



# **Key Performance Indicators Report**

**2014 – 2015**

**College of Medicine**

## Table of Contents

#	Details	Page
1	Executive Summary	1
2	Standard 1 - Mission, Goals and Objectives	3
3	Standard 2 - Program Administration	7
4	Standard 3 - Management of Program Quality Assurance	10
5	Standard 4 - Learning and Teaching	26
6	Standard 5 - Student Administration and Support Services	49
7	Standard 6 - Learning Resources	57
8	Standard 7 - Facilities and Equipment	70
9	Standard 8 - Financial Planning and Management	81
10	Standard 9 - Faculty and Staff Employment Processes	84
11	Standard 10 - Research	99
12	Standard 11 - Institutional Relationships with the Community	114

## Executive Summary

The College of Medicine (COM), University of Dammam (UOD) on its journey towards quality, uses “Key Performance Indicators (KPIs)” to assess its current performance and guide action towards improvement. During the process of Self-study of the Program, 33 KPIs were identified and monitored. Out of these 28 KPIs were prescribed by NCAAA and 5 were chosen from the approved list of UOD indicators.

**NCAAA KPIs:** Out of the 33 indicators prescribed including the institutional KPIs, the college has addressed 29 (88%). The NCAAA KPI reference numbers are denoted by e.g. “**S1.1**” where **S1** represents the respective standard and **1** the serial number of the KPI. Only *five indicators were excluded without data*, one of which belongs to Standard – 5 (S5.2), *two* KPIs of Standard – 7 (S7.2 & S7.3), *one* from Standard – 8 (S8.1) and *one* of the KPIs of Standard – 10 (S10.2). Out of these five KPIs, two are Institutional (S5.2 & S8.1).

**Additional indicators:** The College considered 5 KPIs from the “*bank of indicators*” approved and provided by the Deanship of Quality & Academic Accreditation (DQAA) at the institutional level. The additional indicators are denoted by reference numbers e.g. “**UD 6.1**” where **UD** represents University of Dammam, **6.1** refers to “Standard 6 and serial number 1”. The details of the indicators on the different standards are indicated in the table below.

**Internal benchmarking:** The College considered its past performance over the years as the internal benchmark during the KPI analysis. Depending on the KPI, the past performances may vary from 1 – 4 years.

**External benchmarking:** The College *did not address* the external benchmarks during the analysis of KPIs, but will initiate the process and sign an agreement with a comparable institution.

**Target benchmark:** This is the anticipated performance level to be achieved or the goal / aim. The college kept the targets between 5% – 20% based on the performance levels and the prevailing situations.

Details of KPIs addressed		
NCAAA Standards	Number of <b>NCAAA KPIs</b> addressed	Number of <b>UD KPIs</b> (Additional Indicators) addressed
Standard 1: Mission, Goals and Objectives	1	--
Standard 2: Program Administration	1	--
Standard 3: Management of Program Quality Assurance	4	--
Standard 4: Learning and Teaching	7	--
Standard 5: Student Administration and Support Services	2	--
Standard 6: Learning Resources	3	1
Standard 7: Facilities and Equipment	1	2
Standard 8: Financial Planning and Management	1	--
Standard 9: Faculty and Staff Employment Processes	2	2
Standard 10: Research	5	--
Standard 11: Institutional Relationships with the Community	2	--
<b>Sub Total</b>	<b>29</b>	<b>5</b>
<b>Total number of KPIs addressed</b>	<b>34</b>	



**Prof. Ali Ibrahim Al Sultan**  
Dean, College of Medicine



**Dr. Mahdi Saeed Abumadini**  
Vice Dean for Quality & Development

## Standard 1 – Mission, Goals and Objectives

**KPI # 1:** Stakeholders' awareness ratings of the Mission Statement and Objectives (*Average rating in an annual survey of how well the mission is known to teaching staff, and undergraduate and graduate students, respectively, on a five-point scale*).

**NCAA KPI Reference Number: S1.1**

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
<b>Overall: 4.1</b> Teaching staff: 4.4 Undergraduates: 3.9 Graduates: 4.1	4.0	4.0	3.6	4.5

### Analysis

This KPI was introduced by NCAA in the year 2014, and this survey was developed capture the opinion of teaching staff (Female and male), undergraduate students (female & male) and graduate students, in order to assess their awareness of the Vision, Mission & Values, using a Likert scale. Since this survey was conducted in the year 2014-15 and there is no previous year data, the target for the academic year has been fixed based on the consensus of the committee by keeping in view of strategic plan. Based on this value, the internal benchmark has been fixed as 4.0 for the academic year 2014-15. While analyzing the 2014-15 data, it is found that the overall rating of the faculty about the awareness of mission statement and objectives is observed as 4.1 in the five point likert scale. The observed result is slightly higher than the target set for the year 2014-15. Specifically, teaching staff (i.e. 4.4) rated it slightly higher than the students (i.e. 3.9) with respect to the awareness of the mission statement. Since the actual result is found to be higher than the set target, internal benchmark and the external benchmark, the committee decided to fix the new target benchmark as 4.5 as a measure to accomplish continuous quality improvements.

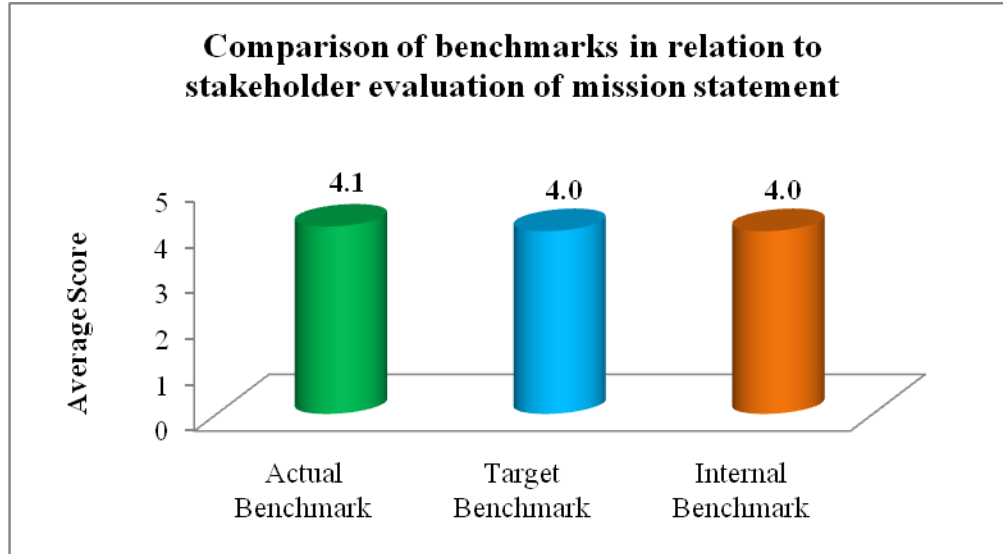


Figure 1: Comparison of benchmarks in relation to stakeholder evaluation of mission statement

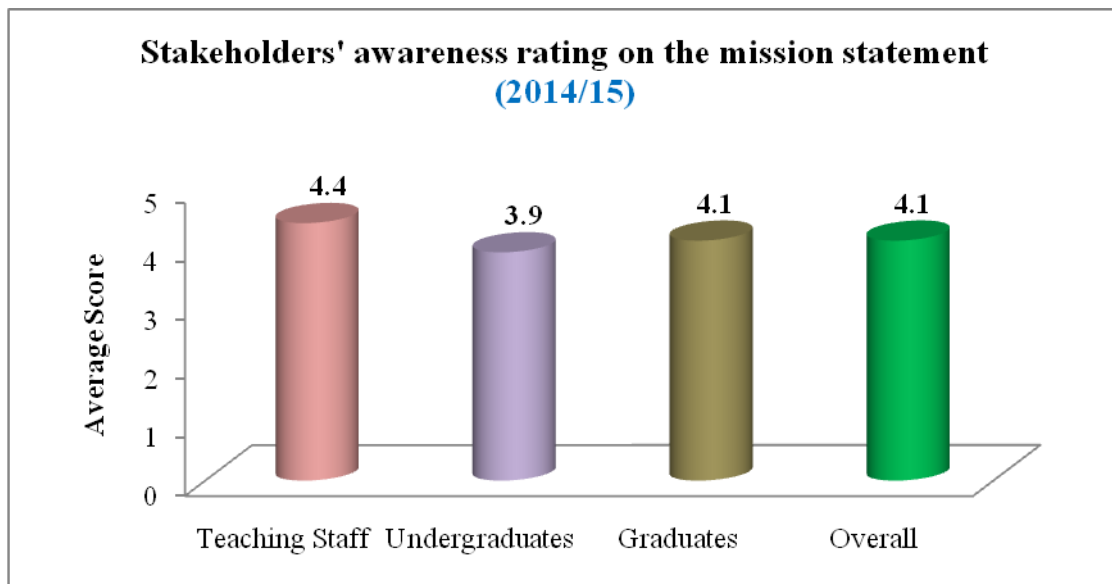
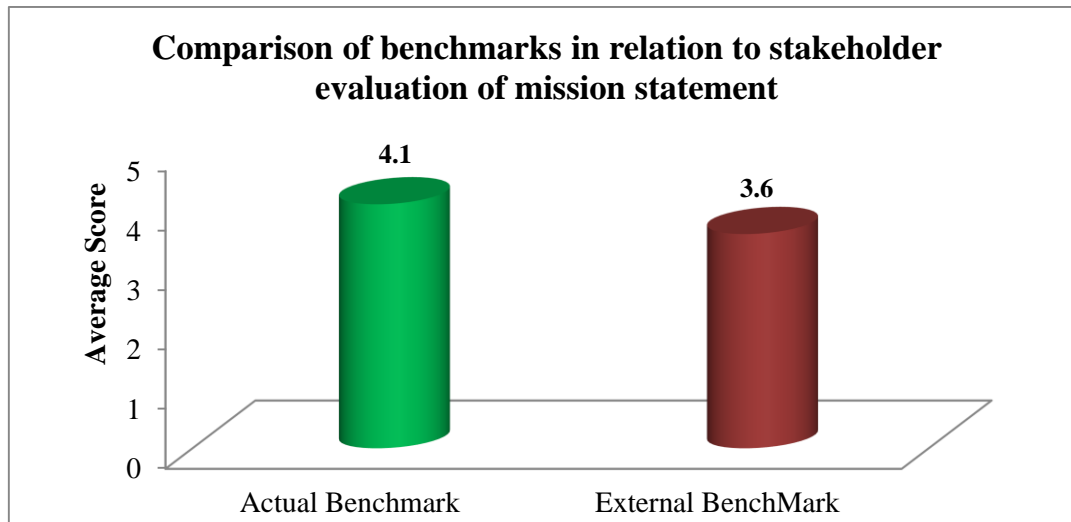


Figure 2: Awareness rating on the mission statement among different stakeholders of the College of Medicine.



*Figure 3: Comparison of stakeholders' awareness rating of mission statement between actual score and the external benchmarking partner.*

### **Strengths**

- Teaching staff, undergraduates in both sections (male & female) and graduates are aware of the Mission of the college.
- The college took intensive efforts to create awareness among the stakeholders on the vision, mission & values and it is carried out through:
  - a. Handbooks, prospectus, college homepage.
  - b. Display in LCD screens, posting in the college social networking site, student forum etc.
  - c. Faculty board, department meeting minutes are quoted with "vision, mission & values".
  - d. Quotes in faculty lectures.
  - e. Displays in all the classrooms.

### **Recommendations**

- The college should continue these efforts to disseminate the "vision, mission & values" to all the stakeholders including employers.
- An External benchmark is required to compare the actual benchmarks both at national or international levels. This will help to adopt good practice from the partner institutions.

**\* Explain:**

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

Since it is program specific accreditation, the internal benchmarking has to be carried out using the three years trend data of the College of Medicine as stipulated by the NCAAA. Since this survey was conducted in the year 2014-15 and there is no previous year data, the target for the academic year has been fixed based on the consensus of the committee by keeping in view of strategic plan. The Vice Deanship of Quality and Development of the college initiated the survey to assess the satisfaction of the stakeholders and it is chosen as internal benchmarking provider.

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

Since this survey was conducted in the year 2014-15 and there is no previous year data, the internal benchmark and target for the academic year has been fixed based on the consensus of the committee by keeping in view of strategic plan. The overall score was calculated based on the average of responses to all items in the questionnaire. Since the current year score is slightly higher than the target (2014/15), it was decided to revise the new target benchmark.

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

- The Vice Deanship for Quality and Development, COM

**\*\* Explain:**

**1. Why this external provider was chosen.**

Keeping in view of good practice, two specific criteria has been fixed to choose the external benchmarking partner viz.

- (i) Comparability of Infrastructural facilities required for the programs across KSA
- (ii) Availability of data as required by the NCAAA.

Accordingly, College of Medicine attached with King Abdul Aziz university was chosen as benchmarking partner keeping in view of Comparability. Moreover, it also attained institutional accreditation as like UOD.

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

Stakeholders' awareness ratings of the Mission Statement and objectives = Sum of the scores provided by the stakeholders respondents divided by the total number of stakeholders filled the surveys

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

College of Medicine, King Abdul Aziz University



## Standard 2 - Program Administration

**KPI # 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*).

NCAAA KPI Reference Number: **S2.1**

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
<b>Overall: 3.7</b> Male Faculty: 3.8 Female Faculty: 3.6	3.5	3.5	Nil	4

### Analysis

The college administered the “Academic Job satisfaction survey” to the teaching staff in order to assess their satisfaction. Item 2 (# 2.3 & 2.5) of the survey evaluated the “Job responsibilities & policy handbook” for the teaching staff and it was considered for the calculation of this KPI. Since this KPI was first introduced by NCAAA *in the year 2014*, it was *conducted only among the teaching staff*. Stakeholder (i.e. teaching staff) evaluation of the Policy Handbook, including administrative flow chart and job responsibilities is expressed as 3.5 in the five point likert scale during the academic years 2014-15

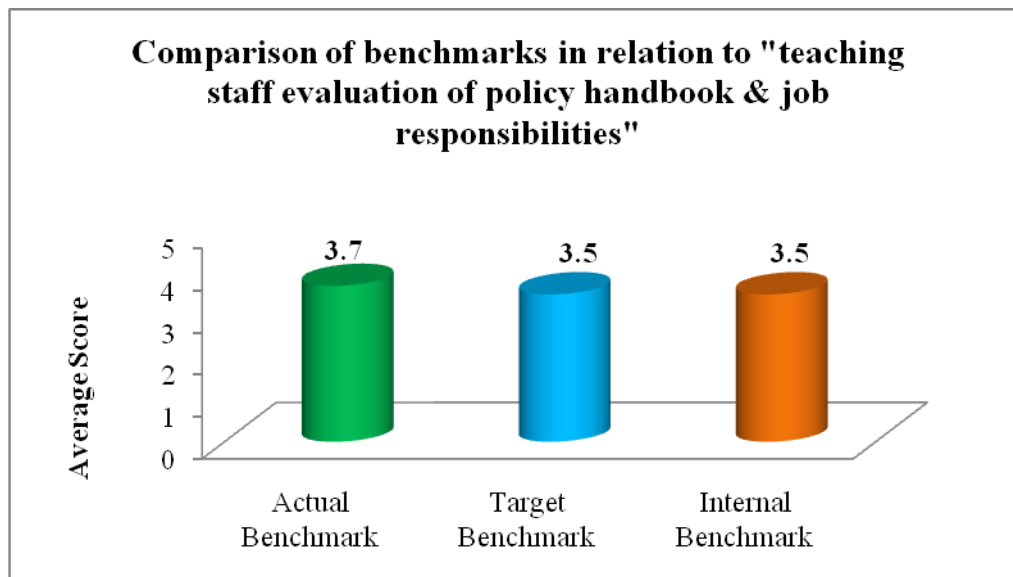


Figure 4: Comparison of benchmarks in relation to stakeholder rating on adequacy of policy handbook and job responsibilities

