPI:

8. Students overall rating on the quality of their courses.

Target Benchmark	Actual Comp. Dep. 1435 H	Internal Comp. Dep. 1434H	Internal Math Dep. 1435H	External Tabuk University 1433H	New Target Benchmark
85%	74.67%	74%	60%	72%	90%



Analysis:

Evaluation of the Students overall rating on the quality of their courses have been accounted via the average ratings of students to the course evaluation survey :

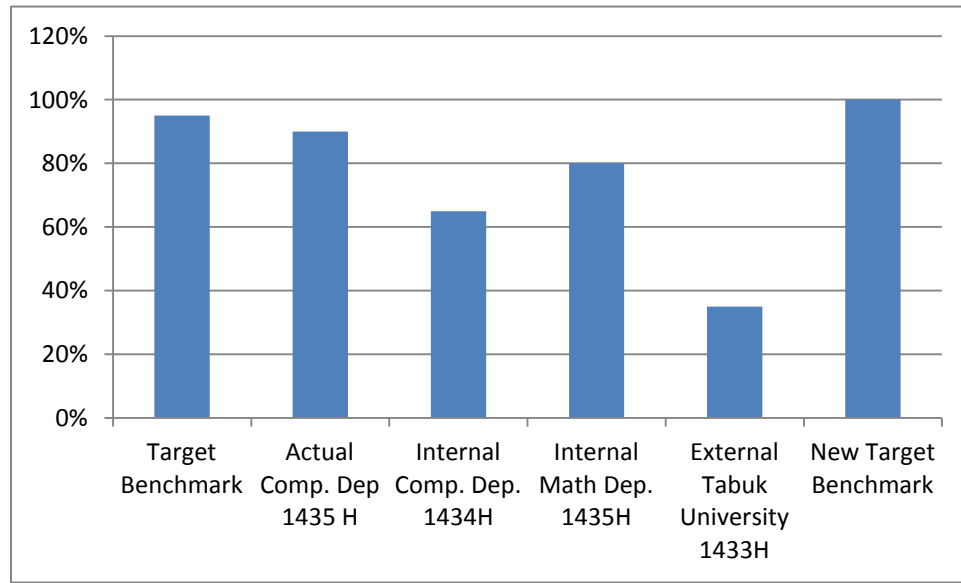
- 1- The course outline (including the knowledge and skills the course was designed to develop) was made clear to me
- 2- Sources of help for me during the course including faculty office hours and reference material, were made clear to me
- 3- My instructor(s) were fully committed to the delivery of the course. - e.g. classes started on time, instructor always present, material well prepared
- 4- Course materials were of up to date and useful. - texts, handouts, references etc

Strengths:

NCAAA KPI Reference Number S4.3
 Institution/Program Reference Number S4.3
 KPI:

9. Proportion of teaching staff with verified doctoral qualifications

Target Benchmark	Actual Comp. Dep. 1435 H	Internal Comp. Dep. 1434H	Internal Math Dep. 1435H	External Tabuk University 1433H	New Target Benchmark
95%	90%	65%	80%	35%	100%



Analysis:

The proportion of teaching staff with verified doctoral qualifications have been calculated in first term 1435/1436. Where it has been found that 94% of the teaching staff has a verified doctoral qualification.

Strengths:

- 1- Teaching staff with verified doctoral qualifications have more experience of education process.
- 2- Various highly skilled teaching staff within the education process earns it effectiveness.

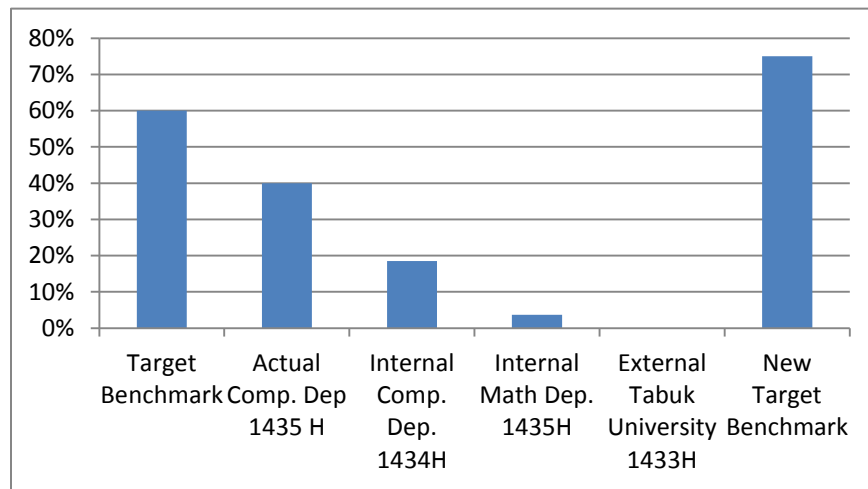
NCAAA KPI Reference Number S4.4

Institution/Program Reference Number S4.4

KPI:

10. Percentage of students entering programs who successfully complete first year.

Target Benchmark	Actual Comp. Dep. 1435 H	Internal Comp. Dep. 1434H	Internal Math Dep. 1435H	External Tabuk University 1433H	New Target Benchmark
60%	40%	18.5%	3.65%	0	75%



Analysis

This indicator shows that the actual benchmark (40%), which is less than the target benchmark but it's better than the internal benchmark (last year and Math department benchmark), while the external benchmark Tabuk University was N/A.

