Part2:

Institutional Quality Assurance System

at the University of Tabukr

Second Edition

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Contents

1.   **Introduction**

    1.   **Definition of Quality Assurance**

Quality assurance is primarily an internal system in an institution that depends heavily on the commitment and support of all those involved in the university's administration, management, and teaching. In the Saudi Kingdom, the National Commission for Academic Accreditation and Assessment (NCAAA) has outlined procedures and standards with the expectation that institutions in that country will put in place a quality assurance system and take appropriate actions to ensure that associated high quality criteria are achieved.
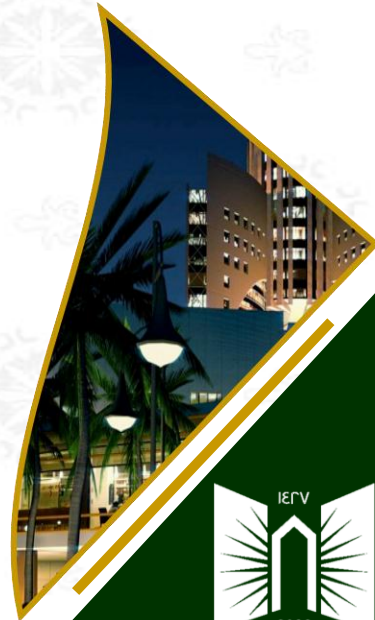
The NCAAA Handbook is intended to guide and support this process. Based on the importance of higher education institutions for students, their families, and the wider community, it cannot simply be assumed that a high level of quality will be easily achieved. Quality must be verified through independent processes to guarantee that everyone concerned with high levels of quality is acting accordingly. The NCAAA accreditation processes for higher education institutions and the programs provide this verification.

1. The Significance of Quality Assurance

Quality assurance is both a process and a framework that aims to achieve institutional excellence and transparency. The goal of the process is to ensure quality in the attainment of the university's mission and vision and, consequently, leads to university performance that is aligned with its purpose. The major goal of quality assurance is to have all institutional functions performing at optimum levels including academics, students, support services, facilities (i.e. buildings, classroom environments), research, and services for the local and regional community. With the continuous evaluation of high quality achievement in all areas, the university can be positioned well to adapt to changes and provide the highest quality education to students.

1. Relationship of Quality Assurance with Accreditation

Quality assurance at a university means the continuous, on-going process of monitoring outcomes to ensure the quality of all university endeavours. If such a process is done properly, the institution will constantly evolve and adapt to environmental changes and social needs. Accreditation is based mainly on evaluation at a specific period of time, highlighting institutional quality and outcomes that demonstrate the alignment of purpose and performance. As such, quality assurance can be considered a prerequisite for accreditation.
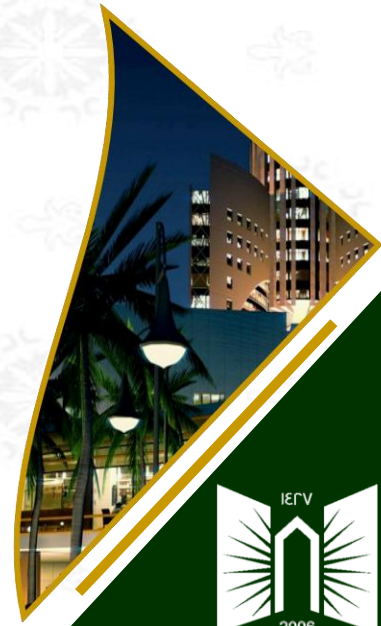
The accreditation process, at the institutional or program level, involves the evaluation by an external body (such as the Accreditation Board for Engineering and Technology (ABET)), internal quality assurance, and the accreditation body of Saudi Arabia (i.e. NCAAA) based on a set of agreed standards. If the standards are met, accreditation is granted. Notably, being accredited indicates that the institution and its programs meet international standards and it is essential to maintain such quality standards as part of the institution's on-going and long-term performance improvement.

Thus, it is unlikely that accreditation can be completely granted unless there is sufficient evidence that further steps are in place to maintain the effectiveness and the quality of the programs through continual evaluation and assessment.

1. **The Quality Assurance Framework of Higher Education in Saudi Arabia**

Within higher education, accreditation plays a major role in ensuring quality assurance and institutional effectiveness. Thus, granting academic accreditation is advantageous locally and internationally. Starting with learning outcomes, accreditation supports students interests by ensuring that the educational programs on offer attain a level that meets international quality standards and guarantees that the students are able to demonstrate certain skills and abilities.

Taking into account rapid regional and international changes, international competition, and the third millennium modern challenges associated with technology development and the computer revolution, equipping students with such skills will enhance their future opportunities and develop their competitiveness in the job market.

In the context of education quality, accreditation is a critical target to be attained by all academic and professional communities to improve educational policies and experiences. The main challenge for modern educational systems is not only to provide education but also to ensure that the educational environment and the associated outcomes are of high quality.

To improve institutional quality and adequacy, in addition to contributing to national economic development, some organisations under the Council of Ministers' Resolution No. 94 have approved the Education Evaluation Commission issued on 7/2/1438 AH. The resolution makes the commission the competent authority in the Saudi Kingdom to assess and accredit education and training institutions and programs.

The National Centre for Academic Accreditation and Evaluation, one of the centres supervised by the Commission, is an extension of what was previously known as the NCAAA, which was established under the Royal Decree No. 7/B/6024 dated 9/2/1424H. NCAAA is an independent legal entity with administrative and financial governance that acts as the authority responsible for academic accreditation and quality assurance in higher education public and private institutions and programs.

1. National Commission for Academic Accreditation and Assessment (NCAAA)

The NCAAA was established with responsibility for determining standards and criteria for academic accreditation and assessment and for accrediting postsecondary institutions and the programs they offer. The Commission is committed to a strategy of encouraging, supporting, and evaluating the quality assurance processes of postsecondary institutions to ensure that quality of the learning and the management of the institutions meet the highest international standards.

There are 11 broad NCAAA standards that are applicable to both institutions and their programs; however, there are differences in how the standards are applied for different kinds of evaluations. The standards are presented in five groups as follows:

A. Institutional Context

    1) Mission and Objectives

    2) Governance and Administration

    3) Management of Quality Assurance and Improvement

A. Quality of Learning and Teaching

    4) Learning and Teaching

C. Support for Student Learning

    5) Student Administration and Support Services

    6) Learning Resources

D. Supporting Infrastructure

7) Facilities and Equipment

8) Financial Planning and Management

9) Employment Processes

E.   Community Contributions

10) Research

11) Institutional Relationships with the Community

1. National Qualification Framework (NQF) for Higher Education in the Kingdom of Saudi Arabia

The system for accreditation and quality assurance in the Saudi Kingdom is designed to ensure that the quality of higher education meets high international standards and is widely recognised as doing so in the international academic and professional communities

The NQF is an important element in this system. It is intended to ensure consistency within the Kingdom regarding standards for student learning outcomes regardless of institution and to make clear the equivalence of those standards with equivalent awards granted by higher education institutions in other parts of the world. The framework provides the appropriate points of academic standard comparison for institutions in their planning and self-review processes and for external reviewers involved in program accreditation processes and institutional reviews

1. Principal Elements in the NQF

The principal elements in the framework are:

- *Levels:* The levels are numbered and linked to qualification titles to describe the increasing intellectual demand and complexity of learning expected as students progress to higher academic awards.