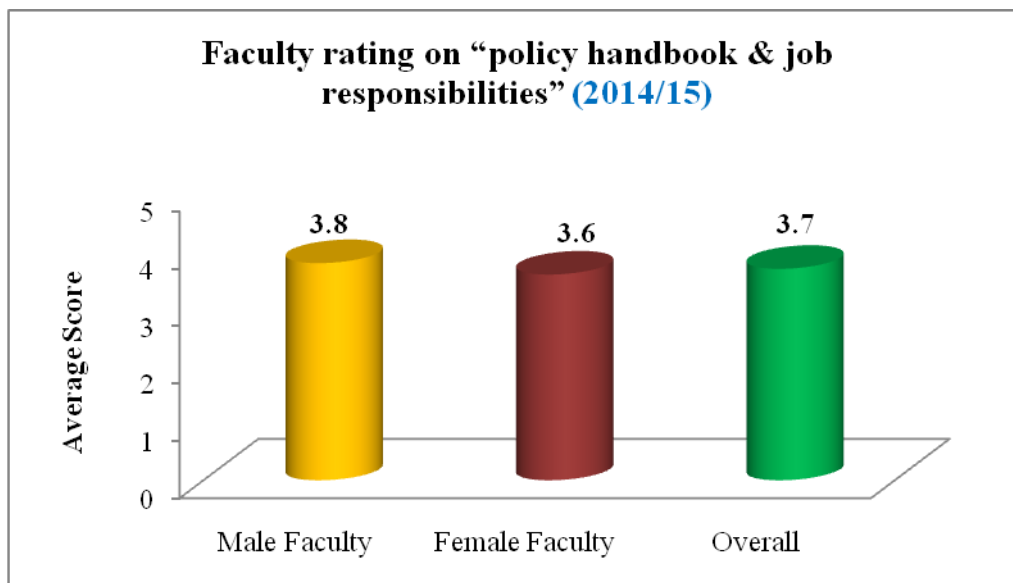


Figure 5: Faculty rating on “policy handbook & job responsibilities” (2014/15)

### Strength

- The college has a clear organizational structure with job descriptions for different roles.
- High satisfaction is observed among faculty and students with the policy handbook.

### Recommendations

- The college needs to plan and survey the final year students to evaluate this KPI.
- An External benchmark is required to compare the actual benchmarks to similar national or international programs.

### \* Explain:

#### 1. Why this internal benchmark provider was chosen.

Since it is program specific accreditation, the internal benchmarking has to be carried out using the three years trend data of the College of Medicine as stipulated by the NCAAA. Since this survey was initiated in the year 2014-15 and there is no previous year data, the target for the academic year has been fixed based on the consensus of the committee by keeping in view of strategic plan. The Vice Deanship of Quality and Development of the college initiated the survey to assess the satisfaction of the stakeholders and it is chosen as internal benchmarking provider

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

Since this survey was conducted in the year 2014-15 and there is no previous year data, the internal benchmark and target for the academic year has been fixed based on the consensus of the committee by keeping in view of strategic plan. The overall score was calculated based on the average of responses to all items in the questionnaire. Since the current year score is slightly higher than the target (2014/15), it was decided to revise the new target benchmark (i.e. 4)

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

- The Vice Deanship for Quality and Development, COM

**\*\* Explain:****1. Why this external provider was chosen.**

Nil

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

Nil

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

Nil

### Standard 3 - Management of Program Quality Assurance

**KPI # 3:** Students overall evaluation of the quality of their learning experiences at the institution (*Average rating of the overall quality of their program on a five-point scale in an annual survey of final year students.*)

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

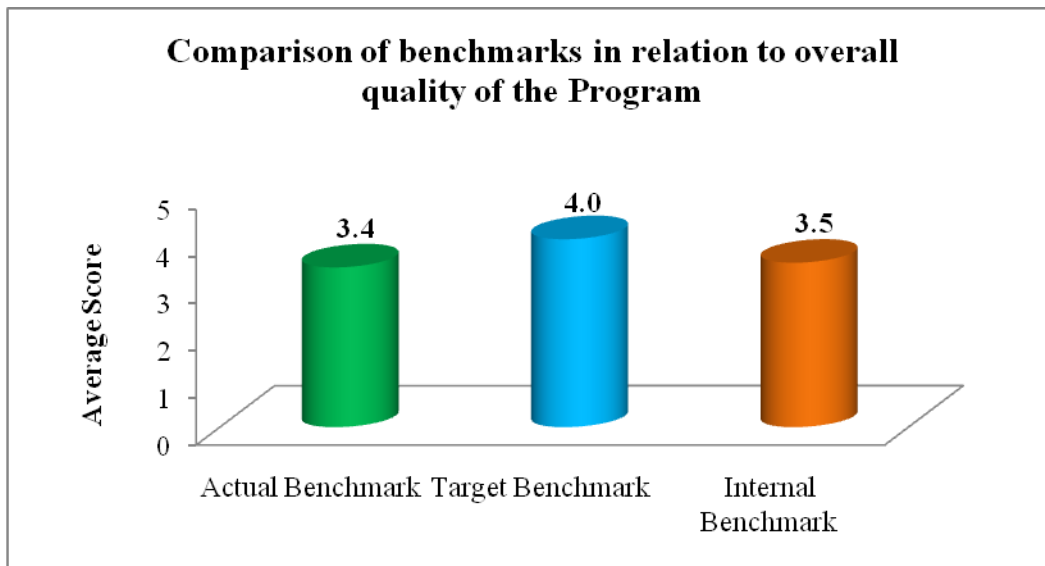
Actual Benchmark		Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
3.4		4	3.5	3.9	4
Male	Female				
3.2	3.5				

#### Analysis

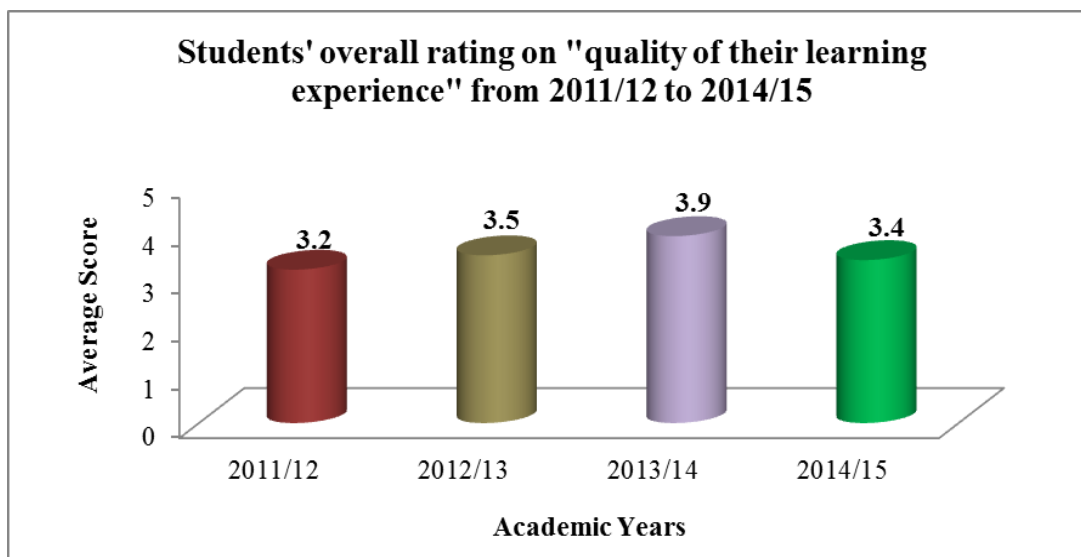
The students' overall rating of Quality of their Learning Experience has been reported as 3.2, 3.5 and 3.9 for the academic years 2011-12, 2012-13 and 2013-14 respectively. It is observed that there is a consistent and concomitant increase in the mean rating of students rating throughout these three academic years. Based on these values, the internal benchmark is fixed as 3.5 and the target is fixed as 4 for the academic year 2014-15. When measuring the current year performance, it is observed that the Overall Students' rating of Quality of their Learning Experience is observed as 3.4 in the five point likert scale. Compared to the target rating score (4.0) fixed for the academic years 2014-15, there is a decrease in the mean rating of satisfaction (3.4) observed in the year 2014-15. So, the committee decided to retain the current year target as the new target for the next academic year by keeping in consideration of the strategic plan of the college and as per the consensus of the steering committee.

#### Strengths

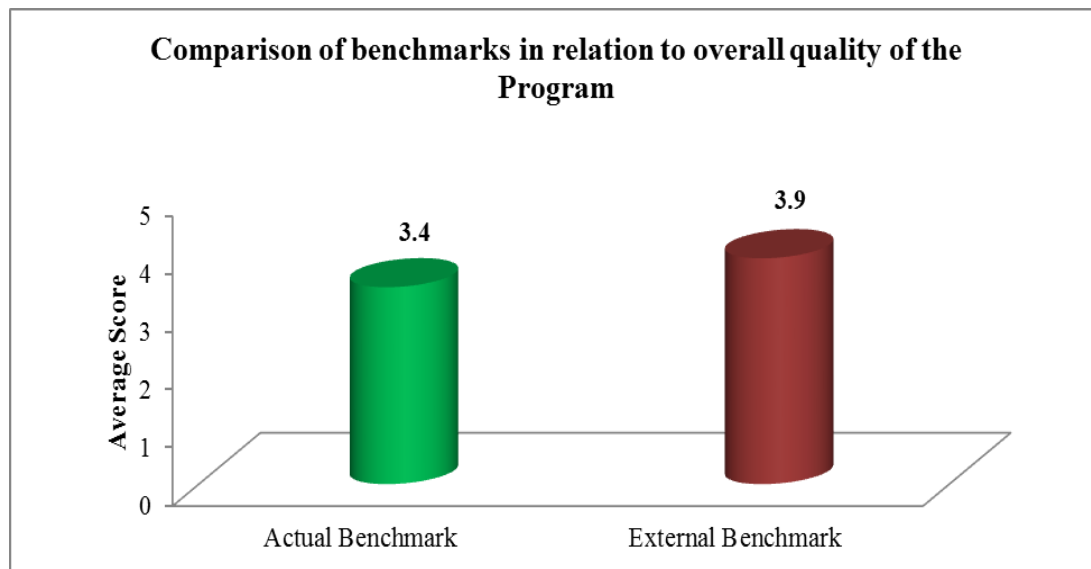
- The students rated the quality of learning experience in the college as satisfaction which is evident from the mean rating score. There is consistent increase in students rating about the quality of learning experience has been observed since 2011-12.
- The college strives to improve the experience of students through modern teaching strategies, training of faculty as well as the improvement of administration.



*Figure 6: Comparison of benchmarks in relation to overall quality of the Program*



*Figure 7: Students' overall rating of "quality of their learning experience" from 2011/12 to 2014/15*



*Figure 8: Comparison of Students' overall rating of quality of the Program between actual benchmark and the external benchmarking partner*

**\* Explain:**

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

Since it is program specific accreditation, the internal benchmarking has to be calculated out using the three years trend data of the College of Medicine as stipulated by the NCAAA. Accordingly, program evaluation survey (PES) from final year student/ intern students about the quality of their learning experiences in the College is chosen. The data is collected using centralized data-base of DQAA through online survey software UDQuest.

**2. How the benchmark was calculated**

The Program evaluation survey (PES) has been carried from the year 2011/12. The average rating of the quality of learning experience by the final year students=Sum of scores in PES divided by the total number of students who responded to the survey (PES). The “internal benchmark” was arrived based on the previous three years performances. Since target (2014/15)” fixed was not achieved, the current year target was retained as the new target by keeping in view of the strategic plan of the college

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

Deanship for Quality & Academic Accreditation (DQAA).

**\*\* Explain:**

**1. Why this external benchmark provider was chosen.**

Keeping in view of good practice, two specific criteria has been fixed to choose the external benchmarking partner viz.

(i) Comparability of Infrastructural facilities required for the programs across KSA

(ii) Availability of data as required by the NCAAA.

Accordingly, college of Medicine attached with King Abdul Aziz university was chosen as benchmarking partner keeping in view of comparability. Moreover, it also attained institutional accreditation as like UOD.

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

Average rating of the overall quality on a five point scale = Sum of the scores of PES / No of students who responded to the survey (PES)

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

College of Medicine, King Abdul Aziz University

**KPI # 4:** Proportion of courses in which student evaluations were conducted during the year

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

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
<b>100%</b> (Male = 100 % Female = 100 %)	100 %	100%	95%	100 %

### Analysis

100% of courses of the college were covered in the course evaluation surveys. Specifically, 100% of courses were evaluated by both males and females' students in the college. The college consistently conducting the course evaluation surveys since 2012-13 and the proportion of courses where the CES was conducted in the last 2 years is depicted in the figure 10. While comparing the performance of the college with its benchmarking partner, it is observed that its current performance (100%) is found to be better than the college of Medicine of King Abdul Aziz university (95%).

### Strengths

- The college/departments actively encourage students' involvement in course evaluation surveys.
- Since the year 2014, DQAA has implemented the UDQuest; a web-based survey application to reduce data entry errors from paper- based surveys.
- The survey results are communicated to the students & chairpersons by the Dean in a forum, and action plans are made.