NCAA KPI Reference Number S4.5

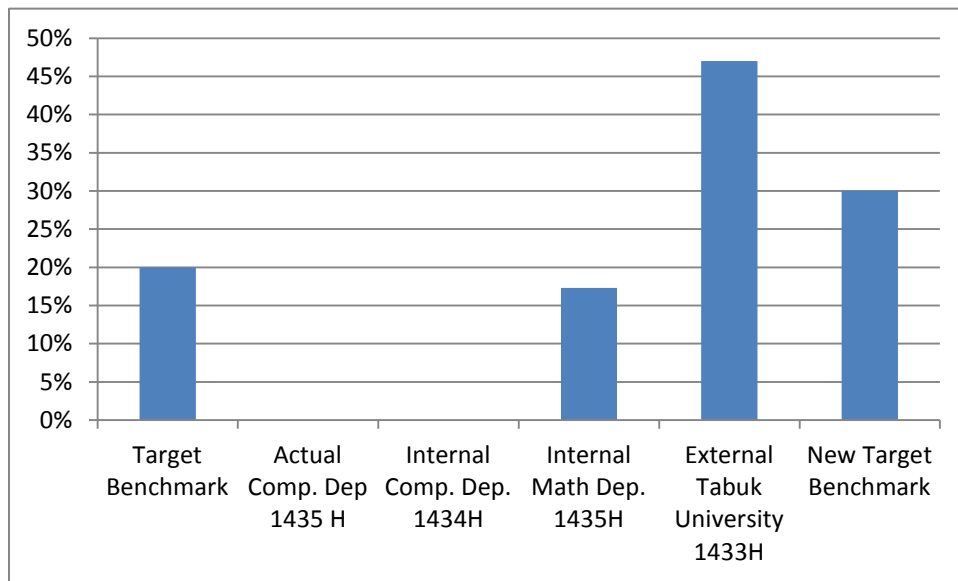
Institution/Program Reference Number S4.5

KPI:

11. Proportion of students entering undergraduate programs who complete those programs in minimum time.

Target Benchmark	Actual Comp.	Internal Comp.	Internal Math Dep.	External Tabuk	New Target Benchmark

	Dep. 1435 H	Dep. 1434H	1435H	University 1433H	
20%	0%	0%	17.3%	47%	30%



Analysis

This indicator shows that the actual benchmark is very low while the internal benchmark (Math Department) is almost near the target benchmark.

Recommendations:

- 1- Students must be encouraged by a academic advisors to get through the department program in minimum time

NCAAA KPI Reference Number S4.6

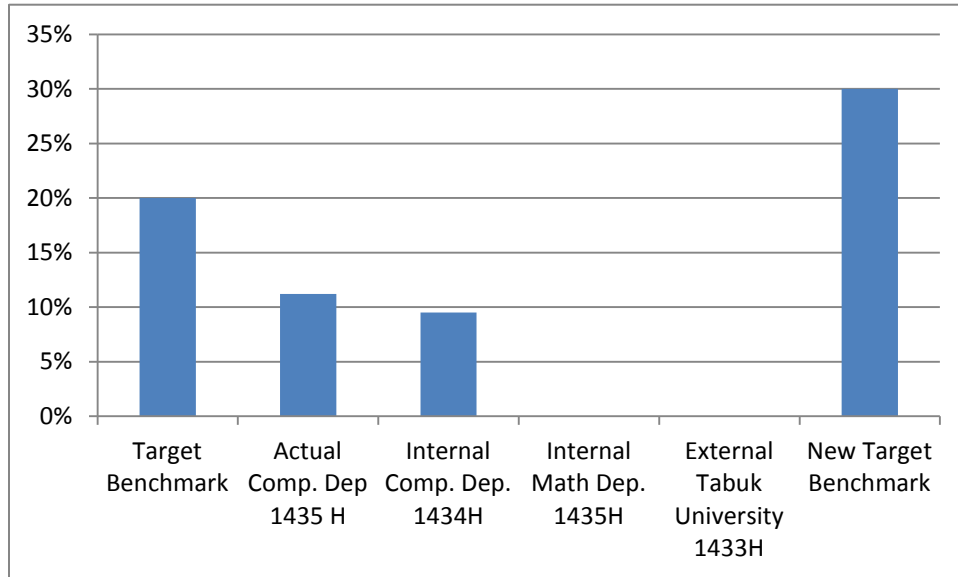
Institution/Program Reference Number S4.6

KPI:

12. Proportion of students entering post graduate programs who complete those programs in specified time.

Target Benchmark	Actual Comp. Dep. 1435 H	Internal Comp. Dep. 1434H	Internal Math Dep. 1435H	External Tabuk University 1433H	New Target Benchmark
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20%	11.2%	9.5%	N/A	N/A	30%t
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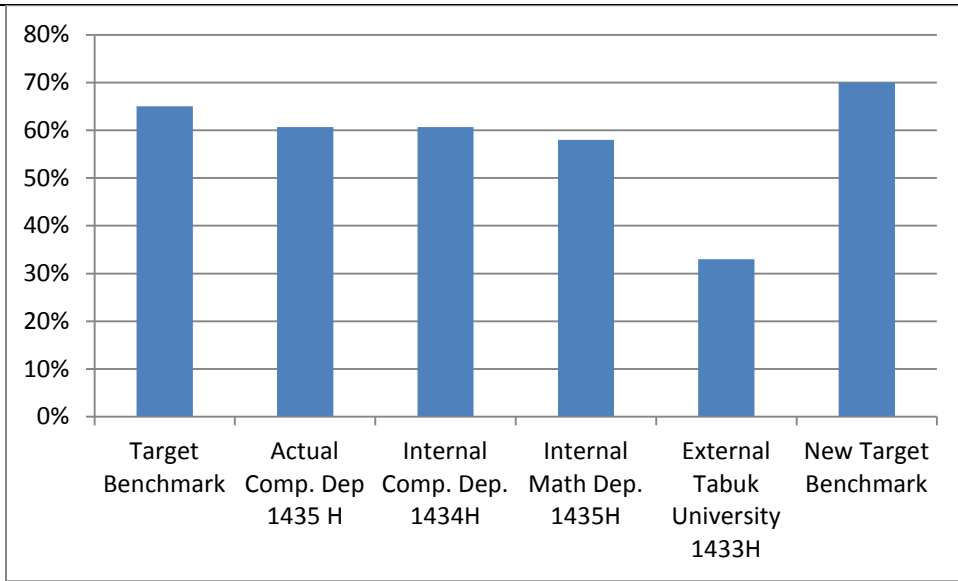
Analysis