- *Credits:* Points are allocated to describe the amount of work or volume of learning expected for an academic award or units or other components of a program.

- *Domains of Learning:* The broad categories of types of learning outcomes indicate the programs they are intended to develop.

1. **University of Tabuk's Quality Assurance Framework**

To ensure a prominent status at regional, national, and international levels, the University of Tabuk (UT) has been working towards implementing quality systems and processes in all its institutional areas. UT believes that proper design, implementation, and continuous assessment and improvement in all sectors and activities will be able to guarantee high institutional quality. For this reason, UT has recommended general guidelines and procedures in the form of quality practices to ensure that its practices follow the requirements of the NCAAA quality expectations and standards.

UT is committed to meeting generally accepted standards defined by the quality assurance bodies and appropriate academic and professional communities. As a result, UT conducted an institutional academic review intended as a diagnostic self-assessment and evaluation of teaching, learning, research, service, and outcomes based on a detailed examination of its curriculum, structure, and program effectiveness. The collected data were used to create the core database for the University's self-study report and for annual performance reviews at the institution.

UT's institutional quality assurance system is designed to help evaluate the inputs, processes, and outputs of its quality assurance processes. In addition, this system is supported by stakeholder feedback obtained during self-evaluation processes in light of NCAAA guidelines and standards and the annual monitoring of institutional key performance indicators (KPIs).

Inputs include all objectives along with their general and specific goals, the UT admissions system, and the UT internal and external environments. These environs include UT premises, resources, teaching and other faculty, senior administration, administrative staff and technicians, educational system and academic plans, research plans, and community service

plans. As for processes, there are two main types:

1. *Evaluation processes:* including the evaluation of UT buildings, laboratories, hardware, functions, educational and research activities, and community services.

2. *Learning and teaching processes:* including academic programs, courses, learning materials and techniques, hardware and laboratory equipment, the library, information technology, and assessment and teaching methods.

UT outcomes include all educational, research, and community service outcomes that reflect the UT vision, mission, and objectives including, but not limited to, remedial and training programs, consultation programs, and basic and applied research activities.

Stakeholder feedback also helps measure the extent UT is operating effectively. The feedback includes stakeholder surveys on educational, research, and community service activities. It includes surveys on UT's entire administrative and technical processes. Therefore, the feedback is reviewed and analysed by the Deanship of Development and Quality Assurance. The survey results are used as a basic reference to identify potential areas of strengths, weaknesses, recommendations for improvement, and priorities for improvement.
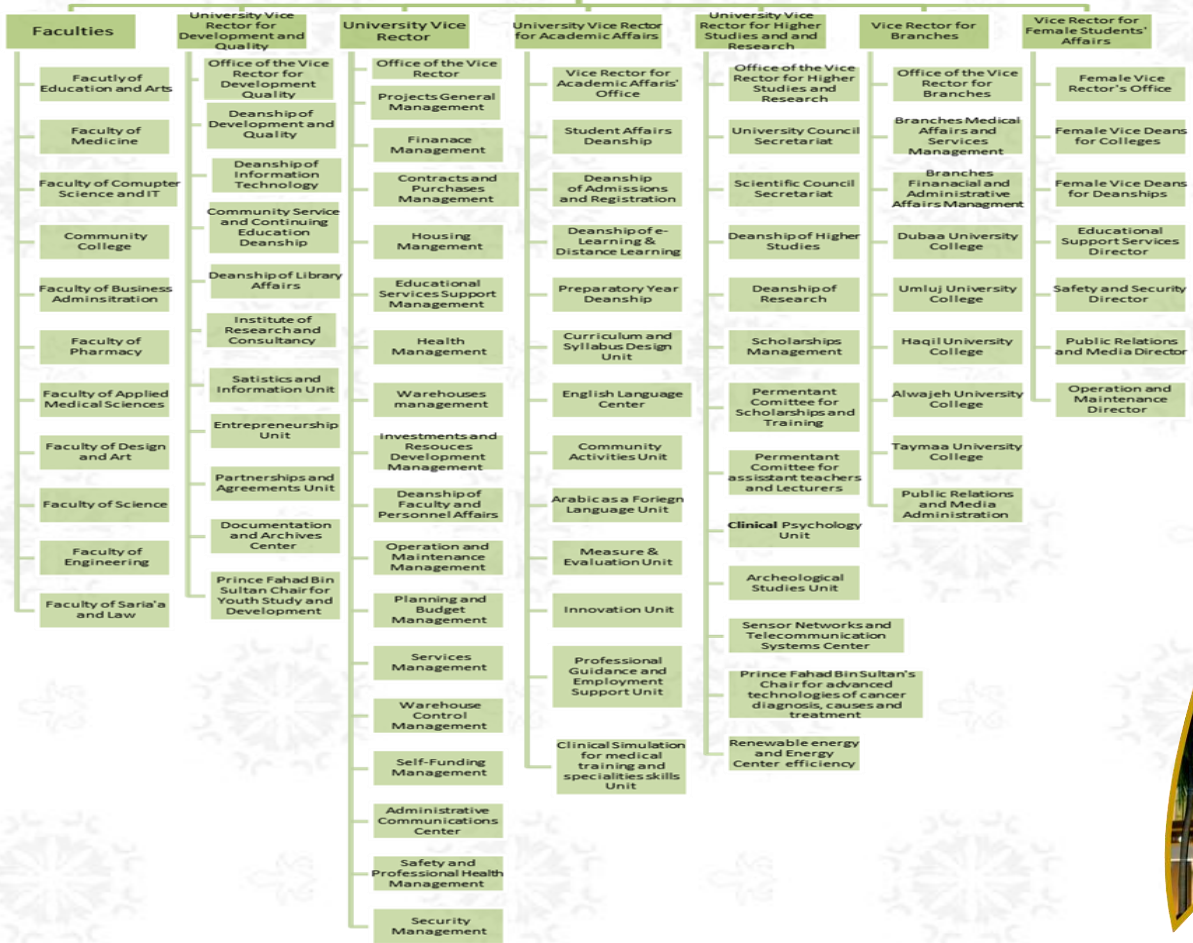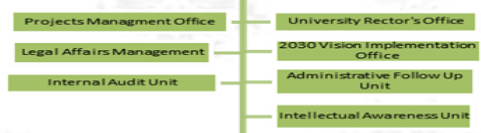
UT closely considered quality assurance when establishing its bureaucratic (hierarchical) structure, including a Vice Rector of Quality and Development and a Deanship of Development and Quality Assurance, as detailed in Figure 1.
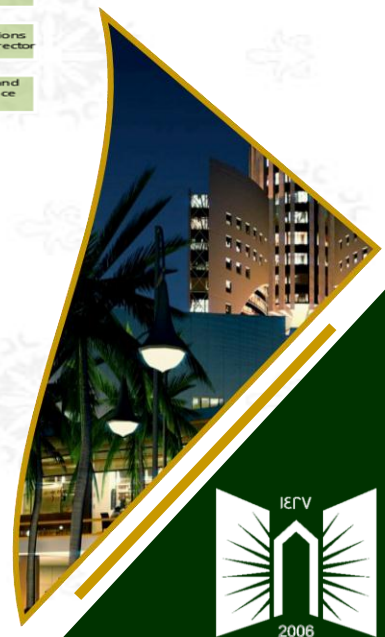
University Rector