### Recommendation

- External benchmark is required for comparing the actual benchmarks to similar national or international programs.
- The response rate is challenging with the existing online application to collect data. A change in policy to collect data from open access to either conditionality or captive audience method is highly recommended and appropriate strategies need to be carried out to overcome 'responder fatigue' in these surveys.
-



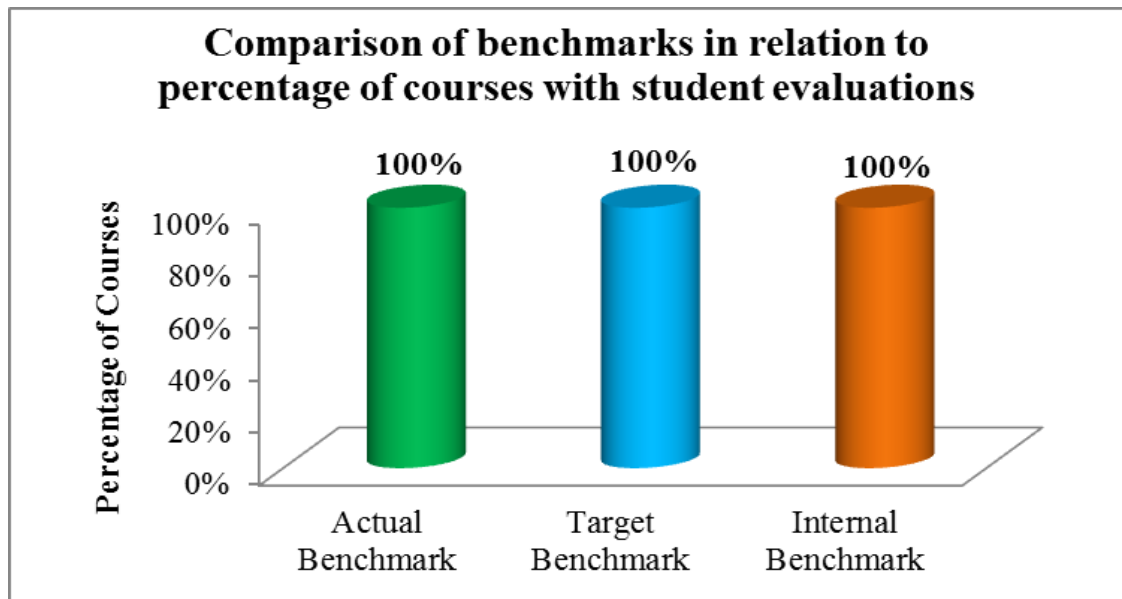


Figure 9: Comparison of benchmarks in relation to percentage of courses with student evaluations

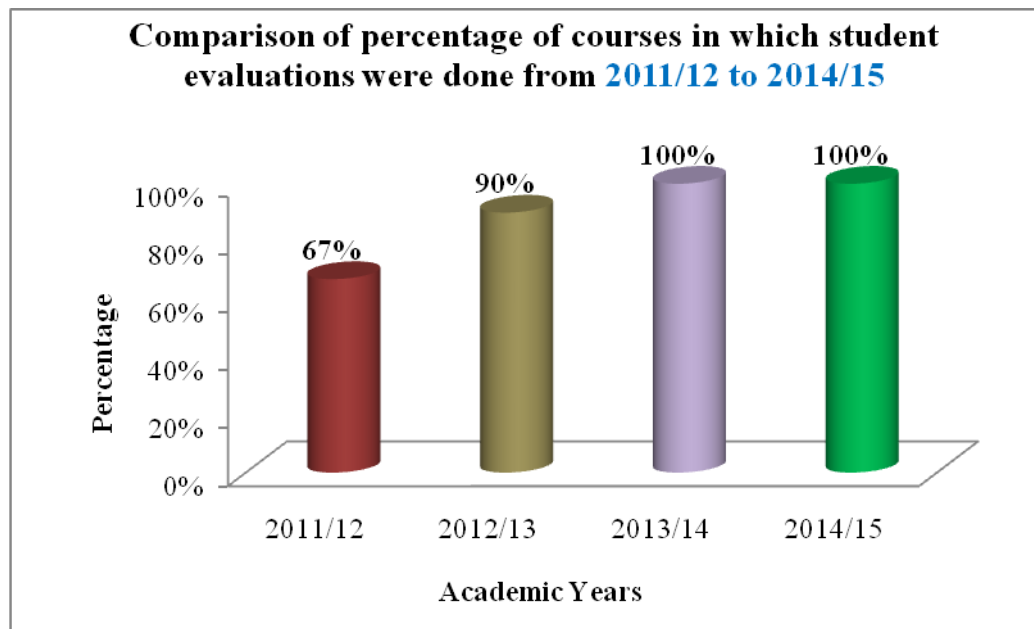
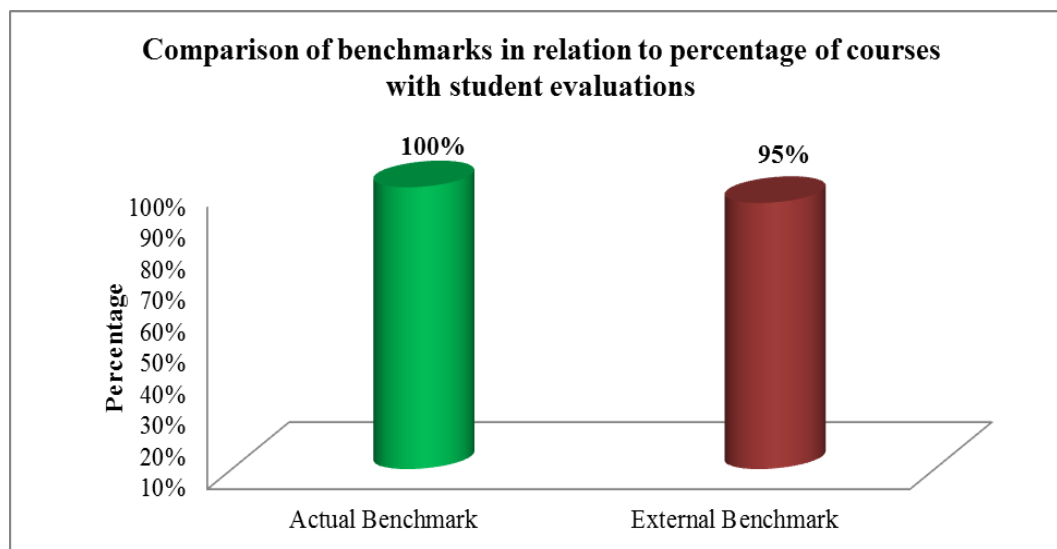


Figure 10: Comparison of percentage of courses in which student evaluations were conducted from 2011/12 to 2014/15



*Figure 11: Comparison of percentage of courses in which student evaluations were conducted between the actual benchmark and external benchmarking partner*

**\* Explain:**

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

Since it is program specific accreditation, the internal benchmark has to be carried out using the past three year's trend data of College of Medicine as stipulated by the NCAAA. Accordingly, the percentage of courses evaluated through Course evaluation surveys in the last three data was utilized to calculate the internal benchmark

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

This benchmark was calculated as percentage of total number of courses with student's evaluation divided by total number of program courses in a specified year. Three years' data were available through this survey to measure the effectiveness of course teaching. Internal benchmark was calculated by taking the average for the total number of CES surveys conducted in the past three years (2011-12, 2012-13 & 2013-14). Target benchmark was set by following the past year performance and the new target were fixed by taking into consideration of the current year performance, internal benchmark and as per the strategic plan of the college of Medicine.

**Name of the internal benchmark provider.**

- Vice Deanship for Quality and Development, COM
- Quality Systems unit of DQAA
- Analysis was carried out by the Performance Measurement unit of DQAA

**\*\* Explain:**

**1. Why this external benchmark provider was chosen.**

Keeping in view of good practice, two specific criteria has been fixed to choose the external benchmarking partner viz.

(i) Comparability of Infrastructural facilities required for the programs across KSA

(ii) Availability of data as required by the NCAAA.

Accordingly, the college of Medicine attached with King Abdul Aziz university was chosen as benchmarking partner keeping in view of comparability. Moreover, it also attained institutional accreditation as like UOD.

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

Proportion of courses in which student evaluations were conducted during the year = [No of courses evaluated by students/ Total No of courses] multiplied by 100

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

College of Medicine, King Abdul Aziz University

**KPI # 5:** Proportion of Programs in which there was independent verification, within *the institution*, of standards of student achievement during the year.

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

<b>Actual Benchmark</b>	<b>Target Benchmark</b>	<b>Internal Benchmark*</b>	<b>External Benchmark**</b>	<b>New Target Benchmark</b>
100 %	100 %	100 %	100%	100 %

### **Analysis**

The college regularly consistently conducts independent verification of student achievement in the last three years. Based on that, the internal benchmark is fixed as 100% and the new target for the next year is also fixed as 100%.

### **Strengths**

- Since its inception, the college has followed the system of multiple examiners.
- All the courses in the exam are prepared and conducted by multiple faculty members.

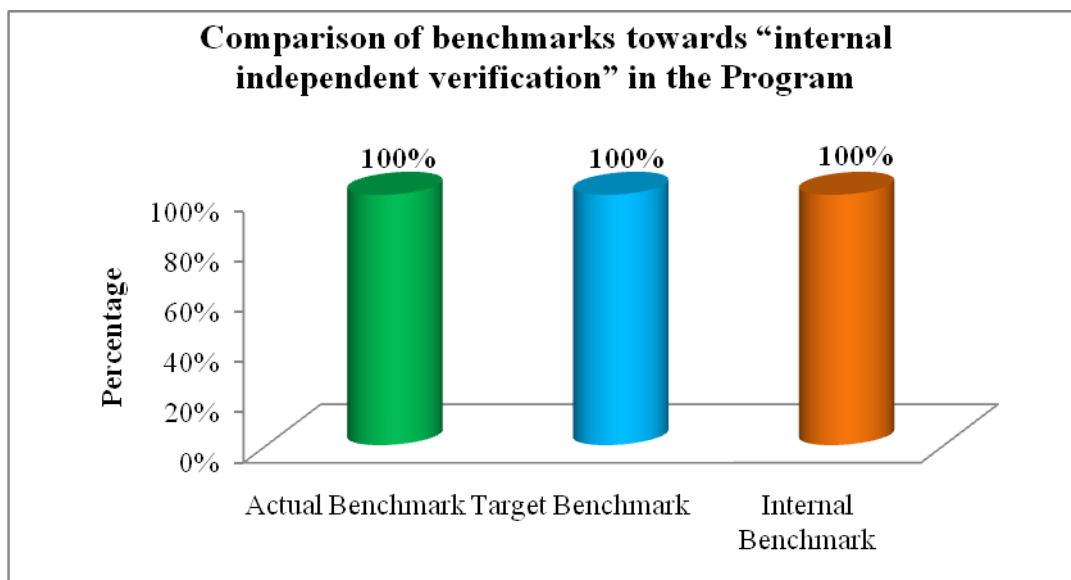


Figure 12: Comparison of benchmarks towards “internal independent verification” in the Program

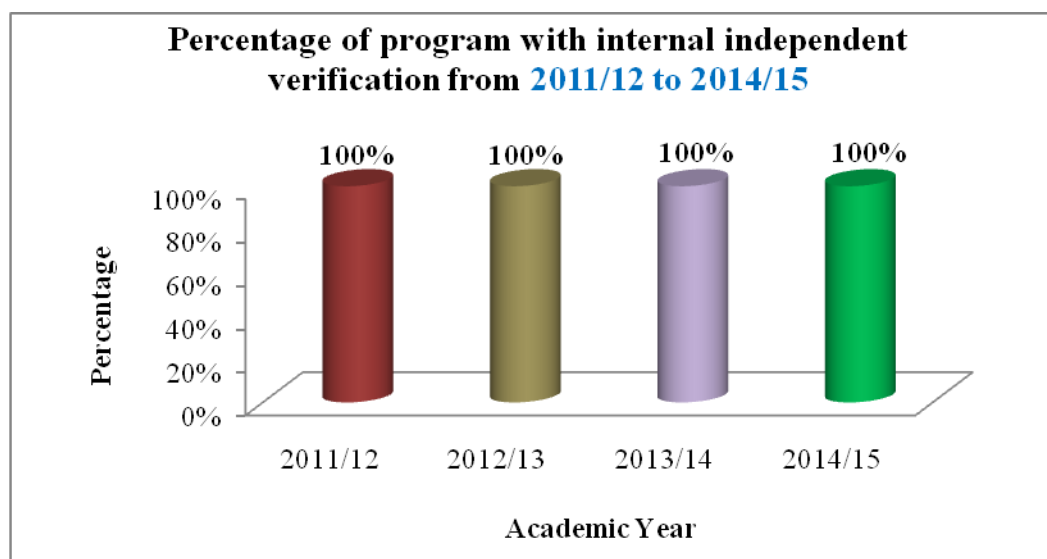


Figure 13: Percentage of program with internal independent verification from 2011/12 to 2014/15

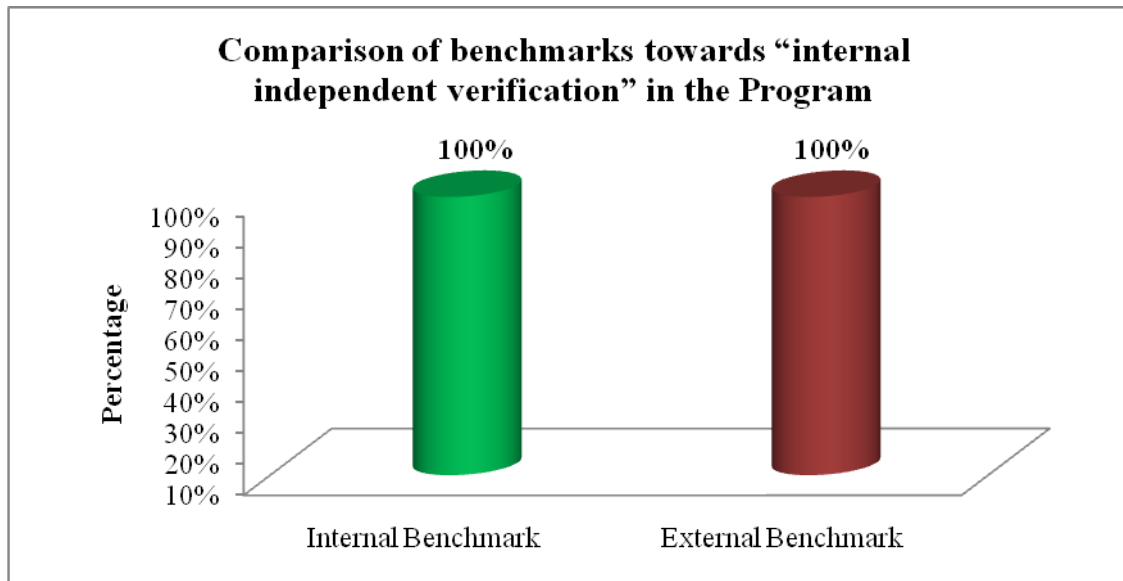


Figure 14: Comparison showing the Percentage of program with internal independent verification between the internal benchmark score and external benchmarking partner

**\* Explain:**

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

The internal benchmark provider was chosen because the only source of data collection was Academic Affairs of the college whose primary responsibility is to maintain data on examinations.

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

The system of multiple examiners has been followed since the inception of the college. Therefore, the target and internal benchmarks were retained (100%). The college underlines the maintenance of continuity of the system so the new target benchmark was also kept at 100%.

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

- Vice Deanship for Academic affairs, COM

**\*\* Explain:**

**1. Why this external benchmark provider was chosen.**

The external benchmarking partner was chosen based on comparability of infrastructural facilities required for the programs across KSA and the availability of data as required by the NCAAA. Accordingly, the college of Medicine attached with King Abdul Aziz University is chosen as benchmarking partner

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

This benchmark was calculated based on the similar practice adopted by the benchmarking partner through induction of internal co-examiner in the assessment process.

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

College of Medicine, King Abdul Aziz University

**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.

NCAAA KPI Reference Number : **S3.4**

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
<b>100 %</b>	100 %	100 %	100%	100 %

### Analysis

The college regularly consistently conducts independent verification of student achievement by external examiner since 2011-12. Based on that, the internal benchmark is fixed as 100% and the new target for the next year is also fixed as 100%.

### Strengths

- The college has the system of verifying the standards of most examinations, particularly, the Final Certifying Examination through external examiners from other institutions.
- Graduates of the College participate in a formal independent assessment of exit competence (Saudi Licensing Examination) by the Saudi Commission for Health specialties. Through this system, the graduates are benchmarked against those of other colleges of medicine in Saudi Arabia.