This indicator shows that the actual benchmark is 11.2% which is almost half of the Target benchmark but it is better than last year

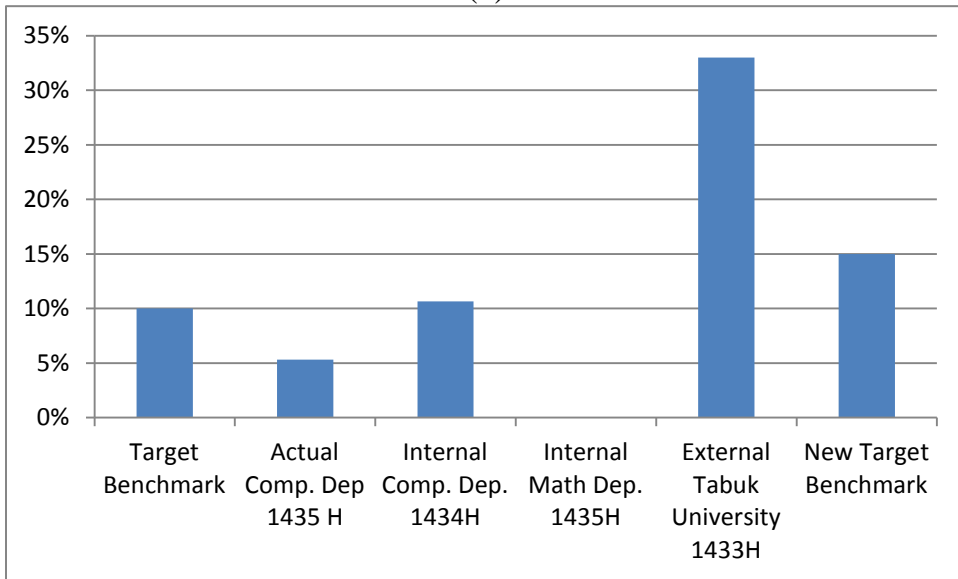
NCAAA KPI Reference Number S4.7
 Institution/Program Reference Number S4.7
 KPI:

13. Proportion of graduates from undergraduate programs who within six months of graduation are: (a) employed (b) enrolled in further study (c) not seeking employment or further study

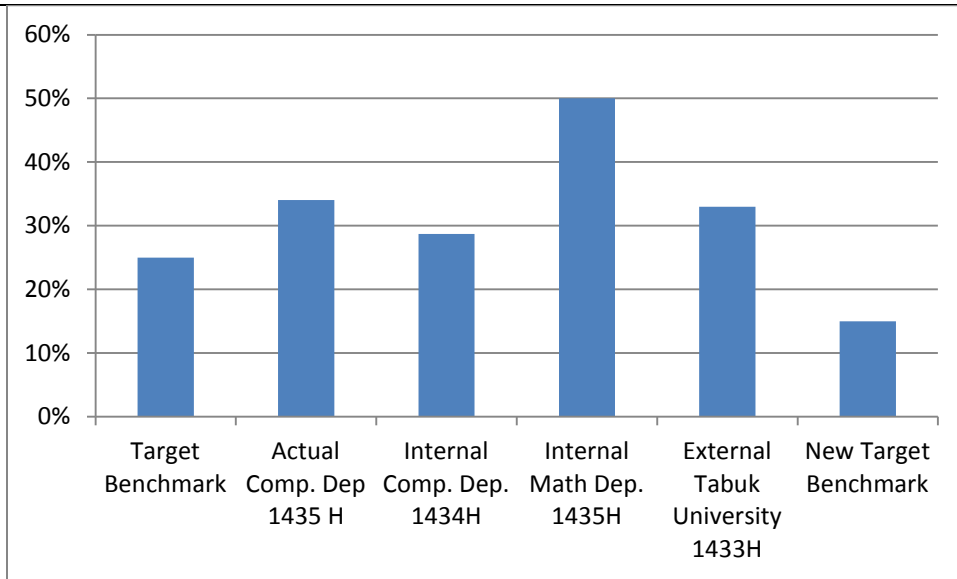
Target Benchmark	Actual Comp. Dep. 1435 H	Internal Comp. Dep. 1434H	Internal Math Dep. 1435H	External Tabuk University 1433H	New Target Benchmark
65%	60.64%	60.64%	58%	33%	70%
10%	5.32%	10.64%	0%	33%	15%
25%	34.04%	28.72%	50%	33%	15%



(a)



(b)



(c)

Analysis

The result of employed part of this KPI, the actual benchmark was almost equal to Target benchmark and there was no difference regards to last year or the other internal benchmarks (Math Dep.) but it still better than the external benchmark (Tabuk University)

The result of enrolled in further study part of this KPI, the actual benchmark is less than external (Tabuk University), and last year was much better.