- Projects Managment Office
- Legal Affairs Management
- Internal Audit Unit
- University Rector's Office
- 2030 Vision Implementation Office
- Administrative Follow Up Unit
- Intellectual Awareness Unit

Faculties	University Vice Rector for Development and Quality	University Vice Rector	University Vice Rector for Academic Affairs	University Vice Rector for Higher Studies and and Research	Vice Rector for Branches	Vice Rector for Female Students' Affairs
Facutly of Education and Arts	Office of the Vice Rector for Development Quality	Office of the Vice Rector	Vice Rector for Academic Affaris' Office	Office of the Vice Rector for Higher Studies and Research	Office of the Vice Rector for Branches	Female Vice Rector's Office
Faculty of Medicine	Deanship of Development and Quality	Projects General Management	Student Affairs Deanship	University Council Secretariat	Branches Medical Affairs and Services Management	Female Vice Deans for Colleges
Faculty of Comupter Science and IT	Deanship of Information Technology	Finanace Management	Deanship of Admissions and Registration	Scientific Council Secretariat	Branches Finanacial and Administrative Affairs Managment	Female Vice Deans for Deanships
Community College	Community Service and Continuing Education Deanship	Contracts and Purchases Management	Deanship of e-Learning & Distance Learning	Deanship of Higher Studies	Dubaa University College	Educational Support Services Director
Faculty of Business Adminsitration	Deanship of Library Affairs	Housing Mangement	Preparatory Year Deanship	Deanship of Research	Umluj University College	Safety and Security Director
Faculty of Pharmacy	Institute of Research and Consultancy	Educational Services Support Management	Curriculum and Syllabus Design Unit	Scholarships Management	Haqil University College	Public Relations and Media Director
Faculty of Applied Medical Sciences	Satistics and Information Unit	Health Management	English Language Center	Permentant Comittee for Scholarships and Training	Alwajeh University College	Operation and Maintenance Director
Faculty of Design and Art	Entrepreneurship Unit	Warehouses management	Community Activities Unit	Permentant Comittee for assisstant teachers and Lecturers	Taymaa University College	
Faculty of Science	Partnerships and Agreements Unit	Investments and Resouces Development Management	Arabic as a Foriegn Language Unit	Clinical Psychology Unit	Public Relations and Media Administration	
Faculty of Engineering	Documentation and Archives Center	Deanship of Faculty and Personnel Affairs	Measure & Evaluation Unit	Archeological Studies Unit		
Faculty of Saria'a and Law	Prince Fahad Bin Sultan Chair for Youth Study and Development	Operation and Maintenance Management	Innovation Unit	Sensor Networks and Telecommunication Systems Center		
		Planning and Budget Management	Professional Guidance and Employment Support Unit	Prince Fahad Bin Sultan's Chair for advanced technologies of cancer diagnosis, causes and treatment		
		Services Management	Clinical Simulation for medical training and specialities skills Unit	Renewable energy and Energy Center efficiency		
		Warehouse Control Management				
		Self-Funding Management				
		Administrative Communications Center				
		Safety and Professional Health Management				
		Security Management				

جامعة تبوك
University of Tabuk

Figure 1. University of Tabuk Organisational Structure

2.1. Vice Rector of Development and Quality

The Vice Rector of Quality and Development oversees a number of departments and supporting Deanships, such as the Deanship of Development and Quality Assurance and the Deanship of Information Technology, as shown in Figure 2:

Figure 2. Organisational structure under the Vice Rector for Quality and Development

The department of the Vice Rector for Quality and Development, in its commitment to institutional quality assurance at the university level, classified the NCAAA's 11 broad standards into four groups; with each group controlled and managed by a standing committee. In general, each committee is in charge of analysing, reviewing, and assessing its relevant standards as well as specifying the associated KPIs. Additionally, each committee measures these KPIs annually and decides when targets need to be added or changed. A brief overview of each committee given below:

A. Institutional Context

1) Mission and Objectives

2) Governance and Administration

3) Management of Quality Assurance and Improvement

These standards are managed and controlled by the Standing Committee for the Institutional Context. The committee is supervised by the Vice Rector for Quality and Development and includes a number of faculty members.

B. Quality of Learning and Teaching and Support for Student Learning

4) Learning and Teaching

5) Student Administration and Support Services

6) Learning Resources

These standards focus on the educational system directly and indirectly. Thus, the Vice Rector for Academic Affairs is responsible for these. He is the supervisor of the Standing Committee for Teaching and Learning Support.
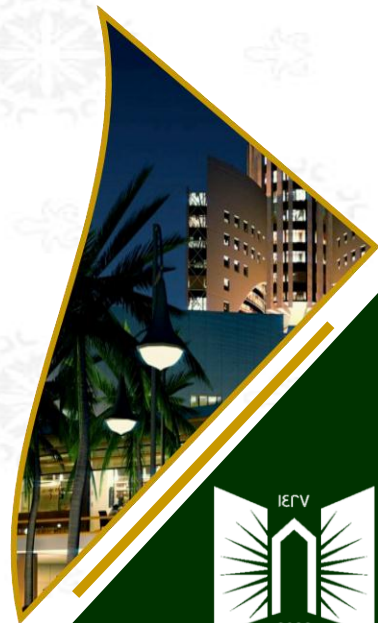
C. Supporting Infrastructure

7) Facilities and Equipment

8) Financial Planning and Management

9) Employment Processes

These standards focus on infrastructure and human and financial resources directly and indirectly. Thus, the University Rector is responsible for these. He is the supervisor of the Standing Committee for Supporting Infrastructure.

D. Community Contributions

10) Research

11) Institutional Relationships with the Community

These standards focus on research and community

services. Therefore, the Vice Rector for Postgraduate Studies and Scientific Research is responsible for these. He is the supervisor of the Standing Committee for Community Service and Scientific Research.

E) Satellite Branches

This committee is responsible for evaluating the work of the quality units and academic accreditation in the branches of the university as well as supervising the implementation of the development evaluation study in the UT branches. The Vice Rector for Branches supervises the committee.

F) Planning and Drafting

The Vice Rector for Quality and Development supervises this committee and it is mainly responsible for the preparation of accreditation and re-accreditation processes only in addition to coordinating between the Deanship of Development and Quality Assurance and the NCAAA for any issue related to the project of development study.

It role is during the accreditation and reaccreditation whereas the deanship of development and quality assurance is continuing responsible for following-up the other committees' annual progress in regard to continues institutional quality improvements. In the annual progress reports , all subcommittees will send its progress reports(KPIs measurements, action plans and improvements) to the Deanship of development and quality assurance.