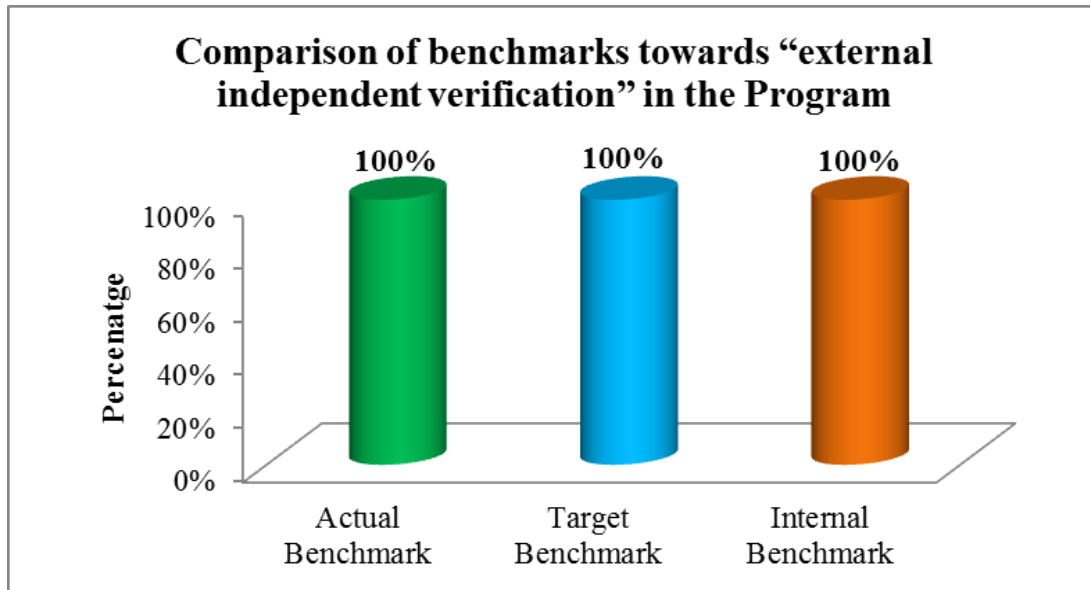


Figure 15: Comparison of benchmarks towards “external independent verification” in the Program

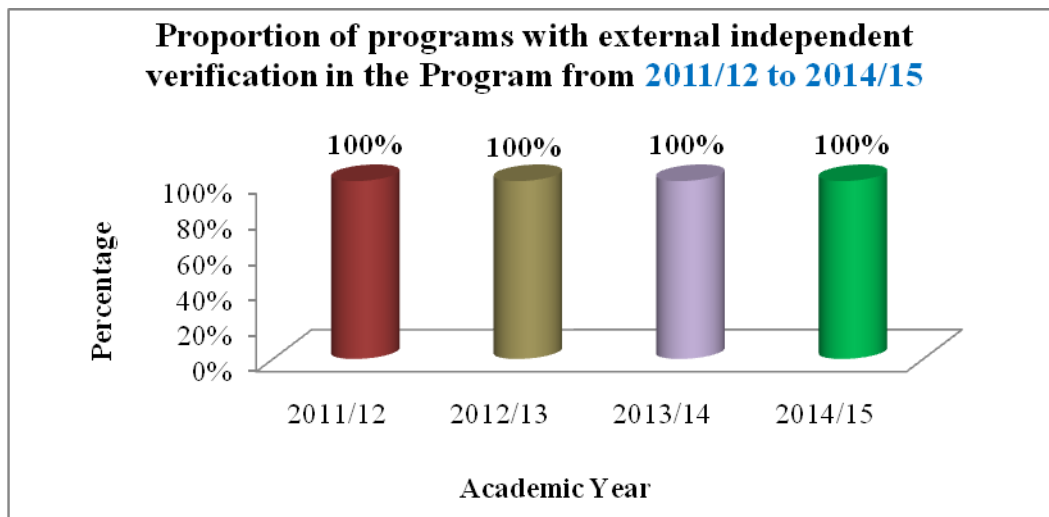
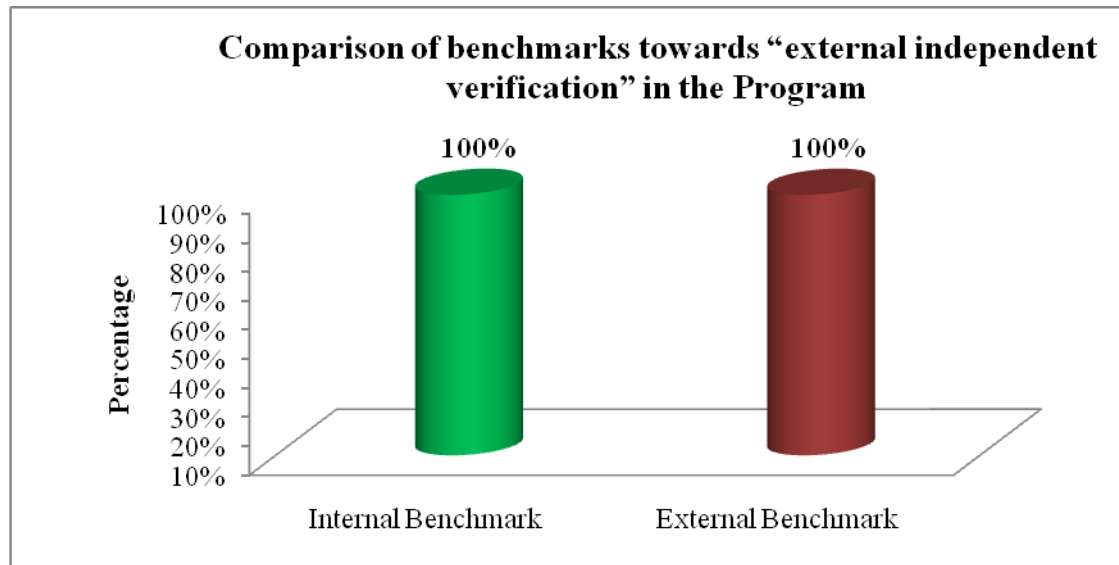


Figure 16: Proportion of programs with external independent verification in the Program from 2011/12 to 2014/15



*Figure 17: External independent verification in the Program between College of Medicine, UOD and its external benchmarking partner*

**\* Explain:**

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

The only source of data was from the Vice Deanship for Clinical affairs of the college whose primary responsibility is to maintain the results of the Saudi Licensing exam .

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

The system of external independent verification has been followed since 2011/12. The internal benchmark was derived from the average of the past 3 year's data. The target (2014/15) was kept as 100% and has been achieved in the current year (2014/15). The college focuses on maintaining continuity in the system, so the new target benchmark was retained as 100%.

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

- Vice Deanship for Clinical Affairs, COM

**\*\* Explain:**

**1. Why this external benchmark provider was chosen.**

The external benchmarking partner was chosen based on comparability of infrastructural facilities required for the programs across KSA and the availability of data as required by the NCAAA. Accordingly, the college of Medicine attached with King Abdul Aziz University is chosen as benchmarking partner

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

This benchmark was calculated based on the similar practice adopted by the benchmarking partner through system of verifying the standards of most examinations, particularly, the Final Certifying Examination through external examiners from other institutions.

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

College of Medicine, King Abdul Aziz University

## Standard 4 - Learning and Teaching

**KPI #7:** Ratio of students to teaching staff.

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

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
5 : 1	5 : 1	6 :1	5:1	5 :1

### Analysis

The ratio of students to teaching staff is considered as one of Key indicator for enhancing the quality of teaching and learning process. The internal benchmark for the students to faculty ratio is measured as 6:1 and accordingly, the target was fixed as 5:1 as a measure to optimize this ratio for the academic year 2014-15. While measuring the actual performance for the academic year 2014-15, it is observed that the ratio is found to be 5:1. Further, the College attempted to collect the external benchmark data so as to ascertain the performance of its partner. It is found that the same ratio of the College of Medicine, King Abdul Aziz university is perceived as 5:1 for the academic year 2014-15. Even though the target is achieved, and by taking in to consideration of the current year performance, internal & external benchmarking data as well as the anticipated students' intake for the academic year 2015-16, it is decided to retain the current target and the new target benchmark for the next academic year is fixed as 5:1.

### Recommendation

- It is recommended that an external benchmark be compared to actual benchmarks both at the similar national or international programs
- The college management needs to plan an appropriate students-teaching staff ratio depending on the students' admission rate.
- It is recommended to hire more teaching staff if it aims to recruit more students in future.

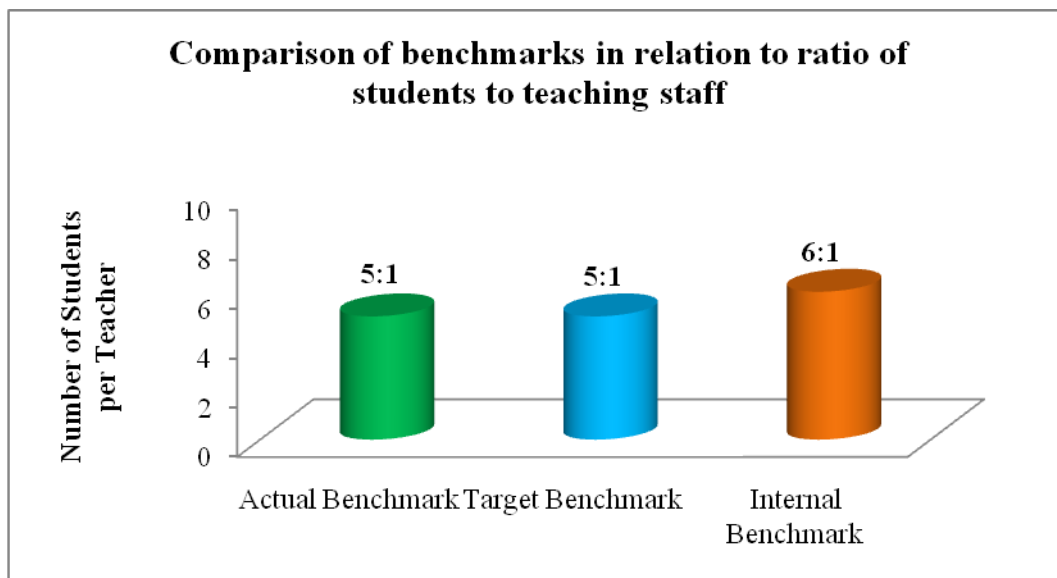


Figure 18: Comparison of benchmarks in relation to ratio of students to teaching staff

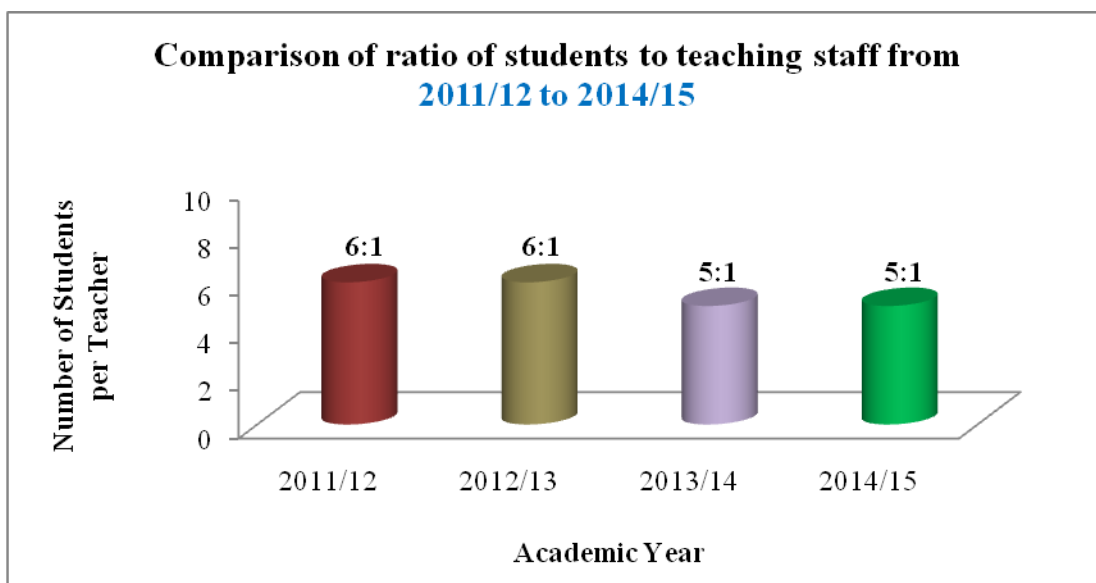


Figure 19: Comparison of ratio of students to teaching staff from 2011/12 to 2014/15

\* **Explain:**

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

The source of data was from the office of the Academic Affairs of the college, which maintains students' data. The only source of data on the teaching staff, was the Vice Deanship of Quality and Development, College of Medicine which collects and maintains these data and hence both were chosen.

## 2. How the benchmark was calculated.

The ratio was calculated by dividing the total number of students in the college with the total number of full time teaching staff working in the college on the same academic year. The ratio was calculated for the years 2011/12, 2012/13 & 2013/14 and the average was used as the internal benchmark. The target for 2014/15 was kept lower than the internal benchmark so as to provide optimal resources for the students. By taking in to consideration of the current year performance, internal & external benchmarking data as well as the anticipated students' intake for the academic year 2015-16, it is decided to retain the current target and the new target benchmark for the next academic year is fixed as 5:1.

## 3. Name of the internal benchmark provider.

- Office of the Academic affairs, COM (Students data)
- Vice Deanship for Quality and Development, COM (Teaching staff data)

### \*\* Explain:

## 1. Why this external provider was chosen.

Keeping in view of good practice, two specific criteria has been fixed to choose the external benchmarking partner viz.

- (i) Comparability of Infrastructural facilities required for the programs across KSA
- (ii) Availability of data as required by the NCAAA.

Accordingly, College of Medicine attached with King Abdul Aziz university was chosen as benchmarking partner keeping in view of Comparability. Moreover, it also attained institutional accreditation as like UOD.

## 2. How the benchmark was calculated.

Ratio of students to teaching staff = Total number of students/Total number of full time teaching staff in College of Medicine

## 3. Name the external provider.

College of Medicine belonging to King Abdul-Aziz (KAU) University

**KPI # 8:** Students overall rating on the quality of their courses. *(Average rating of students on a five- point scale on overall evaluation of courses.)*

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

Actual Benchmark	Target	Internal	External	New Target
------------------	--------	----------	----------	------------

	Benchmark	Benchmark*	Benchmark**	Benchmark
<b>Overall: 3.4</b> Male: 3.2 Female: 3.5	4	3.2	4	4

### Analysis

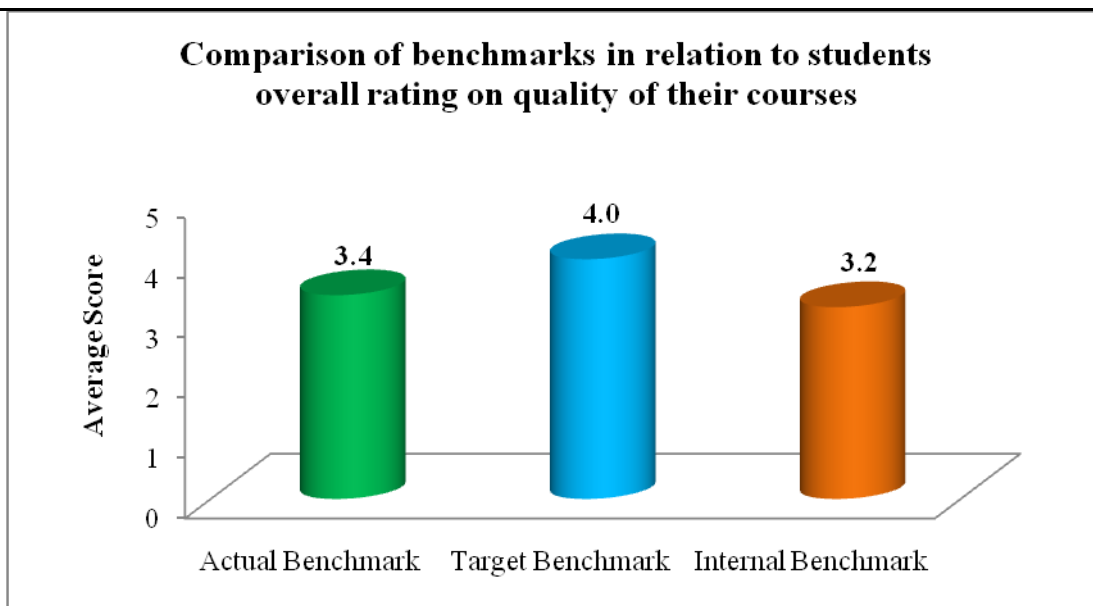
The students overall rating on the quality of their courses offered at the college of Medicine, UOD indicates 3.4 in a five point Likert scale. Specifically, the female students rated it as 3.5 which is slightly higher than the Male students (mean=3.2). While comparing three years trend data, it is observed that there is a consistent increase in rating and it is recorded as 3.1 and 3.4 for the academic years 2012-13, 2013-14 respectively. Accordingly, the internal benchmark is calculated as 3.2 using the two years trend data of the college. Further comparison has been carried out by comparing the current performance of college of Medicine, UOD with its counterpart attached with King Abdul Aziz University. It is observed that the college of Medicine attached with UOD (mean=3.4) performance is slightly less than the college attached with King Abdul Aziz University (mean=4). Since the current performance is found to be less than the target fixed for the academic year 2014-15, the existing target is retained for the next academic year 2015-16.