Recommendations

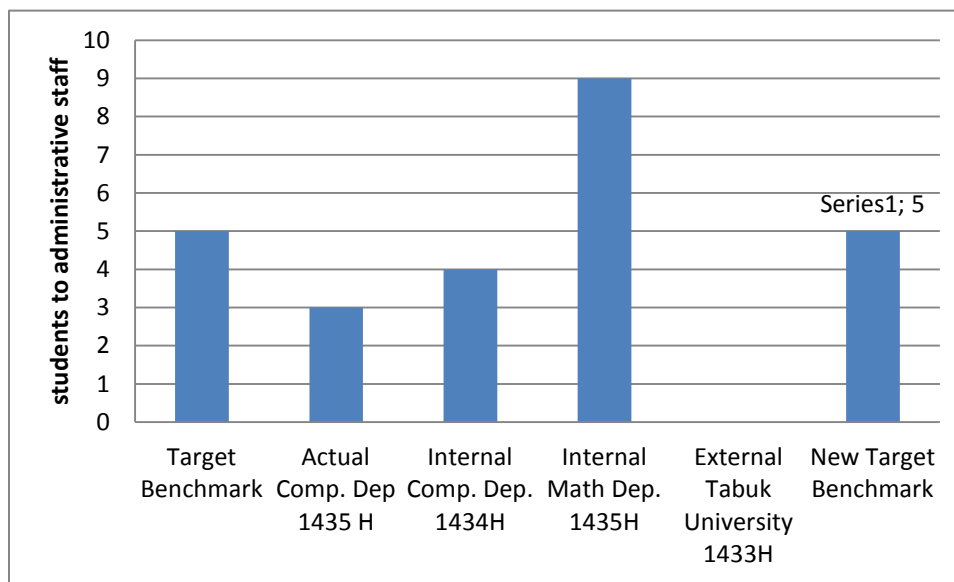
- 1- Support the graduated student with some specialized high-level training courses that helps to raise the employment opportunities for our graduated students.
- 2- Work to set up partnerships with the business sector.

NCAAA KPI Reference Number S5.1
Institution/Program Reference Number S5.1

KPI:

14. Ratio of students to administrative staff

Target Benchmark	Actual Comp. Dep. 1435 H	Internal Comp. Dep. 1434H	Internal Math Dep. 1435H	External Tabuk University 1433H	New Target Benchmark
5:1	3:1	4:1	9:1	N/A	5:1



Analysis

This indicator shows that the actual benchmark need more improvement in comparison with the target benchmarks and last year or even the internal (Math Dep.)

Recommendations

- 1- The university can Increase accepting number of students through Increasing administrative staff.

Institution/Program Reference Number S5.2					
KPI:					
15. Proportion of total operating funds (other than accommodation and student allowances) allocated to provision of student services.					
Target Benchmark	Actual Comp. Dep. 1435 H	Internal Comp. Dep. 1434H	Internal Math Dep. 1435H	External Tabuk University 1433H	New Target Benchmark
N/A	N/A	N/A	N/A	N/A	N/A
Analysis					

NCAAA KPI Reference Number S5.3					
Institution/Program Reference Number S5.3					
KPI:					
16. Student evaluation of academic and career counselling. (Average rating on the adequacy of academic and career counselling on a five point scale).					
Target Benchmark	Actual Comp. Dep. 1435 H	Internal Comp. Dep. 1434H	Internal Math Dep. 1435H	External Tabuk University 1433H	New Target Benchmark
90%	84%	N/A	65%	85.7%	100%
Analysis					
The result for this KPI, the actual benchmark was nearly equal to the target benchmark and the external (Tabuk University)					
Recommendations					
1-Improve Academic Advising activities work.					

NCAAA KPI Reference Number S6.1					
Institution/Program Reference Number S6.1					
KPI:					

17. Stakeholder evaluation of library and media center. (Average overall rating of the adequacy of the library & media center, including:

- a) Staff assistance
 b) Current and up-to-date
 c) Copy & print facilities
 d) Functionality of equipment,
 e) Atmosphere or climate for studying
 f) Availability of study sites, and

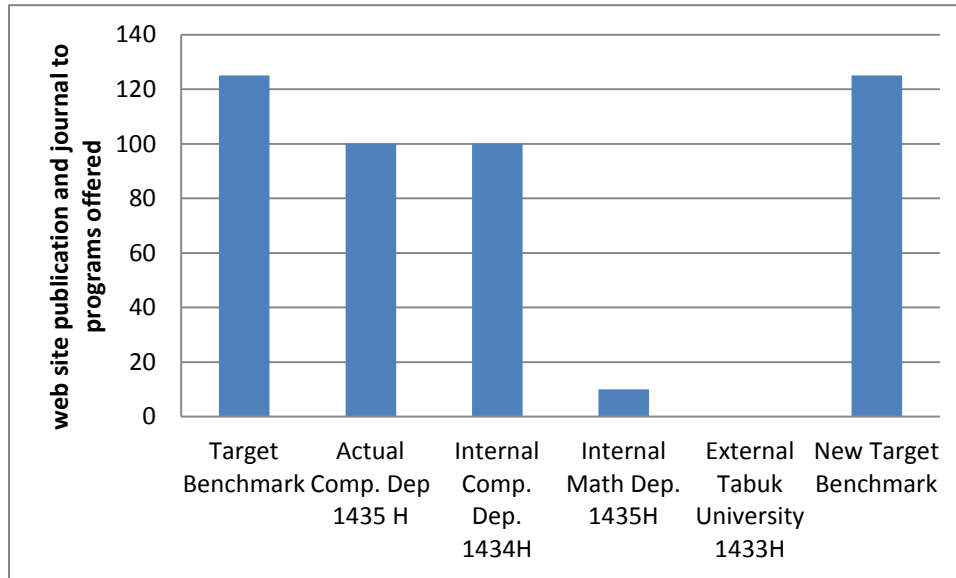
Target Benchmark	Actual Comp. Dep. 1435 H	Internal Comp. Dep. 1434H	Internal Math Dep. 1435H	External Tabuk University 1433H	New Target Benchmark
N/A	N/A	N/A	N/A	N/A	N/A

Analysis

NCAAA KPI Reference Number S6.2
 Institution/Program Reference Number S6.2
 KPI:

18. Number of web site publication and journal subscriptions as a proportion of the number of programs offered

Target Benchmark	Actual Comp. Dep. 1435 H	Internal Comp. Dep. 1434H	Internal Math Dep. 1435H	External Tabuk University 1433H	New Target Benchmark
125:1	$300/3 = 100$	$300/3 = 100$	10:1	N/A	125:1



Analysis
 actual benchmark needed a little improvement to achieve the target benchmark