Notably, all of these committees are linked to an oversight committee, the Supreme Committee of Quality Assurance and Academic Accreditation. The committees are shown in Figure 3.

Supreme Committee of Academic Accreditation

| Institutional Context Committee | Teaching and Learning Committee | Infrastructure Support Committee | Scientific Research &community services | Satellite Branches Committee |

Figure 3. Standing Committees for Institutional Quality Assuranc

Responsibilities of the Committees

When it comes to the academic accreditation and continues improvements of quality assurance, there are a number of activities and responsibilities shared by all the above-mentioned committees. That is, each committee is responsible for introducing the project of the institutional quality assurance and academic accreditation by informing the Deans of the colleges, faculty members, students, and employees about the institutional quality assurance and self-study reports and how they can contribute.

It also conducts interviews with faculty deans, faculty members, and students to ask questions and distribute questionnaires to assess their views on the current situation and compare these with proposed best practices around relevant standards, ultimately providing the results to the Planning and Drafting Committee in case of accreditation and reaccreditation and to deanship of development and quality assurance in case of annual progress of institutional quality assurance.
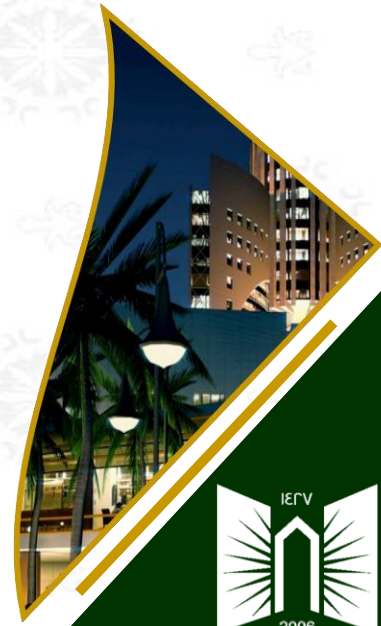
Moreover, each committee creates focus groups to work with Deans of the colleges, faculty members, and students to fill out the criteria measures and provide the Planning and Drafting Committee with those measures and to the Deanship of development and quality assurance annually. Further, each committee reviews the reports of the personal interviews, focus groups, and questionnaire responses, as prepared by the Planning and Drafting Committee, and offers opinions on any significant differences in the views of the different groups. After the review process, a committee may consult with Deans about these reports to gather additional information, investigate emerging issues, and discuss any possible actions that could improve the quality assurance of certain areas at the university.

Other tasks of committees involve describing the steps taken in developing strategic plans and objectives in relevant departments and preparing a report on the progress towards achieving those objectives as well as assessing the effectiveness of the monitoring, planning, and implementation mechanisms. Each committee is also responsible for evaluating the performance of different departments in the university and various committees by examining information and reports received and the results of the focus groups and questionnaires, identifying strengths, weaknesses, opportunities, and special threats in operations related to areas that need improvement and priorities for improvement. Ultimately, it recommends actions that improve the quality of performance around these standards.

All the committees participate in reviewing the final report of the self-study of the self- evaluation before submission to the NCAAA, ensure adequate preparations for the external auditors' visit, and perform any other tasks requested by the Rector.

After having highlighted the responsibilities shared by all committees, tasks performed exclusively by each committee are given below.

The Supreme Committee of Quality Assurance and Academic Accreditation

The University Rector supervises this committee, which includes the Vice Rectors and the Dean of Development and Quality Assurance and other faculty members. The committee has several responsibilities. One of its vital roles is to conduct an institutional evaluation of UT, verifying the application of the quality standards issued by the NCAAA in relation to UT's mission and objectives, operations, activities, and university programs. The committee is also responsible for developing a strategy for obtaining institutional accreditation through the following:

(a) identifying the activities of the Supreme Committee and the subcommittees, and nominating individuals and task forces to perform certain tasks outside the scope of their functions,

(b) creating the timeline of activities to be completed, and

(c) identifying and describing the key tasks needed. Other responsibilities include confirming suitable arrangements to facilitate the functions and responsibilities of the subcommittees and task forces, and providing advice, supporting and supervising the work of the study for the accreditation project. In addition, it identifies the strategic priorities and the objectives of the university and reviews its performance in achieving those.

Based on the above-mentioned tasks, the committee will be able to fulfil its other functions related to developing important strategic recommendations for the report and identify strategies, objectives, and strategic priority programs for improving the quality of various activities in the university. The committee will be responsible as well for supervising the preparation of the institution self-study report (ISSR) of UT and ensuring that it includes a complete description of the study methodology, the results reached, and the evidence of the conclusions and recommendations for improvement processes.

It is also the committee's responsibility to review the final study report, which includes providing comments and comprehensive feedback and to submit the final draft to the NCAAA. Further, the committee is responsible for following-up institutional performance annually based on the reports submitted from other related committees, and following improvement action plans for any group as needed.

Standing Committee for the Institutional Context

As mentioned, this committee is supervised by the Vice Rector for Quality and Development. The committee is responsible for examining the university's mission standards and objectives; its authorities and management; and its quality assurance department. This includes evaluating the metrics for these standards to gain comprehensive insights for best practices. Further, the committee collects and analyses performance indicators and data on the university's activities related to these standards and provides the results to the Planning and Drafting Committee.

Other committee tasks involve evaluating the performance of the department of the Deanship of Development and Quality and its various committees and the quality units of the faculties by examining information and reports received and the results of the focus groups and questionnaires. Further, the committee is responsible for identifying strengths, weaknesses, opportunities, and special threats in university operations related to these three standards, as well as areas for improvement and improvement priorities. In light of such evaluations, the committee can recommend actions to improve the quality of performance around these standards. In addition, the Institutional Committee annually measures the KPIs associated with the group and creates action plans for improvement as needed.
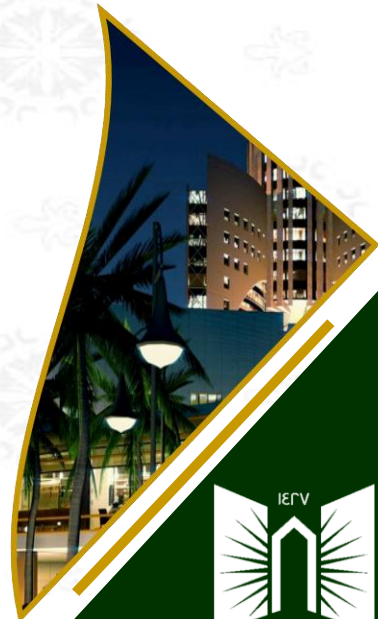
Table 1 List of KPIs for institutional context