### Strengths

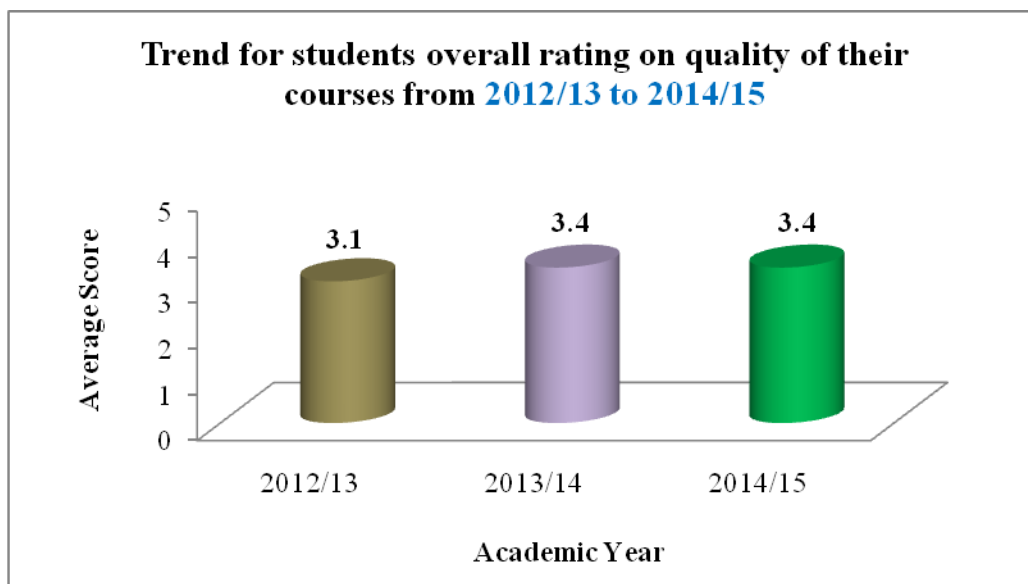
- The majority of the courses taught were rated by the students as satisfactory with a good response rate.
- There is a consistent increase in course evaluation rating by the students since last three years.
- The Dean & Vice Dean for Quality and Development discussed the results of the survey and set up a forum for discussion separately with students and chairpersons of all departments.

### Recommendations

- External benchmark is recommended to compare actual benchmarks to similar programs offered at both national and international level to adopt good practice.
- It is advised to analyze the open-ended Questions in this survey to ascertain the hidden perception of the students in a detailed manner.

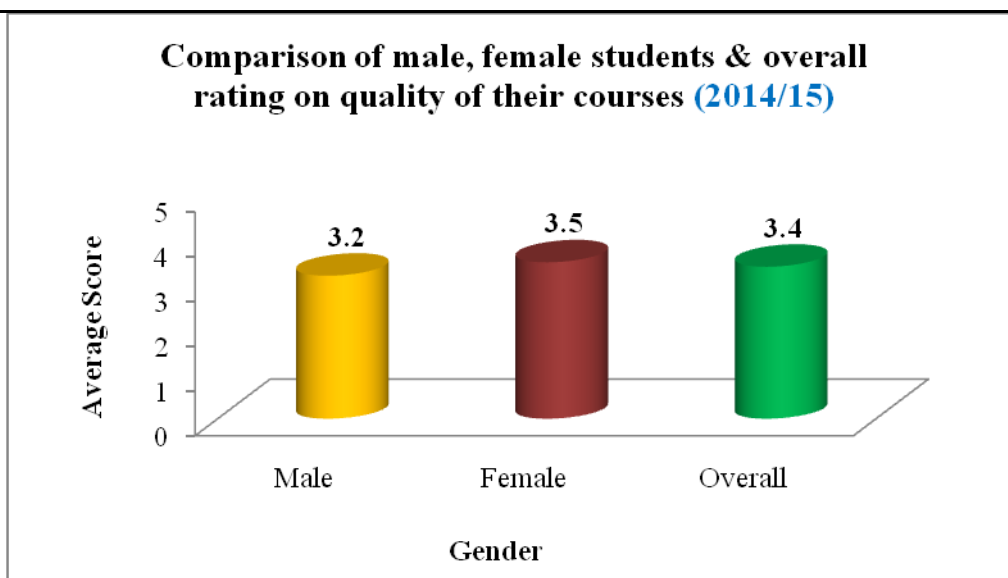


*Figure 20: Comparison of benchmarks in relation to students overall rating on quality of their courses*



*Figure 21: Trend for students overall rating on quality of their courses from 2012/13 to 2014/15*





*Figure 22: Comparison of male, female students and overall rating on quality of their courses (2014/15)*

**\* Explain:**

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

The Deanship of Quality & Academic Accreditation (DQAA) at the institutional level conducts the Course evaluation survey (CES), analyzes and maintains the data. The Vice Deanship for Quality and Development of the college also maintains the reports of analyses for all courses. Therefore, both were chosen.

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

The Course evaluation Survey (CES) has been done regularly since the year 2011/12. The “internal benchmark” was based on previous performances. The target was then fixed higher than the internal benchmark. Since the “target (2014/15)” was not achieved, we decided to retain the same score as the “new target benchmark”.

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

- Deanship of Quality & Academic Accreditation (DQAA)
- Vice Deanship for Quality and Development, College of Medicine

**KPI #9:** Proportion of teaching staff with verified doctoral qualifications.

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

**\*\* Explain:**

**1. Why this external provider was chosen.**

Keeping in view of good practice, two specific criteria has been fixed to choose the external benchmarking partner viz.

- (i) Comparability of Infrastructural facilities required for the programs across KSA
- (ii) Availability of data as required by the NCAAA.

Accordingly, college of Medicine attached with King Abdul Aziz university was chosen as benchmarking partner keeping in view of comparability. Moreover, it also attained institutional accreditation like UOD.

**2. How the benchmark was calculated**

Students' overall rating on the quality of their courses( Average rating of students on a five point scale on overall evaluation of courses) = Sum of the scores of CES /No of students who responded to the survey (CES)

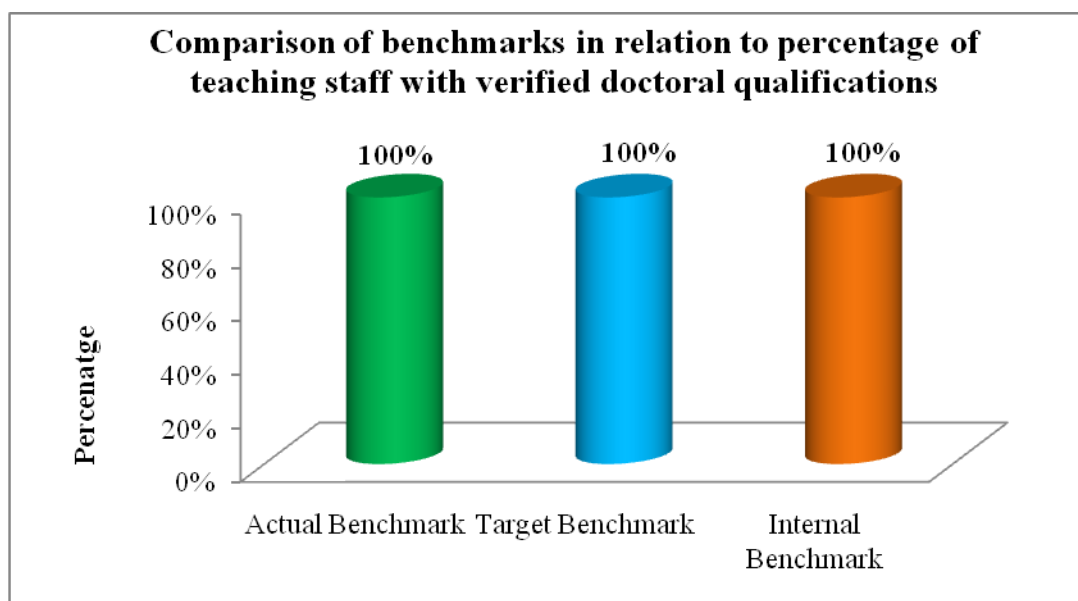
**3. Name the external provider.**

College of Medicine belonging to King Abdul-Aziz (KAU) University

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
100%	100%	100%	97%	100%

### Analysis

At the College of Medicine attached with UOD, it has been observed that the percentage of teaching staff with verified PhD qualification is 100% since the college adopted the policy of allowing only the candidates with PhDs or equivalent to teach students. Further analysis was carried with respect to previous years data, it was reported as 100% for the years 2012/2013 and 2013/2014. Moreover, the performance of College of Medicine attached with UOD (100%) is found to be better than its counterpart belonging to the King Abdul Aziz University (97%) with respect to the current academic year 2014-15



*Figure 23: Comparison of benchmarks in relation to percentage of teaching staff with verified doctoral qualifications*

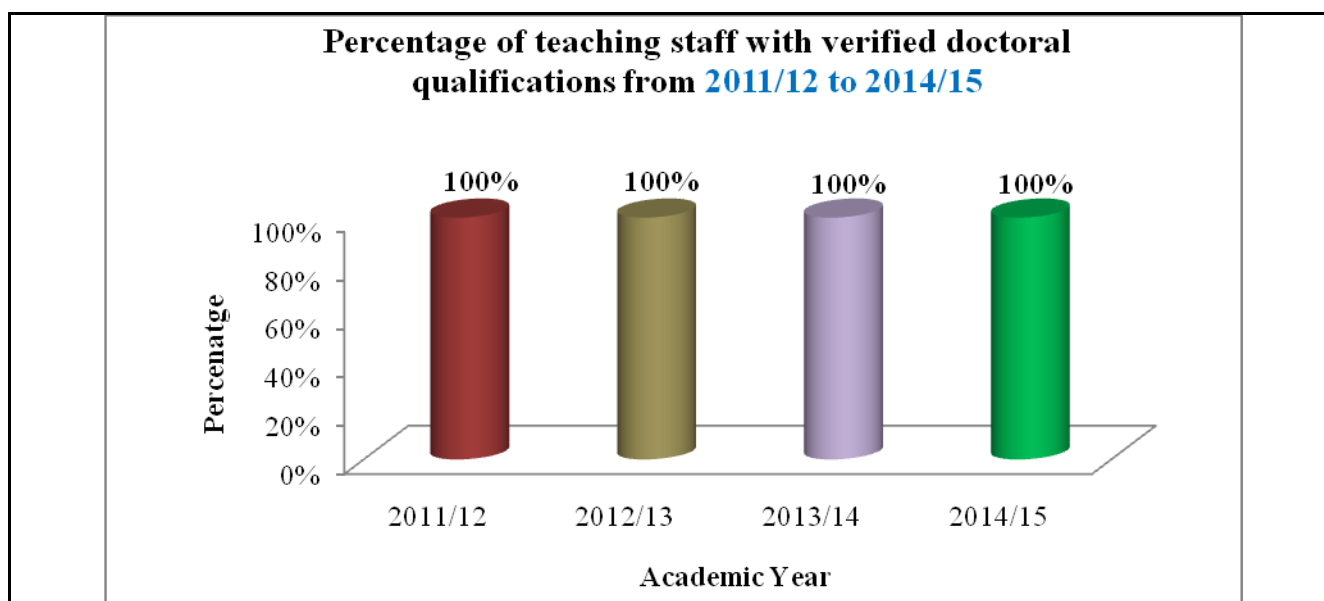


Figure 24: Percentage of teaching staff with verified doctoral qualifications from 2011/12 to 2014/15

## Recommendations

- Even though the proportion is better than its benchmarking partner, it is recommended to maintain the current performance and also recruit more staff with verified doctoral qualifications to handle expected students load.
- External benchmark is recommended to compare actual benchmarks to similar programs offered at both national and international level to adopt good practice.

### \* Explain:

#### 1. Why this internal benchmark provider was chosen.

The source of data on the qualifications of teaching staff was the Deanship of Faculty & Personnel Affairs since they maintain the CVs of all teaching staff. Also, the Vice Deanship of Quality and Development, College of Medicine collects and maintains these data and hence both were chosen as internal benchmark provider.

#### 2. How the benchmark was calculated.

The percentage is calculated by dividing the “total number of teaching staff with doctoral qualification to the total number of teaching staff working in the college of Medicine in that particular academic year”. This percentage has been calculated for years 2012/13 & 2013/14 as past performances and its average was considered as “internal benchmark”. The target was then fixed higher than the internal benchmark. Based on the mandatory practice of the College and past performance, the target benchmark was kept as 100%. Since this target has been achieved, the steering committee decided to retain the same score as the “new

target benchmark” by keeping in view of the strategic plan of the college

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

- Deanship of Faculty & Personnel Affairs
- The Vice Deanship of Quality and Development, College of Medicine

**\*\* Explain:**

**1. Why this external provider was chosen.**

Keeping in view of good practice, two specific criteria has been fixed to choose the external benchmarking partner viz.

- (i) Comparability of Infrastructural facilities required for the programs across KSA
- (ii) Availability of data as required by the NCAAA.

Accordingly, college of Medicine attached with King Abdul Aziz university was chosen as benchmarking partner keeping in view of comparability. Moreover, it also attained institutional accreditation like UOD.