NCAAA KPI Reference Number S6.3
 Institution/Program Reference Number S6.3

KPI:

19. Stakeholder evaluation of the digital library.

(Average overall rating of the adequacy of the digital library, including:

- a) User friendly website
- b) Availability of the digital databases,
- c) Accessibility for users
- d) Library skill training

Target Benchmark	Actual Comp. Dep.1435 H	Internal Comp. Dep. 1434H	Internal Math Dep. 1435H	External Tabuk University 1433H	New Target Benchmark
N/A	N/A	N/A	N/A	N/A	N/A

Analysis

NCAAA KPI Reference Number S7.1

Institution/Program Reference Number S7.1

KPI:

20. Annual expenditure on IT budget, including:

- a) Percentage of the total Institution, or College, or Program budget allocated for IT;
- b) Percentage of IT budget allocated per program for institutional for programmatic;
- c) Percentage of IT budget allocated for software licenses;
- d) Percentage of IT budget allocated for IT security;
- e) Percentage of IT budge allocated for IT maintenance.

Target Benchmark	Actual Comp. Dep. 1435 H	Internal Comp. Dep. 1434H	Internal Math Dep. 1435H	External Tabuk University 1433H	New Target Benchmark
N/A	N/A	N/A	6000:1	N/A	N/A

Analysis

NCAAA KPI Reference Number S7.2

Institution/Program Reference Number S7.2

KPI:

21. Stakeholder evaluation of the IT services. (Average overall rating of the adequacy of:

- a) IT availability,
- b) Security, Accessibility
- c) Maintenance,
- d)
- e) Support systems, hardware, and
- f) Software and up-dates,
- g) Age of
- h) Other viable indicators of service on a five- point scale of an annual survey.)

Target Benchmark	Actual Comp. Dep.1435 H	Internal Comp. Dep. 1434H	Internal Math Dep. 1435H	External Tabuk University 1433H	New Target Benchmark
N/A	N/A	N/A	3:1	N/A	N/A

Analysis

NCAAA KPI Reference Number S7.3
 Institution/Program Reference Number S7.3

KPI:

22. Stakeholder evaluation of

a) Websites, b) e-learning services c)

Hardware and software

d) Accessibility e) Learning and Teaching f)

Assessment and service

g) Web-based electronic data management system or electronic resources (for example: institutional website providing resource sharing, networking & relevant information, including e-learning, interactive learning & teaching between students & faculty on a five point scale of an annual survey).

Target Benchmark	Actual Comp. Dep. 1435 H	Internal Comp. Dep. 1434H	Internal Math Dep. 1435H	External Tabuk University 1433H	New Target Benchmark
N/A	N/A	N/A	70%	N/A	N/A

Analysis

NCAAA KPI Reference Number S8.1
 Institution/Program Reference Number S8.1

KPI:

23. Total operating expenditure (other than accommodation and student allowances) per student.

Target Benchmark	Actual Comp. Dep. 1435 H	Internal Comp. Dep. 1434H	Internal Math Dep. 1435H	External Tabuk University 1433H	New Target Benchmark
N/A	N/A	N/A	N/A	N/A	N/A

Analysis

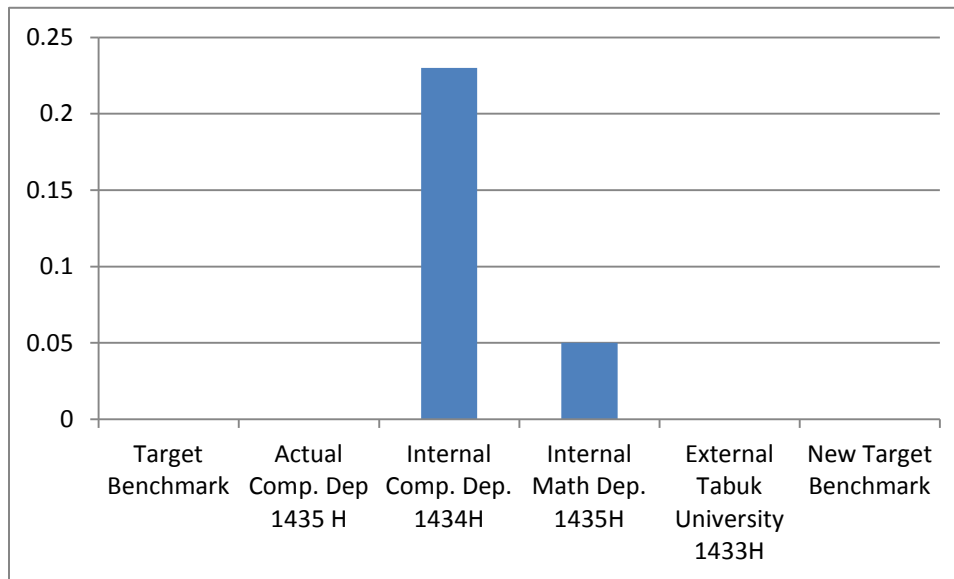
NCAAA KPI Reference Number S9.1

Institution/Program Reference Number S9.1

KPI:

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

Target Benchmark	Actual Comp. Dep. 1435H	Internal Comp. Dep. 1434H	Internal Math Dep. 1435H	External Tabuk University 1433H	New Target Benchmark
0.0	0.0	23%	5%	N/A	0.0



Analysis

The actual benchmarks show that no teaching staff left the institution last year for reasons other than age retirement