NCAAA Standards	KPI Code #	Key Performance Indicator
1 Standard Mission & Objectives	S1.1	1. Stakeholders' awareness ratings of the Mission Statement and Objectives (Average rating on how well the mission is known to teaching staff, and undergraduate and graduate students, respectively, on a five- point scale in an annual survey).
2 Standard Governance Administration	S2.1	2. Stakeholder evaluation of the Policy Handbook, including administrative flow chart and job responsibilities (Average rating on the adequacy of the Policy Handbook on a five- point scale in an annual survey of teaching staff and final year students).
3 Standard Management of Quality Assurance and Improvement	S3.1	3. Students' overall evaluation on the quality of their learning experiences. (Average rating of the overall quality on a five-point scale in an annual survey of final year students.)
	S3.2	4. Proportion of courses in which student evaluations were conducted during the year.
	S3.3	5. Proportion of programs in which there was an independent verification, within the institution, of standards of student achievement during the year.
	UT	6.Ratio of programs that have been accredited by international organization to the total programs

جامعة تبوك
University of Tabuk

Teaching and Learning Support Committee

As highlighted earlier, this committee is supervised by the Vice Rector for Academic Affairs and is responsible for studying the standards around teaching and learning, student affairs, support services, learning resources, and the metrics for these standards to gain a comprehensive understanding of best practices. It is also responsible for collecting and analysing performance indicators and data on the university's activities related to these standards and provide them to the Planning and Drafting Committee in case of accreditation and to the deanship of development and quality assurance annually for institutional quality assurance.

The Teaching and Learning Support Committee also ensures that the experience of the development of academic programs is shared in all university colleges. It also identifies the main performance indicators and measures for the academic programs to ensure the quality of education at the university.

When it comes to the three standards relevant to the educational system (i.e. Learning and Teaching, Student Administration and Support Services, Learning Resources), the strengths, weaknesses, opportunities, and special threats in operations related to these standards are analysed and identified for areas that need improvement and priorities for improvement. Based on this, the committee recommends actions that could improve the quality performance for these standards. In addition, the Committee annually measures the KPIs associated with the group and creates action plans for improvement as needed.

Table 2 List of KPIs for Teaching and Learning Support context

NCAAA Standards	KPI Code #	Key Performance Indicator
Standard 4 Learning and Teaching	S4.1	7. Ratio of students to teaching staff. (Based on full time equivalents)
	S4.2	8. Students overall rating on the quality of their courses. (Average rating of students on a five-point scale on overall evaluation of courses.)
	S4.3	9. Proportion of teaching staff with verified doctoral qualifications.
	S4.4	10. Percentage of students entering programs who successfully complete first year.
	S4.5	11. Proportion of students entering undergraduate programs who complete those complete the programs in the minimum time
	S4.6	12. Proportion of students entering postgraduate programs who complete those programs in specified time.
	UT	13. Average teaching load of faculty member
	UT	14. Percentage of postgraduate students compared to the total number of students

| Standard 5 Student Administration and Support Services	S5.1	15. Ratio of students to administrative staff.
	S5.2	16 Proportion of total operating funds (other than accommodation and student allowances) allocated to provision of student services.
	S5.3	17 Student evaluation of academic and career counselling. (Average rating on the adequacy of academic and career counselling on a five- point scale in an annual survey of final year students.)
	UT	18.Number of students participating in students' activities compared to the total number of students

6 Standard Learning Resources	**S6.1**	19. 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.) .

	S6.2	Number of web site publication and journal subscriptions as a ٢٠. proportion of the number of programs offered
	S.6.3	21. 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.)
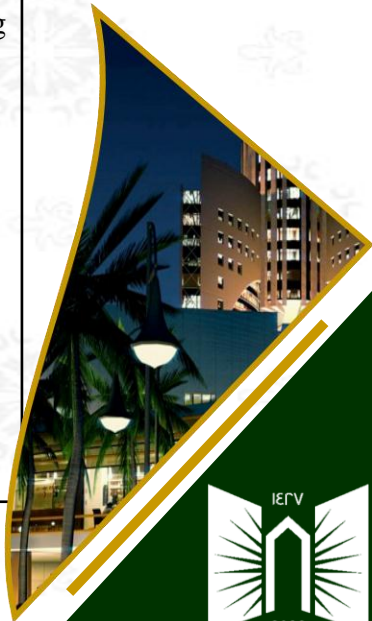
Support Infrastructure Committee

As pointed out, this committee is supervised by the Vice Rector and its responsibilities include examining the standards for facilities, equipment, financial planning, financial management, faculty members, and staff contracting processes, and the evaluation criteria for these standards to ensure a comprehensive understanding of best practices. It is also responsible for collecting and analysing performance indicators and data on the university's activities related to these standards and to provide them to the Planning and Drafting Committee.

Other committee tasks involve describing the steps taken to develop strategic plans and objectives in these departments, preparing a report on the progress towards achieving those objectives, and assessing the effectiveness of the monitoring, planning, and implementation mechanisms. It is also responsible for evaluating the performance of different departments in the university and various committees by examining the information and reports received and the results of focus groups and questionnaires, identifying strengths, weaknesses, opportunities, and special threats in operations related to these criteria and areas that need improvement and priorities for improvement. Moreover, it recommends actions that could be taken to improve the quality of performance around these standards. In addition, the Committee annually measures the KPIs associated with the group and creates action plans for improvement as needed.

Table 3 List of KPIs for Support Infrastructure

NCAAA Standards	KPI Code #	Key Performance Indicator
7 Standard Facilities and Equipment	S7.1	22. 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.
	S7.2	23. 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.)

جامعة تبوك
University of Tabuk

	S7.3	24. 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).
	UT	25.Number of accessible computer points per student
8. Standard Financial Planning and Management	**S8.1**	26. Total operating expenditure (other than accommodation and student allowances) per student.
9 Standard Faculty and Staff Employment Processes	**S9.1**	27. Proportion of teaching staff leaving the institution in the past year for reasons other than age retirement.
	S9.2	28. Proportion of teaching staff participating in professional development activities during the past year.

Committee for Research and Community Service

This committee is supervised by the Vice Rector for Postgraduate Studies and Scientific Research and is responsible for studying the criteria for scientific research and the relationship of the university with the community and the evaluation criteria for these standards to ensure a comprehensive understanding of best practices around them. Similar to the other committees, the Research and Community Service Committee participates in collecting and analysing performance indicators and data on the university's activities related to these standards and providing them to the Planning and Drafting Committee.

It is also responsible for evaluating the performance of different departments in the university and by examining information and reports received and the results of the focus groups and questionnaires, identifying strengths, weaknesses, opportunities, and special threats in operations related to certain areas that need improvement. Ultimately, it recommends actions that improve the quality of performance around these standards.

Table 4 List of KPIs for research and community services context

NCAAA Standards	KPI Code #	Key Performance Indicator
Standard 10 Research	S10.1	29. Number of refereed publications in the previous year per full time equivalent teaching staff. (Publications based on the formula in the Higher Council Bylaw excluding conference presentations)
	S10.2	30. Number of citations in refereed journals in the previous year per full time equivalent faculty members.
	S10.3	31. Proportion of full time member of teaching staff with at least one refereed publication during the previous year.
	S10.4	32. Number of papers or reports presented at academic conferences during the past year per full time equivalent faculty members.
	S10.6	33. Proportion of the total, annual operational budget dedicated to research.
Standard 11 Community Service	S11.1	34. Proportion of full time teaching and other staff actively engaged in community service activities
	S11.2	Number of community education programs provided as a proportion of the number of departments.