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

Percentage of teaching staff with verified doctoral qualifications =  $\left[ \frac{\text{No. of teaching staff with doctoral qualifications}}{\text{Total No. of teaching staff}} \right] \times 100$

**3. Name the external provider.**

College of Medicine belonging to King Abdul-Aziz (KAU) University

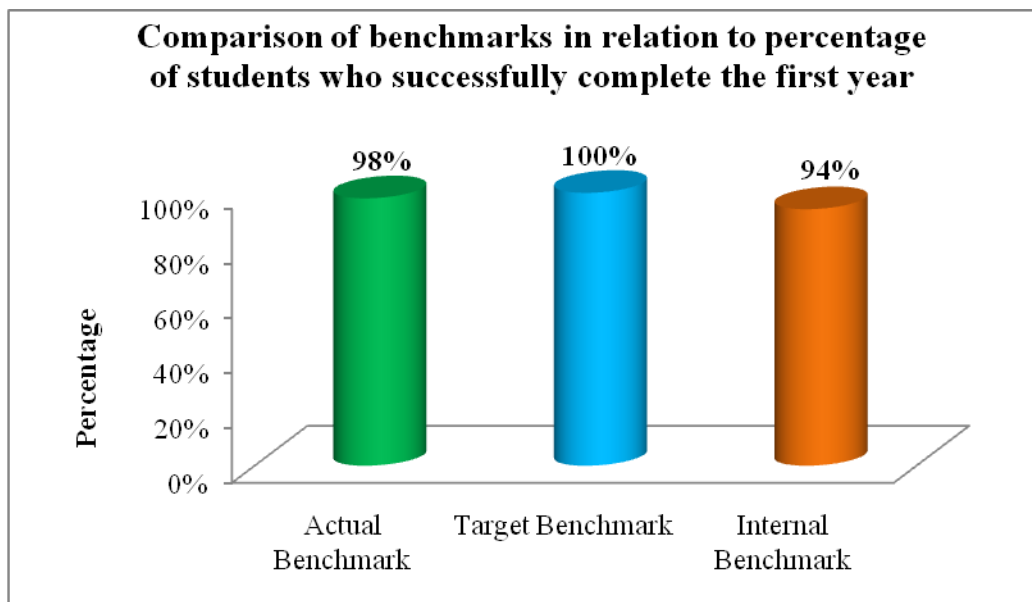
**KPI #10:** Percentage of students who successfully complete first year of their programs.

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

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
<b>Overall: 98 %</b> Male: 97 % Female: 98 %	100%	94%	-	100%

### Analysis

The actual result indicates that the percentage of students who entered and successfully completed the first year of their programs in the year 2014-2015 was **98% (Male 97% & Female 98%)**. The current score is lower than the target, but exceeds the past performance/internal benchmark. The college has adopted various measures to improve the quality of teaching and the overall learning experience. Based on the existing performance, the new target was retained at 100% for the next academic year.



*Figure 25: Comparison of benchmarks in relation to percentage of students who complete the 1st year*

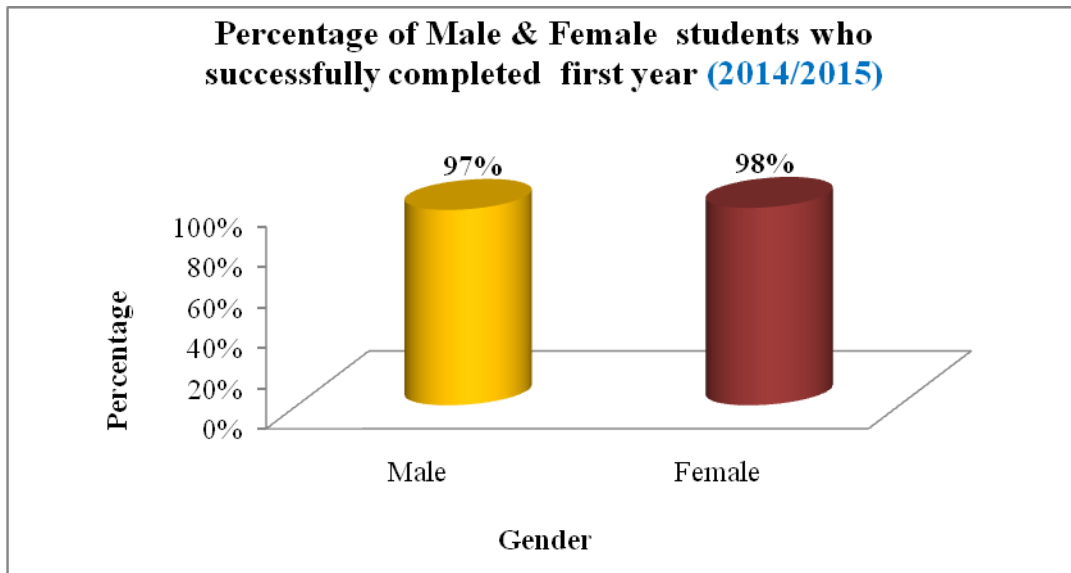


Figure 26: Percentage of Male & Female students who completed the 1<sup>st</sup> year in 2014/15

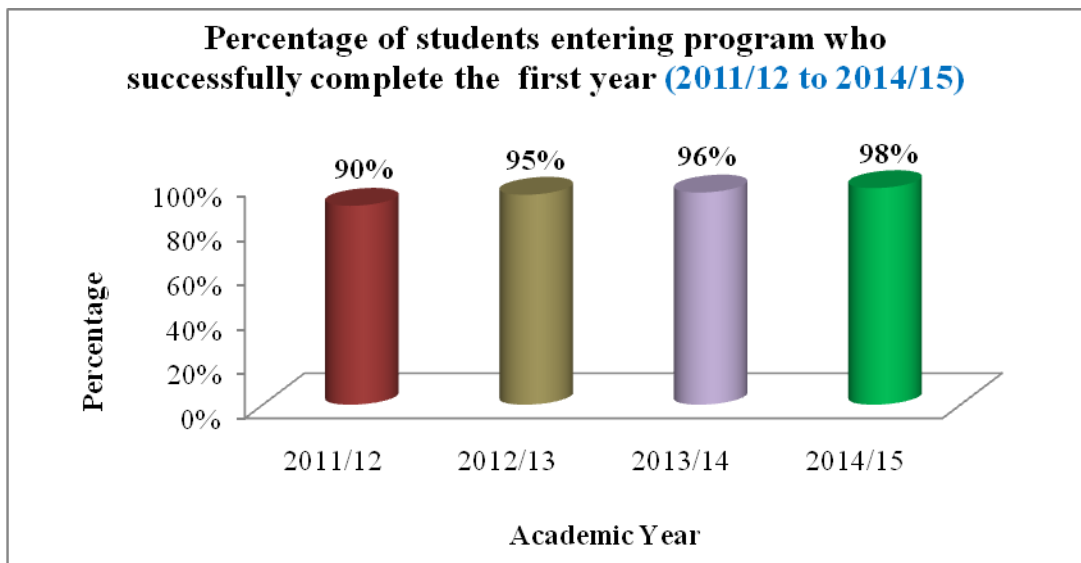


Figure 27: Percentage of students who complete the 1<sup>st</sup> year (2011/12 to 2014/15)

**\* Explain:**

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

The source of data was the Deanship of Admission and Registration which maintains and control data on student's results at the institutional level and the Vice dean of Academic affairs of the college of Medicine which utilizes the data. Therefore, both were chosen.

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

The average results of the past performances i.e. 2011/12 to 2013/14 were considered the "internal benchmark". The target was then fixed higher than the internal benchmark. Since the "target (2014/15)" has not been achieved, it was decided to retain the same score as the "new target benchmark" and maintain performance.

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

- Deanship of Admission and Registration
- Vice Dean - Academic affairs of the college.

**\*\* Explain:**

**1. Why this external provider was chosen.**

Nil

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

Nil

**3. Name the external provider.**

Nil



**KPI #11:** Proportion of students who enter undergraduate programs and who complete the program in minimum time.

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

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
<b>Overall = 0.57</b> Female: 0.683 Male: 0.46	0.70	0.63	0.84	0.70

The proportion of students entering undergraduate programs who complete those Programs in minimum time is 0.57 (Female: 0.68 & Male: 0.46) for the academic year 2014/15. Also, the proportion of students entering undergraduate nursing programs who complete the programs in minimum time is reported as 0.62, 0.60 and 0.68 for the years 2011-12, 2012-13 and 2013-14 respectively. Based on precious year's data, the internal benchmark is fixed as 0.63. Since the current performance (0.57) is found to be less when compared with the internal benchmark, external benchmark (0.84) and the target fixed (0.70) for the academic year 2014-15, the new target has been retained as 0.70 where the college strives on continual basis to improve its performance by devising appropriate strategies.

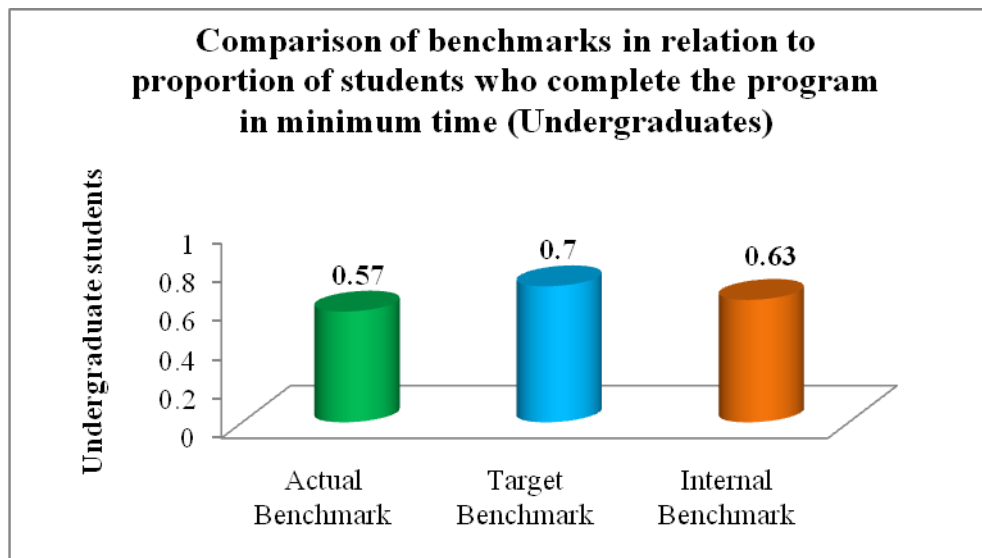


Figure 28: Comparison of benchmarks in relation to proportion of students who complete the program in minimum time.

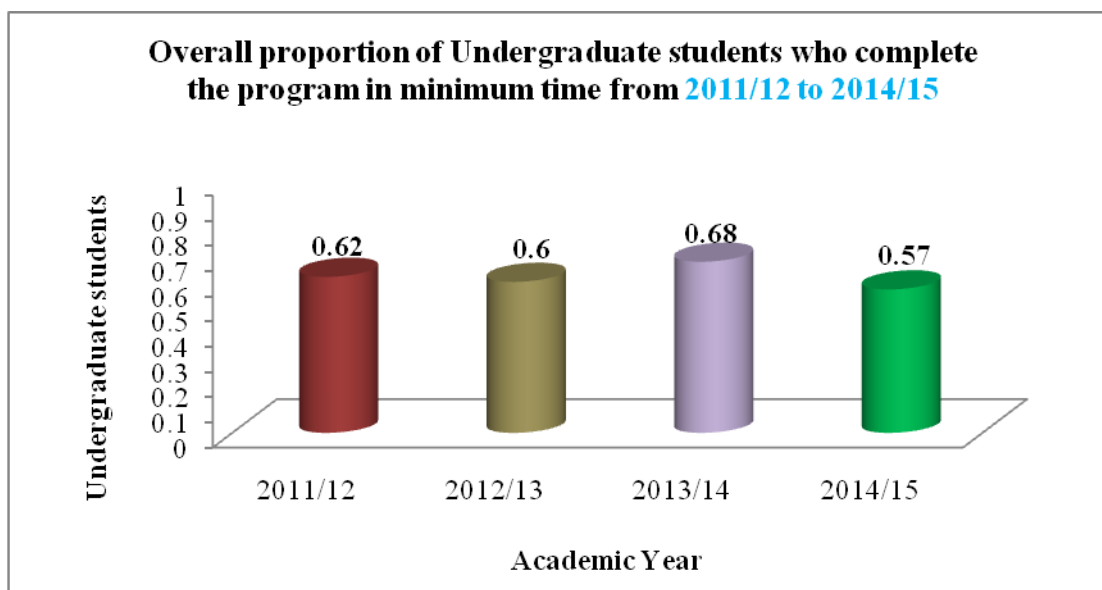


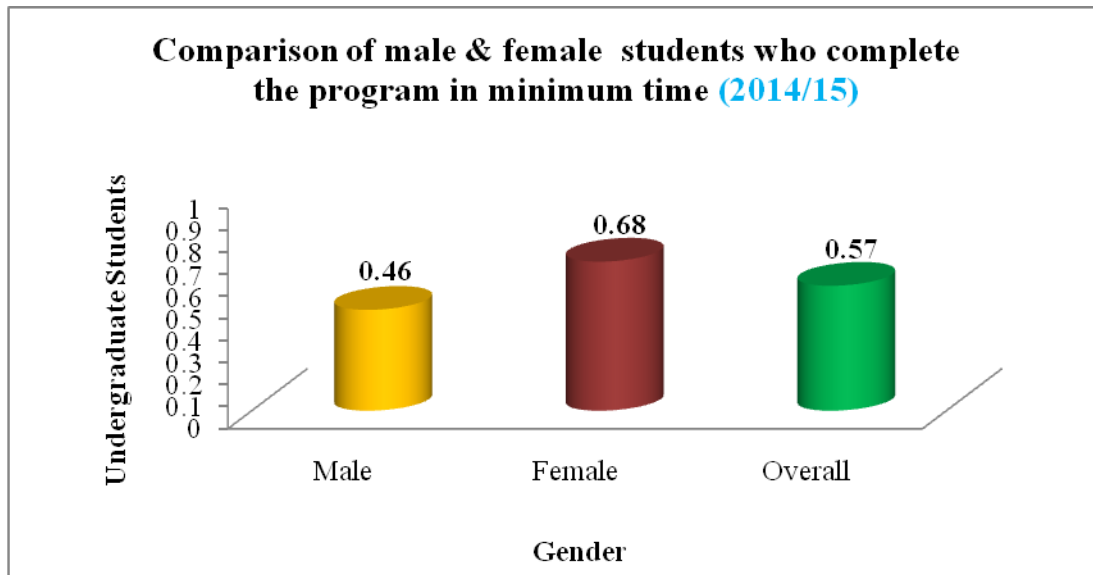
Figure 29: Comparison of proportion of students who complete the program in minimum time from 2011/12 to 2014/15

Following reasons might be attributed to the drop in the completion rate in the year 2014/15 viz.

- Students' dropouts in the first & third year of the program.
- Alternative scholarship program.
- Criteria for 1<sup>st</sup> year to 2<sup>nd</sup> year progression i.e. the GPAs required were probably low, and representation of scientific subjects was also low.
- Adaptability of students in the II year with the courses & assessment methods.
- After the sudden closure of two colleges in the nearby region, a few students from those colleges were admitted to the college of Medicine, on the decision of higher authorities.

### Recommendations

- An external benchmark is required for a comparison of actual benchmarks to similar national or international programs
- Closely monitor the assessment methods through "blue print and item analysis" and discuss the results at the College Board.



*Figure 30: Comparison of male & female students who complete the program in minimum time - 2014/15*

**\* Explain:**

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

The sources of data were the Deanship of Admission and Registration which maintain and control data on student's results at the institutional level and the office of Academic affairs of the college which utilizes these data. Hence both of them were chosen.

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

The average results of the past performances i.e. 2011/12, 2012/13 & 2013/14 were considered as "internal benchmark". The target was then fixed higher than the internal benchmark. Since the actual / current year score didn't achieve the target (2014/15), the committee decided to retain the same target as "new target benchmark".

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

- Deanship of Admission and Registration
- Vice Deanship for Academic affairs, COM.