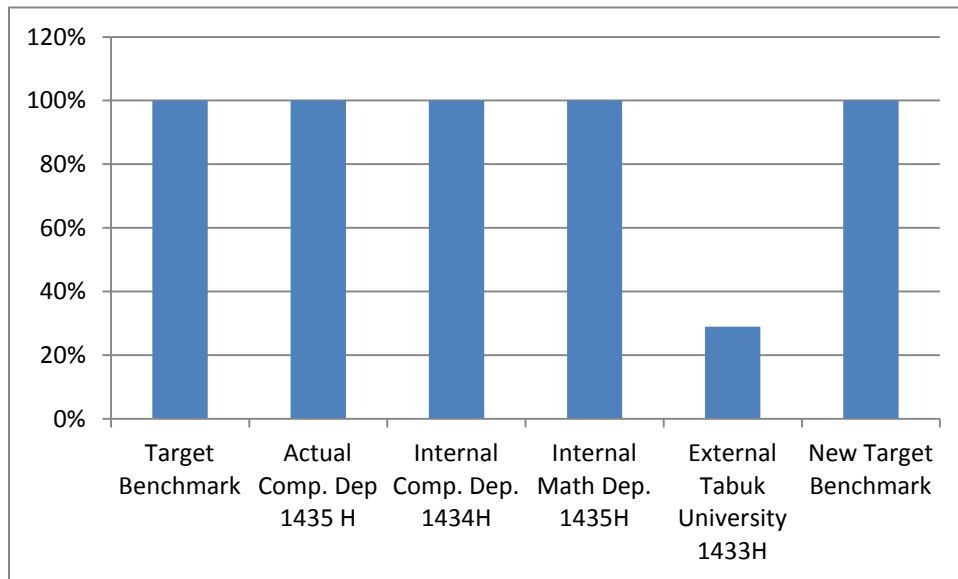
NCAAA KPI Reference Number S9.2

Institution/Program Reference Number S9.2

KPI:

25. Proportion of teaching staff participating in professional development activities during the past year.

Target Benchmark	Actual Comp. Dep. 1435H	Internal Comp. Dep 1434H	Internal Math Dep. 1435H	External Tabuk University 1433H	New Target Benchmark
100%	100%	100%	100%	29%	100%



Analysis

It is shown that the actual benchmark was 100%; so it meets the target benchmark.

NCAAA KPI Reference Number S10.1

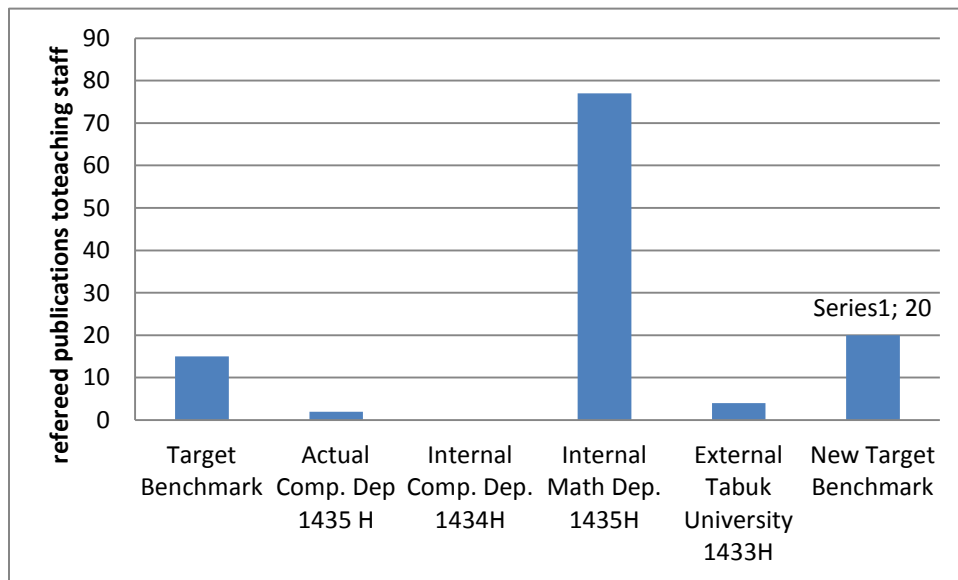
Institution/Program Reference Number S10.1

KPI:

26. Number of refereed publications in the previous year per full time equivalent

member of teaching staff. (Publications based on the formula in the Higher Council Bylaw excluding conference presentations)

Target Benchmark	Actual Comp. Dep. 1435H	Internal Comp. Dep. 1434H	Internal Math Dep. 1435H	External Tabuk University 1433H	New Target Benchmark
15	2	0	77	4	20



Analysis

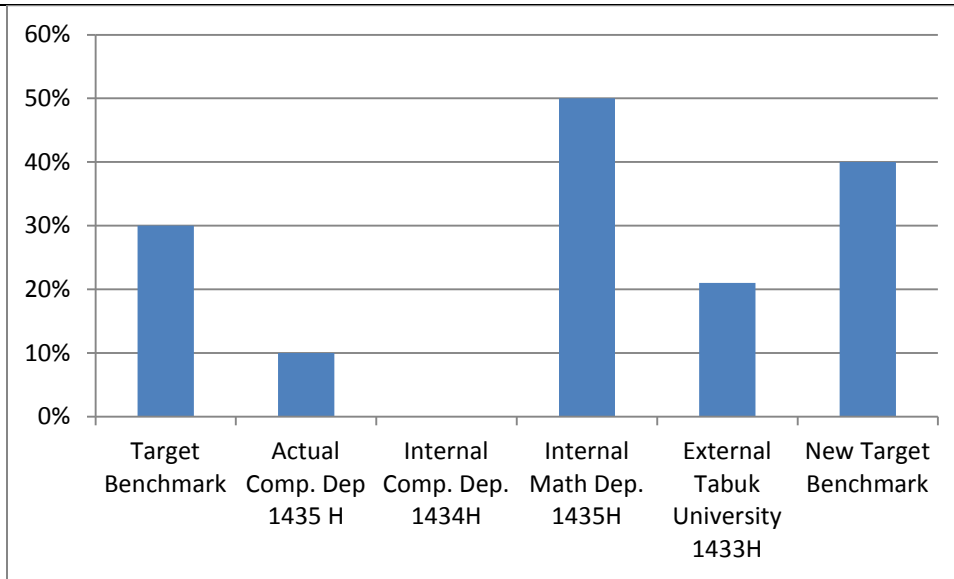
Through this KPI, it is clear shown that the actual benchmark is less than the target benchmarks, but it is better than the last year which is 0%. However, the actual benchmark is much less than internal benchmark (Math Dep.).