جامعة تبوك
University of Tabuk

Satellite Branches Committee

This committee is supervised by the Vice Rector for Branches and is mainly responsible for supervising the implementation of the development evaluation study in the UT branches.

With regard to the academic accreditation process, the Branches Committee introduces the project of the developmental study and the academic accreditation to all branches of the university by informing the students, faculty members, employees, and other interested parties about the study and how they can contribute. It also ensures the experience of developing all academic programs is shared in the branches and introduces the main performance indicators and measures for the academic programs at the university.

In addition, the committee arranges for the planning and implementation of any surveys that may be required to obtain the views of relevant parties such as students, faculty members, staff, and graduates, and collects performance indicators and data related to the 11 quality standards, providing it to other committees when needed as committees need information about branches in some KPIs. Moreover, the committee is responsible for conducting interviews with branch deans and faculty members to ask questions and distribute questionnaires to determine their views on the current situation and compare these with best practice standards, providing the results to the Planning and Drafting Committee. An essential task of the committee is implementing focus groups among branch Deans and faculty members to identify the measures for the 11 standards and provide those measures to the Planning and drafting Committee.

The committee is also responsible for evaluating the work of the quality units and academic accreditation in the branches of the university by examining information and reports received and the results of the focus groups and questionnaires, identifying strengths, weaknesses, opportunities, and special threats in operations related to these three areas that need improvement and priorities for improvement. Ultimately, it recommends actions that improve the quality of performance at university branches. In addition, the Branches Committee is responsible for coordinating between the sub-committees and branches of the university in matters related to the institutional quality assurance and institutional and program accreditation. It also participates the necessary preparations for the external auditors' visit.

Planning and Final Drafting Committee

This committee only works on the preparation for the accreditation and re-accreditation and is supervised by the Vice Rector for Quality and Development; however, it is responsible for a number of tasks. These include coordinating the work of the Supreme Committee for quality assurance and Academic Accreditation and the other committees, documenting all committee work, providing technical consultations related to the study for the Supreme Committee and the subcommittees. More specifically, the Planning and Final Drafting Committee provides the subcommittees with the following: (a) performance indicators, (b) self-assessment scales, (c) questionnaires to be distributed, and (d) suggested interview questions.

In addition to the above tasks, the Planning and Final Drafting Committee is responsible for collecting and reporting on the following data: the performance indicator results from the various subcommittees, the self-assessment results from the different sub-committees focus groups, the questionnaires from the different sub-committees, the personal interviews from the various subcommittees, as well as the benchmark indicators identified by the Higher Committee to prepare comparative reference studies.

The Planning and Final Drafting Committee is also responsible for coordinating between the Deanship of Development and Quality and the NCAAA for any issue related to the project of self-study. Other committee tasks relate to the coordination of all work related to independent external residents, writing a report on the self-study of the self- evaluation, informing the sub-committees and identifying the observations of the committees included in the report, and writing and drafting the final report for the Supreme Committee for approval before submission it to the NCAA. Similar to all the other committees, the Planning and Final Drafting Committee also participates in the preparations for the external auditors' visit and may also carry out any other required tasks.

2.2 The Deanship of Development and Quality Assurance

The department of the Deanship of Development

and Quality Assurance include three Vice Deans

and other areas as shown in Figure 4:

A. **Vice Dean of Development**

This role was newly created and directly supervises the following units:

1. **Strategic Planning:** The Strategic Planning Unit specializes in preparing, implementing, and following-up on the strategic plan and the executive plan.

1. **Skills Development:** This unit specializes in the fields of community service, education, and training. It also plays a vital role in determining the training needs of faculty members and works on training implementation.

2. **Electronic System for Quality:** This unit specializes in automating quality assurance forms and system operations.

Figure 4. The Department of the Deanship of Development and Quality Assurance

A. **Vice Dean for Quality Assurance This role directly supervises the following units:**

1. **Quality Assurance (QA)**: This unit specialises in development and implementation of plans and objectives to ensure educational quality and achieve the requirements of institutional and academic accreditation.

2. **Statistics and Information:** This unit specialises in the collection and analysis of data, information, and statistics in the college to draw conclusions about the reality of performance in the college.

A. Vice Dean for female section :

It is the deanship coordinator at the female section

1. The Institutional Quality Assurance System at the University of Tabuk

Quality assurance processes at UT include all sections and all programs (at both male and female main campus areas and the different branches) and integrates these into the normal planning and administrative processes. Criteria for assessment of quality include inputs, processes, and outcomes. Processes ensure that all academic and administrative operations are committed to improvement and regularly evaluate UT's performance through various assessment techniques.

UT verifies the performance of quality processes and procedures through external references to ensure the overall quality of its operations is in accordance with the adopted KPIs. UT is committed to developing and utilising rigorous mechanisms for quality assurance and continuous improvement. In this respect, educators, policy makers, and faculty members are encouraged to assess periodically their own performance according to a set of appropriate standards. However, student and graduate experiences and skills are evaluated periodically.

Quality improvements include the following: evaluating current performance and the environs of the institution; identifying primary strategies for development and setting goals; development plans and application; observing the process and making changes whenever necessary; and evaluating the results achieved. These steps include a repeated cycle of planning and reviewing. The main plans may include a series of activities over several years along with a number of steps to be taken; each step is performed in stages within a long-term plan as shown in Figure 5.
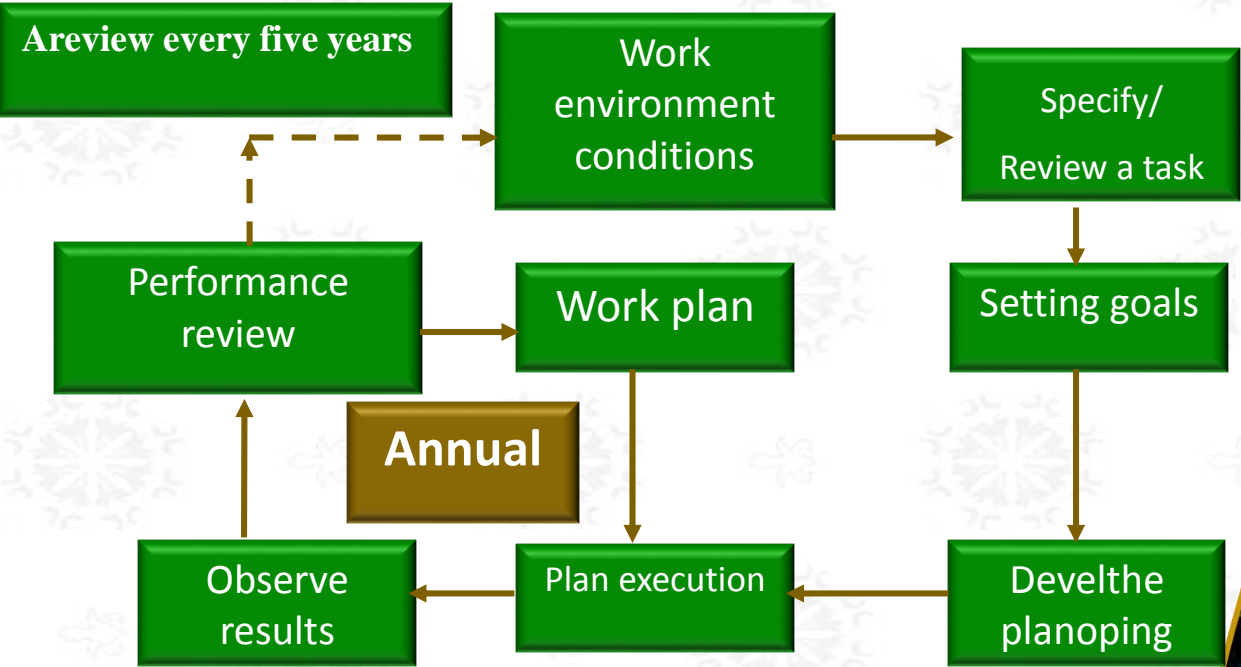
Figure 5. The UT Institutional Quality Assurance System