**\*\* Explain:**

**1. Why this external provider was chosen.**

Keeping in view of good practice, two specific criteria has been fixed to choose the external benchmarking partner viz.

- (i) Comparability of Infrastructural facilities required for the programs across KSA
- (ii) Availability of data as required by the NCAAA.

Accordingly, college of Medicine attached with King Abdul Aziz university was chosen as benchmarking partner keeping in view of comparability. Moreover, it also attained institutional accreditation like UOD.

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

The percentage was calculated as (Percentage of students successfully completing the program in minimum time/Total number of students enrolled in the program in a specified year or enrolment batch) X 100

**3. Name the external provider.**

College of Medicine belonging to King Abdul-Aziz (KAU) University

**KPI #12: Graduation Rates for Post-Graduate Students:** Proportion of students who enter and complete post-graduate programs in the specified time.

NCAAA KPI Reference Number: **S4.6**

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
Overall = 0.63	0.90	0.86	Nil	0.90

**Analysis:**

- The college of Medicine has the post graduate programs mentioned below:
  1. **MSc Programs (2 years):** Anatomy. Physiology, Biochemistry, Clinical Psychology, and Occupational health
  2. **PhD (4 years):** Physiology
  3. **Clinical Fellowships (5 years):** Pathology, Clinical Microbiology, Diagnostic Radiology, Neurosurgery. Neurology, and Ophthalmology
- The MSc programs were not completed on time, on account of the delay in the submission of dissertations. They were, therefore not considered in the calculation of the KPI.
- The college had only one candidate (female) for the PhD program (Physiology) in the year 2007/08 and completed it on time in the year 2011/12. Since then the college has not had any candidates for this program. The reason is that very few candidates choose physiology as their area of specialization; therefore, this was also not considered for calculation of the KPI since there was data for only one year.
- Only the *clinical fellowships* were considered for this KPI. The data was collected, and the cohort tracked from 2007/08 to 2009/10 graduating in 2012/13 to 2014/15.
- The current year completion rate for the fellowships is lower than both the actual & target benchmark.
- The college will devise action plans to improve enrolments and results.

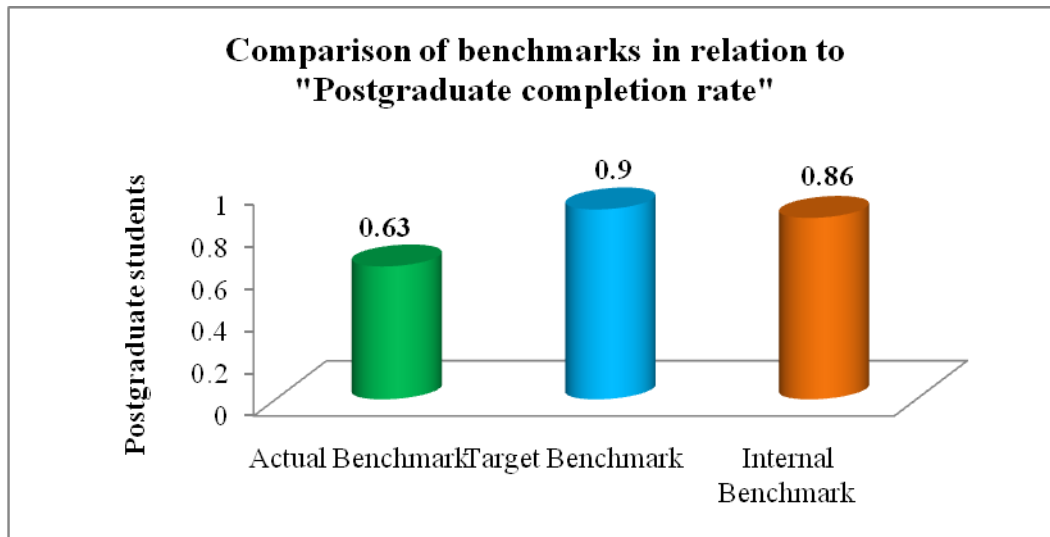


Figure 31: Comparison of benchmarks in relation to percentage of students who complete the program in minimum time.

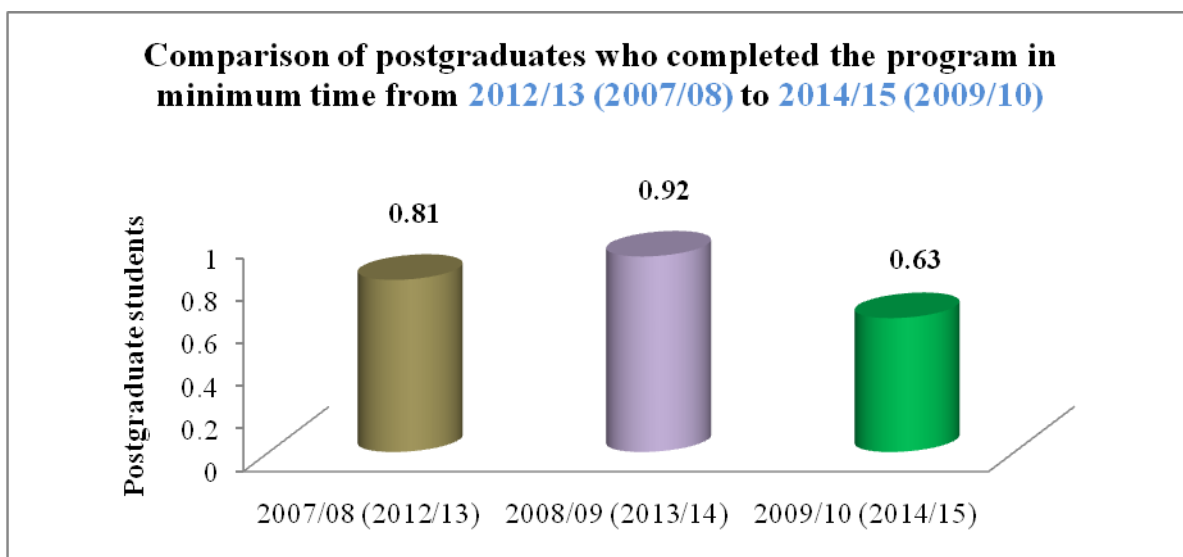


Figure 32: Comparison of percentage of postgraduates who complete the program in minimum time from 2007/08 to 2009/10

### Recommendation

- An external benchmark is required for a comparison of actual benchmarks to similar national or international programs.

### Action plans

- The college has plans to review the MSc programs in collaboration with one of

*leading universities in USA.*

- Efforts will be made to advertise the PhD program. The college also plans to include other specializations in the coming years.
- In order to improve the results of the clinical fellowship program, the college is collaborating with the “*Royal College of Physicians & Surgeons*” in Canada to determine the means whereby the college may improve the quality of the fellowships.

**\* Explain:**

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

The Vice Deanship for Post graduate studies & Scientific Research of the college **were** chosen because it was only source of data. The deanship maintains and controls data on student's results.

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

The average results of the past performances i.e. 2012/13 & 2013/14 were considered as “internal benchmark”. The target was then fixed higher than the internal benchmark. Since the actual / current year score didn't achieve the target (2014/15), the committee decided to retain the same target as “new target benchmark”.

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

- Vice Deanship for Postgraduate studies & Scientific Research, COM.

**\*\* Explain:**

**1. Why this external provider was chosen.**

Nil

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

Nil

**3. Name the external provider.**

Nil

**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

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

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
<ul style="list-style-type: none"> <li>Employed = 8%</li> <li>Further studies =86%</li> <li>Unemployed = 6%</li> </ul>	---	----	100%	---

#### Analysis:

The Alumni unit of the college initiated and collected data for the purpose of this KPI on the status of graduates within six months of graduation for the year 2013/14. The data for 2014/15 can only be collected after six months. Thus the actual/current year score is for 2013/14. The college will analyze the trend and come up with “Internal benchmark & targets” for each category.

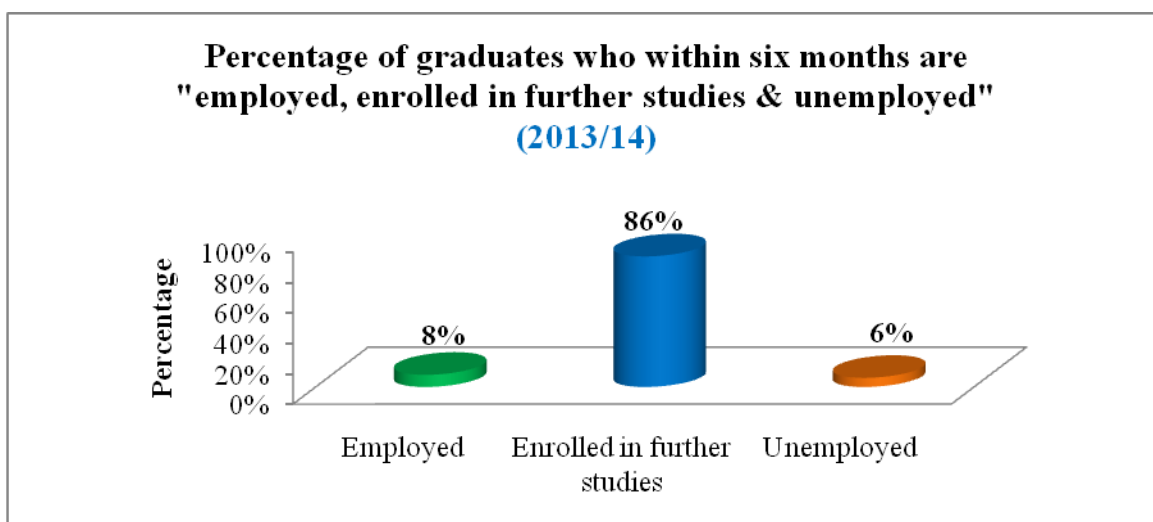


Figure 33: Status of graduates within six months of graduation (a) employed (b) enrolled in further study (c) not seeking employment (2013/14)

#### Strengths

- The college recently established an “Alumni unit”.
- The college annually conducts an Alumni meet and has conducted “*six annual alumni reunions*” so far.



- At the institutional level a “career forum”, which is a platform for job opportunities for the fresh graduates, has been organized for the past 3 years .

### **Recommendations**

- The alumni office needs to find innovative approaches to keep in touch with Alumni.
- The alumni office of the college should continue to track the status of the graduates periodically.
- An External benchmark is required for a comparison of actual benchmarks to similar national or international programs.

#### **\* Explain:**

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

Various sources were considered for the collection of data on the status of graduates. At the institutional level, data on students who had enrolled for further studies were obtained from the Deanship of Postgraduate studies which keeps the records / data. At the college level, the Alumni Unit collects / tracks the status of graduates. These two stakeholders were chosen.

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

The proportion of graduates from undergraduate programs who within six months of graduation were employed/unemployed/enrolled in studies =  $\frac{\text{Number of graduates employed/unemployed/enrolled in studies}}{\text{Total number of graduates from undergraduate programs six months of graduation}}$ . The status of graduates for the year 2013/14 was considered “Actual” since the data for 2014/15 can only be collected after six months. Since the data was collected for the first time for the calculation of the KPI, internal & target benchmark was not possible. The college will analyze the trend and provide “targets” for each category.

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

- Deanship of Postgraduate studies
- Alumni office of the College

#### **\*\* Explain:**

##### **1. Why this external provider was chosen.**

Keeping in view of good practice, two specific criteria have been fixed to choose the external benchmarking partner viz.

- (i) Comparability of Infrastructural facilities required for the programs across KSA
- (ii) Availability of data as required by the NCAAA.

Accordingly, college of Medicine attached with King Abdul Aziz university was chosen as benchmarking partner keeping in view of comparability. Moreover, it also attained institutional accreditation like UOD.

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

The proportion of graduates from undergraduate programs who within six months of graduation were employed/unemployed/enrolled in studies =  $\text{Number of graduates employed/unemployed/enrolled in studies} / \text{Total number of graduates from undergraduate programs six months of graduation}$ .

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

College of Medicine belonging to King Abdul-Aziz (KAU) University

## Standard 5 - Student Administration and Support Services

**KPI # 14:** Ratio of students to administrative staff.

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

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
<b>Overall: 10:1</b> Male: 6:1 Female: 12:1	8:1	10:1	8:1	8:1

### Analysis

The calculation of administrative staff for this KPI has been calculated based on the number of administrative staff employed at both college and the clinical departments in the hospital (KFHU). The internal benchmark [10:1] was calculated based on the number of staff employed in the college in the last three academic years. As a measure to enhance the quality and to provide optimal students to administrative ratio, this ratio has been fixed as 8:1. After calculation, it is observed that the ratio of students to administrative staff at the college is found to be 10:1. Also, it is observed that the external benchmarking partner's ratio of students to administrative ratio is found to be 8:1. Since the actual benchmark equals the internal and external benchmark and it is found to be higher than the target [10:1], the committee decided to retain the target as new target benchmark for the next academic year. The male administrative staff in the college is predominantly more than the female staff in the college. Therefore, the female ratio is higher in "actual/current benchmark".

### Recommendations

- The college needs an additional 40 medical secretaries for the departments, administration and for the faculty.
- An external benchmark is required for a comparison of actual benchmarks to similar program offered at both national and international levels.

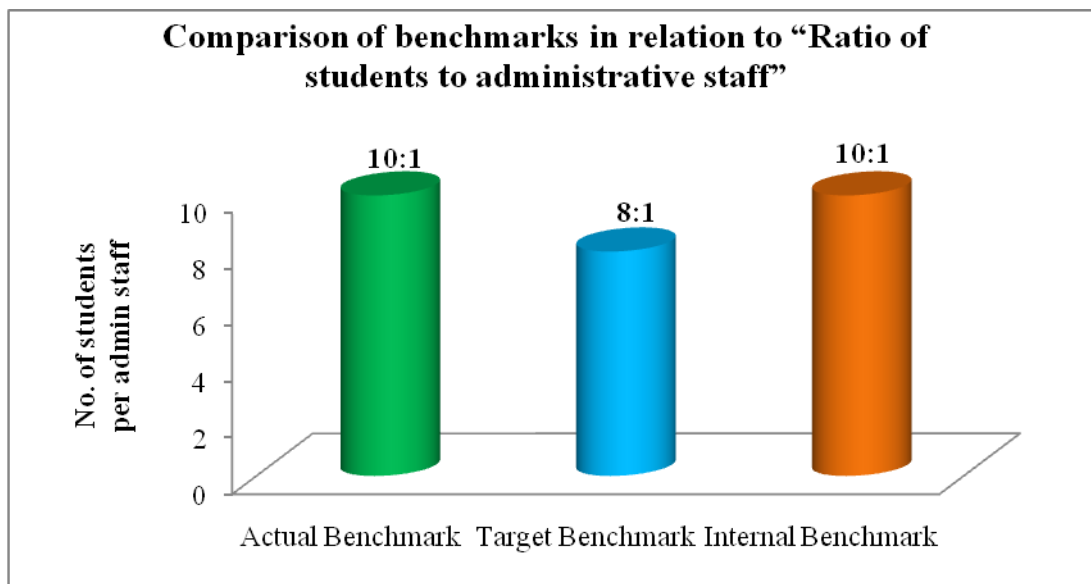


Figure 34: Comparison of benchmarks in relation to “Ratio of students to administrative staff”.