Recommendations

- 1- Increasing efficiency research groups.
- 2-Increasing support the scientific research.

Institution/Program Reference Number S10.2					
KPI:					
27. Number of citations in refereed journals in the previous year per full time equivalent teaching staff					
Target Benchmark	Actual Comp. Dep. 1435H	Internal Comp. Dep 1434H	Internal Math Dep. 1435H	External Tabuk University 1433H	New Target Benchmark
N/A	N/A	N/A	4	1.8	N/A
Analysis					

NCAAA KPI Reference Number S10.3					
Institution/Program Reference Number S10.3					
KPI:					
28. Proportion of full time member of teaching staff with at least one refereed publication during the previous year.					
Target Benchmark	Actual Comp.Dep. 1435H	Internal Comp. Dep 1434H	Internal Math Dep. 1435H	External Tabuk University 1433H	New Target Benchmark
30%	10%	0%	50%	21%	40%



Analysis

Through this KPI, it is clear shown that the actual benchmark is less than the target benchmarks, but it is better than the last year which is 0%. However, the actual benchmark is much less than the internal benchmark (Math Dep.).

Recommendations

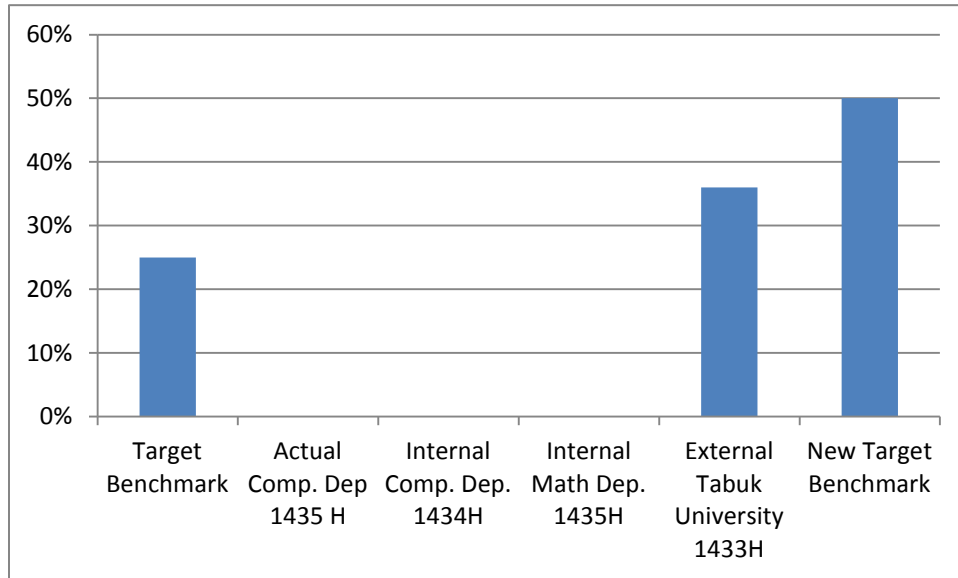
- 1- Increasing efficiency research groups.
- 2- Establish postgraduate programs

NCAAA KPI Reference Number S10.4
 Institution/Program Reference Number S10.4

KPI:

29. Number of papers or reports presented at academic conferences during the past year per full time equivalent members of teaching staff

Target Benchmark	Actual Comp. Dep. 1435H	Internal Comp. Dep. 1434H	Internal Math Dep. 1435H	External Tabuk University 1433H	New Target Benchmark
25%	0%	0%	0%	36%	50%



Analysis

Through this KPI, it is shown that the actual benchmark and the internal benchmarks (last year and Math Dep.) was zero.

Recommendations

1-Encourage the teaching staff for participating in academic conferences and support them.

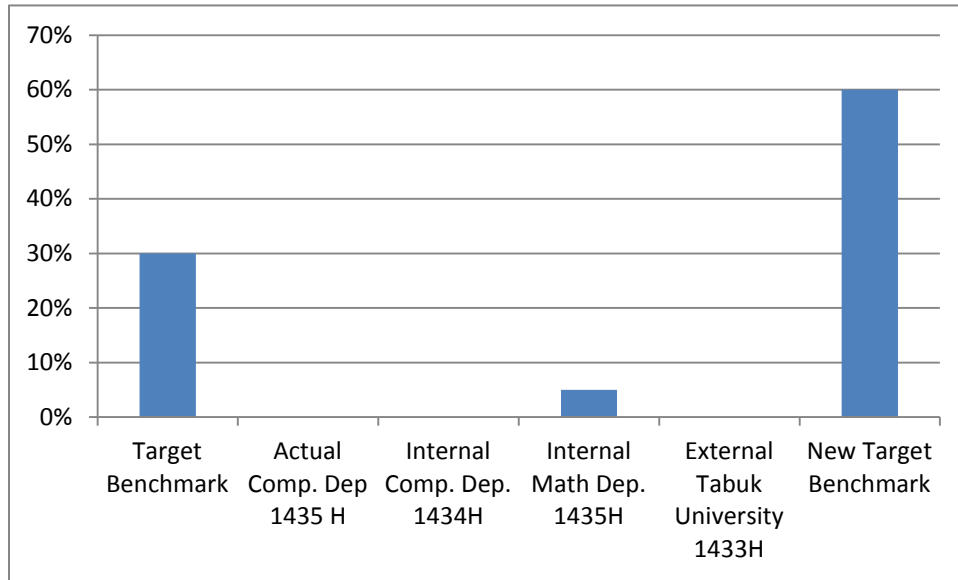
NCAAA KPI Reference Number S10.5
 Institution/Program Reference Number S10.5

KPI:

30. Research income from external sources in the past year as a proportion of the number of full time teaching staff members

Target Benchmark	Actual Comp. Dep. 1435H	Internal Comp. Dep. 1434H	Internal Math Dep. 1435H	External Tabuk University 1433H	New Target Benchmark
30% of Staff	0%	0%	5%		60% of Staff

Members					Members
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Analysis

Through this KPI, it is shown that the actual benchmark is zero.