The planning and review cycle requires several steps occurring simultaneously in parallel timelines; these steps may be repeated when applied or changed in a flexible way in response to any circumstances or developments.

Performance reviews may reveal a need for redefining goals and preparing a new plan for development.

Notably, the above-mentioned stages relate to a number of activities at different levels of the institution. These stages cover the whole institution including administrative and academic units as well as individual programs or a group of programs managed by a department or college.

Work Environment Conditions

When applying quality improvement plans, some planning cycle steps have specific implications. For example, work environment conditions inside and outside the institution require an overall evaluation of current quality performance (i.e. analysis of obstacles and opportunities); thus, the SWOT (strengths, weaknesses, opportunities, and threats) analysis could be an appropriate planning tool for this stage.

University of Tabuk

Annual planning and reviewing

Usually, the main development strategies are divided into stages that last for many years while amendments and applications are included in an annual work plan. To assure the achievement of the targeted plan, the following points should be considered.

Plan execution:

The plan should be executed as per the schedule while identifying any conflicts between the suggested plan and its execution. Further, any problems or obstacles during execution should be recorded and used in explaining the results.

Work observation:

The plan implementation stages should be reviewed continuously and amendments to the strategies made according to the observations. Moreover, all strategic amendments should be recorded to identify the reasons for the changes and in consideration of future planning.

Performance evaluation:

Evaluation should be conducted yearly to assess improvements in the plan's implementation. Moreover, any amendments to the plan or correction steps should be recorded.

Work plan:

The work plan should be done in a way that allows alterations according to the performance evaluation results, as such amendments ensure the plan's implementation.

Periodic review:

A periodic review is fundamental to ensure effective implementation and goal achievement. Any changes or developments in the institution or institutional programs should be assessed through this review. Based on the review, any potential changes relevant to general policy could lead to changes in the goals and thus require a thorough analysis of the changes and their causes.

Observation:

Although observation should be a continuous process, there are two periods in which evaluation takes place in a more official way:

1 Long-term performance review (five years reaccreditation):

1. With respect to the issues related to quality assurance and accreditation, periodical evaluations should be done in conjunction with the external review by the organisation every five years for the purpose of accreditation and re-accreditation as shown in Figure 5. In this review period, UT develops a new self-study report for the institution while the process follows the steps shown in Figure 6:
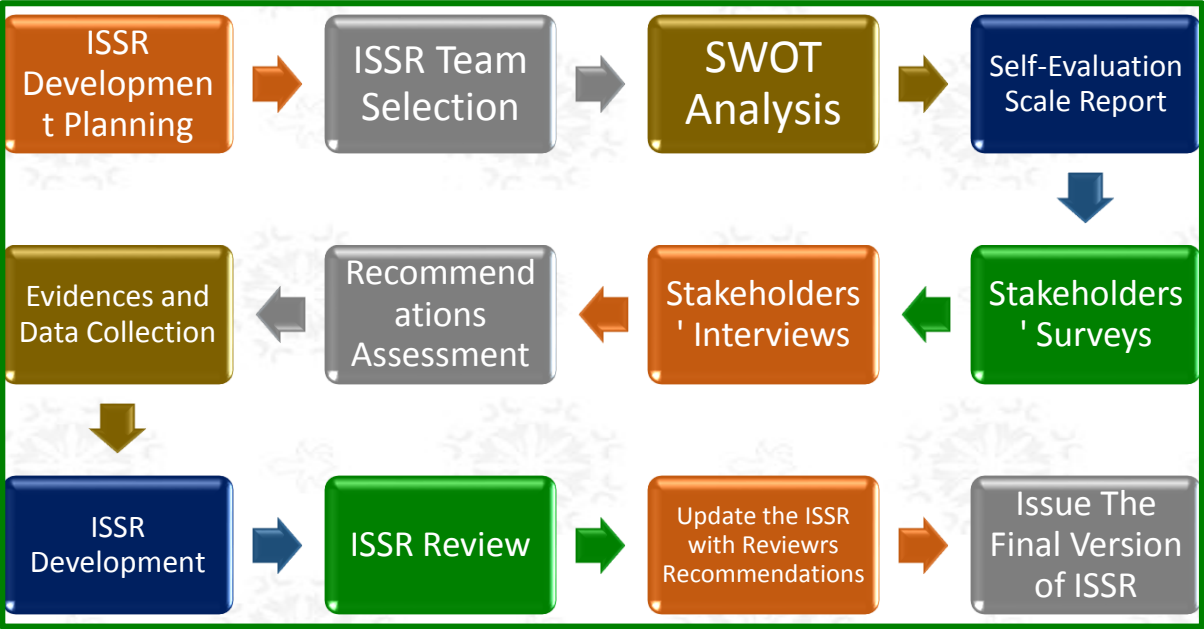
ISSR Development Planning → ISSR Team Selection → SWOT Analysis → Self-Evaluation Scale Report

Evidences and Data Collection ← Recommendations Assessment ← Stakeholders' Interviews ← Stakeholders' Surveys

ISSR Development → ISSR Review → Update the ISSR with Reviewrs Recommendations → Issue The Final Version of ISSR

جامعة تبوك
University of Tabuk

Figure 6. Phases of ISSR Development Process

1. **Annual performance review**:

Here, performance is observed and the required amendments take place within this period. In contrast, in the long-term cycle revisions take place periodically. Annually, UT monitors and reviews its performance by measuring the performance of university level activities and also the KPIs that are defined in the self-study report and in table 2 below. These KPIs are measured and monitored to give a picture of UT's annual progress as shown in Figure 7.
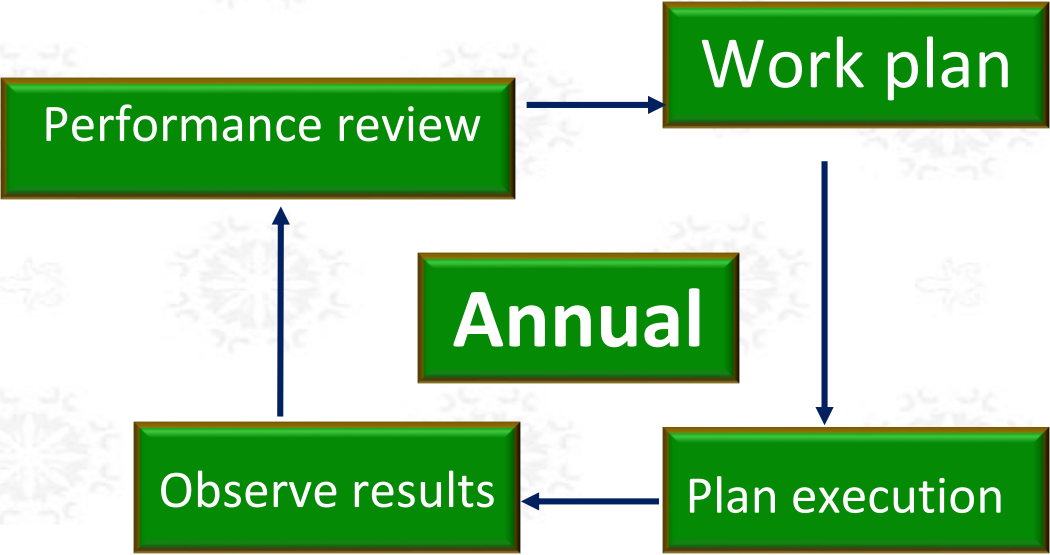
Work plan

Performance review

Annual

Observe results

Plan execution

Figure 7. UT Annual Quality Assurance

Table 5 explains the main university level activities carried out for institution quality assurance and accreditation and re-accreditation purposes.

Activity Name	Start of Semester	End of Semester	Annually	Bi-annual	Every 5 years
University Level Activities					
Strategic Plan Development					√
Strategic Plan KPI Execution Follow-up		√			
SWOT Analysis Preparation					√
Self-Scale Evaluation Report (Inst.)					√
Stakeholder Surveys Conduction			√		
Stakeholder Interviews Conduction			√		
Institutional KPI Selection &Reporting			√		
Inst. Self-Study Report Preparation					√
Inst. Self-Study Report Review					√
Recommendations Conclusion and Approval					√
Recommendations Assessment			√		
Actions Plan			√		

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University of Tabuk

4. Monitoring of University Level Activities

Most of the university level activities are measured and reviewed annually using different scales such as student data, financial data, and stakeholders' surveys. Therefore, these activities are monitored as follows:

1. Each standing committee is fully responsible for reviewing and measuring the performance of each activity related to the standards the group is responsible for.

2. At the end of the semester or the academic year, based on the needs of measuring the activity, the standing committee measures and reviews the university performance of that activity using the measures of the activity either in data from the UT electronic systems or stakeholders' surveys.

3. Each standing committee is asked to notify the Deanship of Development and Quality Assurance of the performance progress and any actions taken to improve it.

4. Moreover, each standing committee is requested to use the Tahseen (the electronic system that helps the Deanship of Development and Quality Assurance follow-up on the KPIs and any action plans taken in the standing committees to improve the university activities progress).

5. The Deanship of Development and Quality Assurance reports the overall performance and KPI results and action plans to the **Supreme Committee of Quality Assurance and Academic Accreditation.**
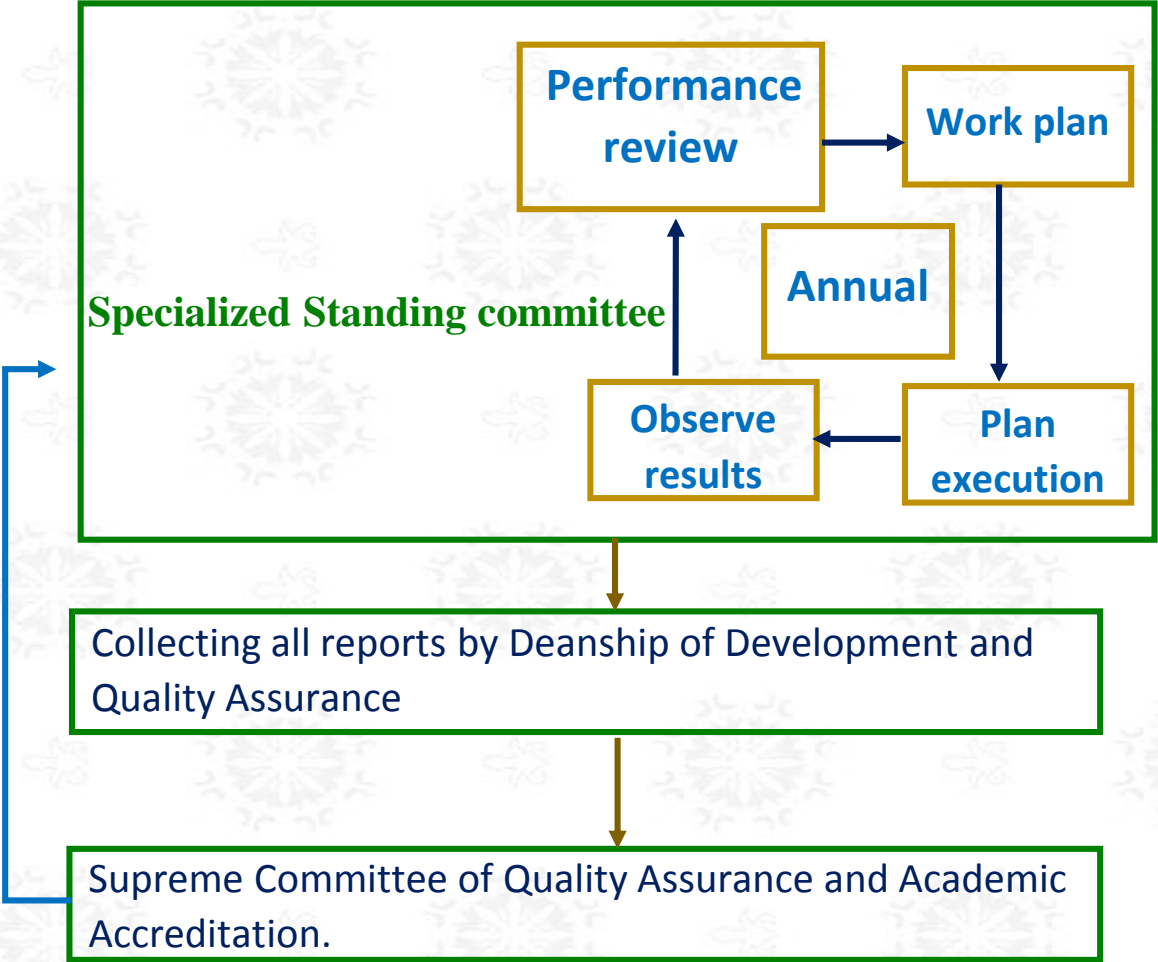
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