Recommendations

- Increasing efficiency research groups and encourage them to apply through external sources.

NCAAA KPI Reference Number S10.6
 Institution/Program Reference Number S10.6

KPI:

31. Proportion of the total, annual operational budget dedicated to research.

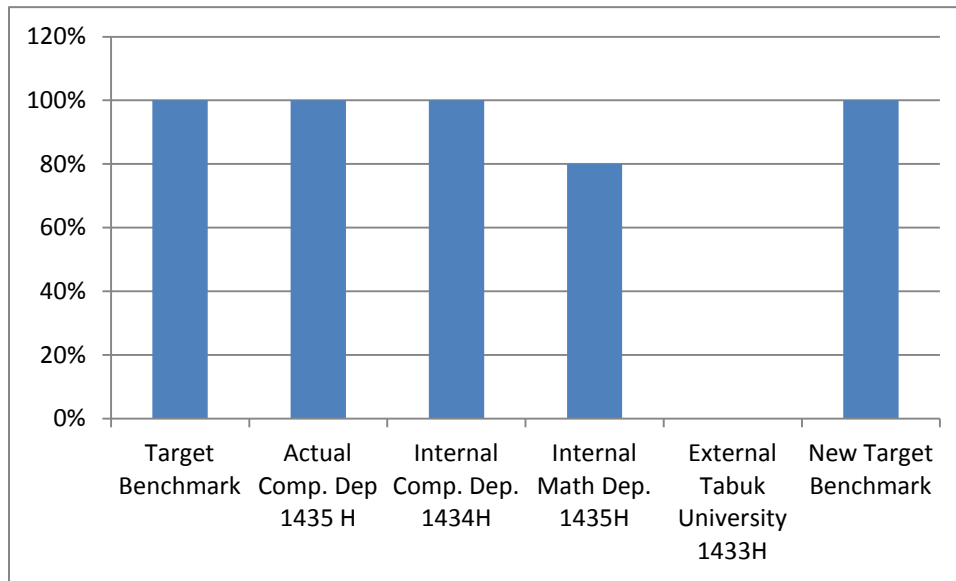
Target Benchmark	Actual Comp. Dep. 1435H	Internal Comp. Dep. 1434H	Internal Math Dep. 1435H	External Tabuk University 1433H	New Target Benchmark
N/A	N/A	N/A	20%	N/A	N/A

Analysis

NCAAA KPI Reference Number S11.1
 Institution/Program Reference Number S11.1
 KPI:

32. Proportion of full time teaching and other staff actively engaged in community service activities

Target Benchmark	Actual Comp. Dep. 1435H	Internal Comp. Dep. 1434H	Internal Math Dep. 1435H	External Tabuk University 1433H	New Target Benchmark
100%	100%	100%	80%	N/A	100%



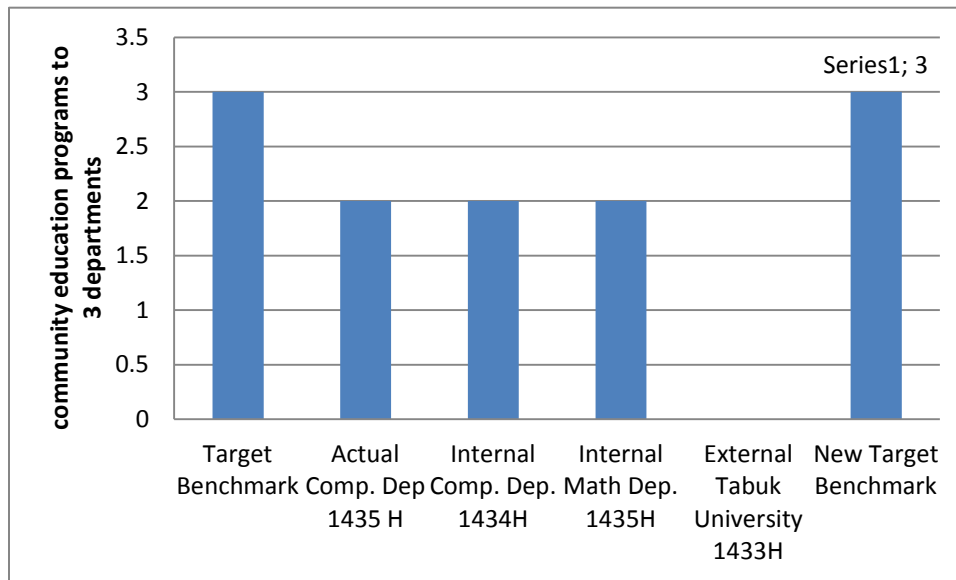
Analysis

It is shown that the actual benchmark was 100%; so it meets the target benchmark.

NCAAA KPI Reference Number S11.2
 Institution/Program Reference Number S11.2
 KPI:

33. Number of community education programs provided as a proportion of the

number of departments.					
Target Benchmark	Actual Comp. Dep. 1435H	Internal Comp. Dep. 1434H	Internal Math Dep. 1435H	External Tabuk University 1433H	New Target Benchmark
3/3	2/3	2/3	2/3	N/A	3/3



Analysis

Through this KPI, it is shown that the actual benchmark is less than the target benchmarks. However, the actual benchmark is equal to internal benchmarks (last year and Math Dept.) .

Recommendations

1-Increasing number of community education programs to encourage the employers in order to complete their study.