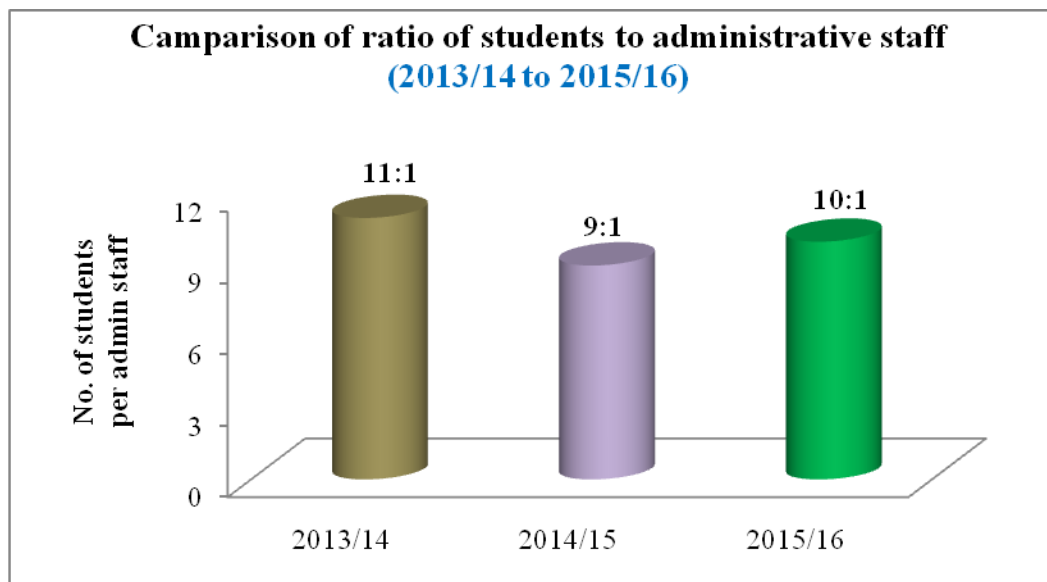


Figure 35: Ratio of students to administrative staff from 2013/14 to 2015/16

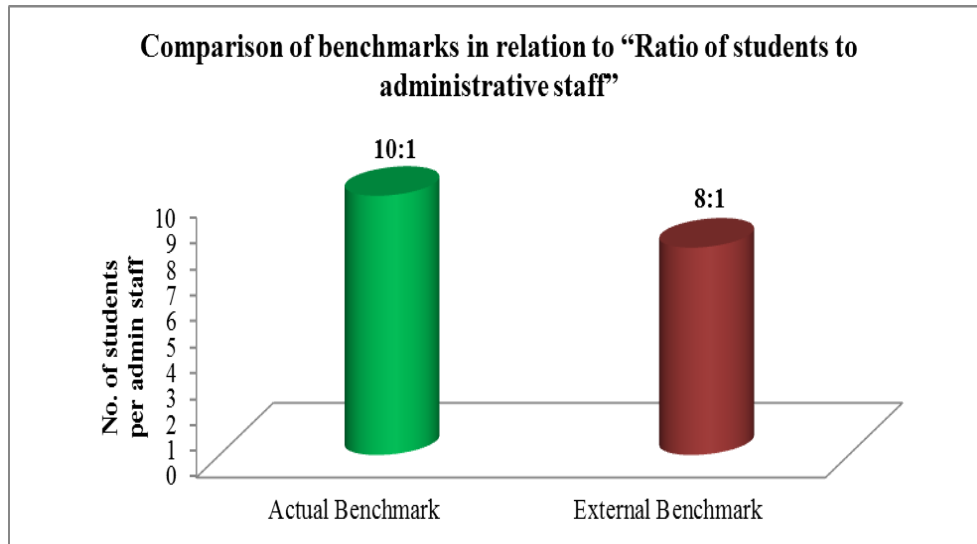


Figure 36: Comparison of the ratio of students to administrative staff between the College of Medicine, UOD and the college of Medicine, King Abdul Aziz University during the academic year 2014-15.

**\* Explain:**

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

The only sources of data were the office of the Dean, COM and Vice Dean for female affairs which maintain the data on administrative staff. The data on students were obtained from the office of Vice Dean – Academic Affairs.

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

The calculation was carried out by dividing the total number of students with the total number of administrative staff for the respective years. The “internal benchmark” was calculated by taking the average results of the similar ratio from 2013/14 – 2014/15. The target was then fixed lower than the internal benchmark. Since the “target (2014/15)” was not achieved, the committee decided to keep the same score as the “new target benchmark”.

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

- Office of the Dean, COM & Vice Dean for Female affairs (Male & female admin staff)
- Office of the Vice Dean for Academic Affairs (Students)

**\*\* Explain:**

**1. Why this external provider was chosen.**

Keeping in view of good practice, two specific criteria has been fixed to choose the external benchmarking partner viz.

- (i) Comparability of Infrastructural facilities required for the programs across KSA
- (ii) Availability of data as required by the NCAAA.

Accordingly, college of Medicine attached with King Abdul Aziz university was chosen as benchmarking partner keeping in view of comparability. Moreover, it also attained institutional accreditation like UOD.

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

Ratio of students to administrative staff = No of students divided by the number of administrative staff working in the college in that particular academic year.

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

College of Medicine belonging to King Abdul-Aziz (KAU) University

**KPI # 15:** 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.*)

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

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
3.1	4	3.9	3.6	4

### Analysis

The data of this KPI was obtained from “Item 1” (i.e. *adequacy of academic and career counseling available throughout the program*) of the Program Evaluation Survey (PES) which was conducted on a yearly basis. After taking into consideration of the previous year scores, the internal benchmark has been fixed as 3.9 and the target is fixed as 4. After calculation of the current year performance (2014-15), it is found the students *rating on the adequacy of academic and career counselling is measured as 3.1 on a five- point scale*. It is observed that the actual benchmark [3.1] found to be less than the internal benchmark [i.e. 3.9] and the target [i.e. 4]. However, while considering the external benchmarking score [3.6], it is observed bit higher [i.e. 3.1]. Since the fixed target is not achieved, the committee decided to retain the current target [i.e. 4] as the new target for the next forthcoming year

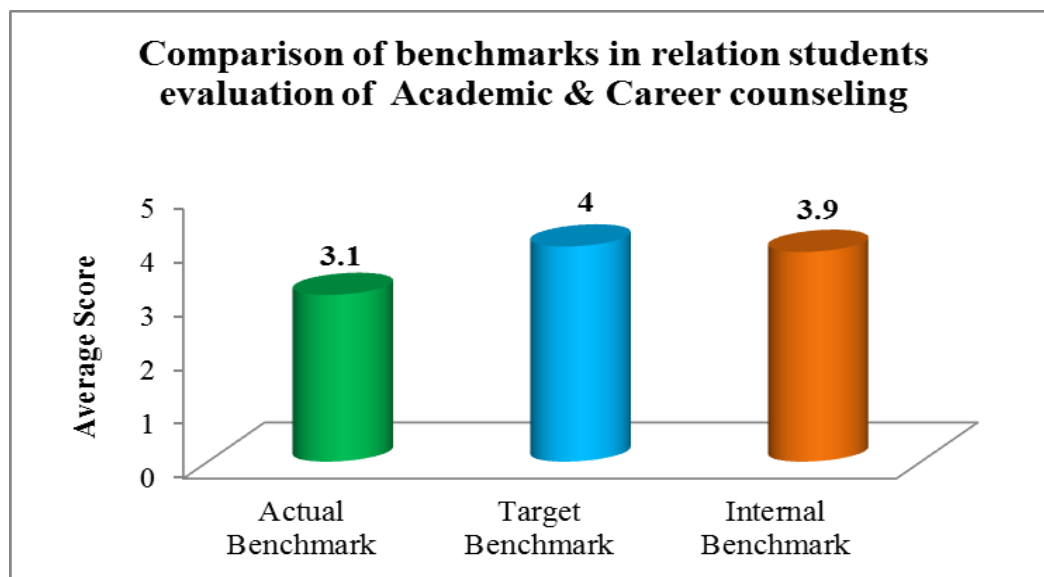


Figure 37: Comparison of benchmarks in relation students evaluation of Academic & Career counseling

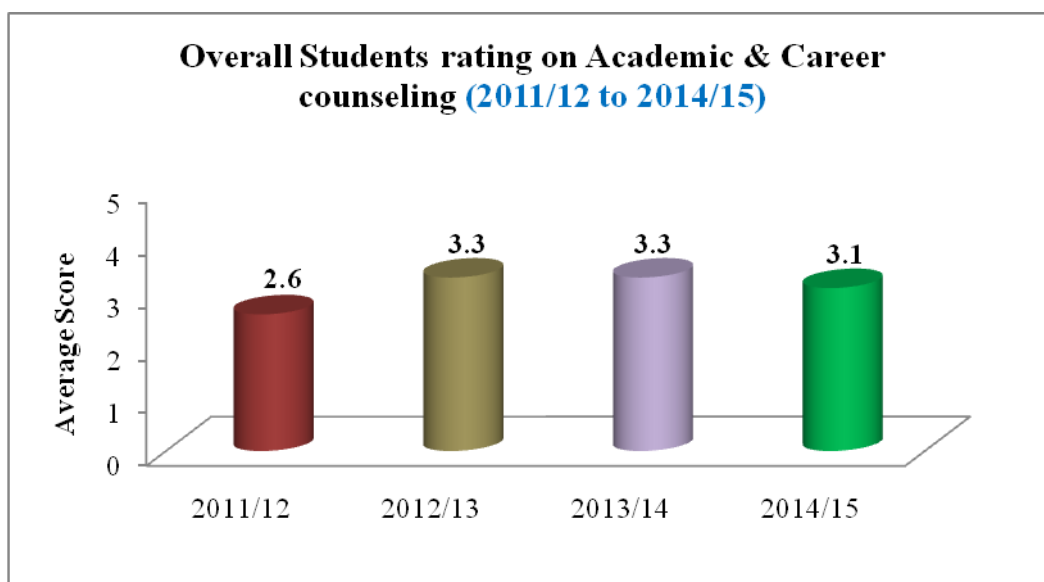


Figure 38: Students overall rating on Academic & Career counseling offered in the college between the academic years 2011/12 to 2014/15

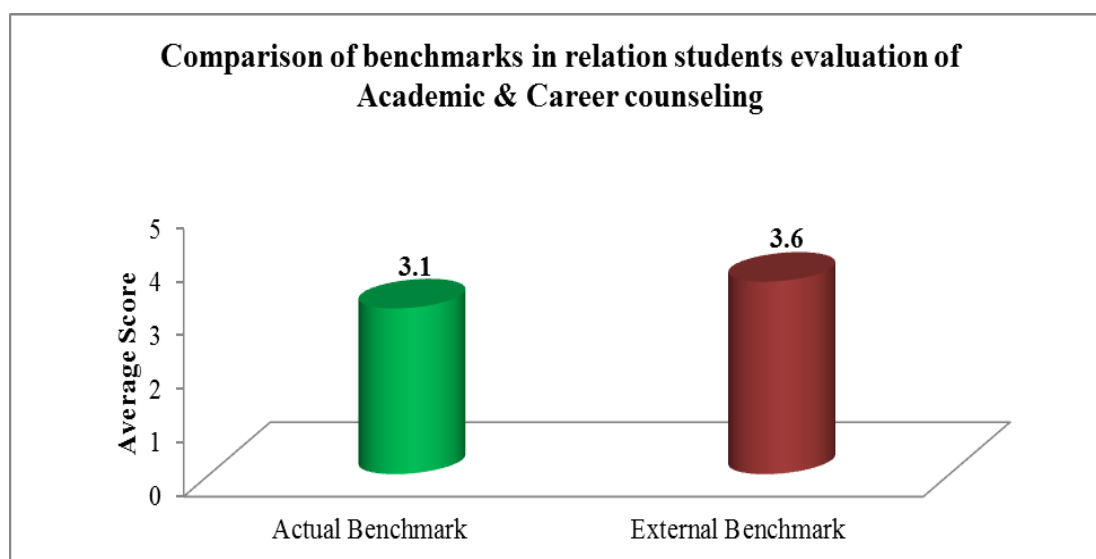


Figure 39: Comparison of Students overall rating on Academic & Career counseling offered in the College of Medicine, UOD and the college of Medicine, King Abdul Aziz University during the academic year 2014-15.

### Strengths

The academic advising & counseling unit attempts to deliver students with all possible help so that they can excel in their studies



## **Recommendations**

- Even though the academic and career counseling is rated as satisfactory, there is still room for improvement. An appropriate strategy needs to be developed through focused group discussions with all the relevant stakeholders to improve the quality of these services.
- To ensure the continuity of providing academic advice to those students who need it.
- To increase students' awareness of the availability of counseling existing in the college.

### **\* Explain:**

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

Using UDQuest, the Deanship of Quality & Academic Accreditation (DQAA) conducts the Program evaluation survey (PES) across all the colleges in UO at the institutional level. The detailed analysis has been carried out by the Performance measurement Unit of DQAA and the reports are generated. The vice deanship for quality and development at the college of Medicine maintains & utilizes these reports for developing action plans. Hence both the stakeholders were chosen as internal benchmarking providers.

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

The Program evaluation Survey (PES) has been done on a regular basis since the year 2011/12. The "internal benchmark" was fixed based on the past performances (2011/12 – 2013/14). The target was then fixed higher than the internal benchmark. Since the "target (2014/15)" was not achieved, the committee decided to retain the same score as the "new target benchmark"

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

- Deanship of Quality & Academic Accreditation (DQAA)
- The Vice Deanship for Quality and Development, College of Medicine, UOD.

### **\*\* Explain:**

#### **1. Why this external provider was chosen.**

The external benchmarking partner was selected based on comparability of infrastructural facilities required for the programs across KSA and the availability of data as required by the NCAAA. Accordingly, the college of Medicine attached with King Abdul Aziz University has been chosen as benchmarking partner.

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

Final year students are rating the career advice services they received during their years at the college and it is calculated as average of student's ratings on a scale of 1 to 5 based on results of their view. The PES surveys conducted at COM, UOD and COM, King Abdul Aziz University have been used for calculation of this KPI.

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

College of Medicine belonging to King Abdul-Aziz (KAU) University

## Standard 6 - Learning Resources

**KPI #16:** Stakeholder evaluation of library and media center (*Average overall rating of the adequacy of the library and media center*)

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

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
3.7	4	3.7	3.6	4

### Analysis (list strengths and recommendations)

Stakeholder evaluation survey about the adequacy of library and media center with special reference to the undergraduate medical program has been conducted and it is reported as 3.7 in the five point likert scale during the year 2014-15. The observed score is reported to be lower than the target (i.e. 4) and equal to the internal benchmark (i.e. 3.7). While taking in to consideration of the external benchmark (i.e. 3.6), internal benchmark and the current performance, the committee decided to fix a new target benchmark (i.e. 4 in the five point likert scale) for seeking continuous quality improvement. The analysis showing the opinion of the stakeholders with respect to the last three academic years and the results are depicted in figure 45. When compared with the previous years, it is observed that the stakeholders' perception on the adequacy of learning resources is rated high (i.e. 3.7). This might be due to the fact that all the stakeholders involving faculty & students were surveyed during the years 2011-2012, 2012-13 and 2013-14. However, the score pertaining to the academic year 2014-15 was calculated based on the opinion of faculty.

### Strengths

- The survey of the previous year's indicates that the library services have maintained a "High quality performance"
- The Deanship of library has the latest resources in all specialties (print & electronic)
- The new central library & female library have the latest technology, computer & internet facilities, study halls, adequate number of staff to give assistance etc.

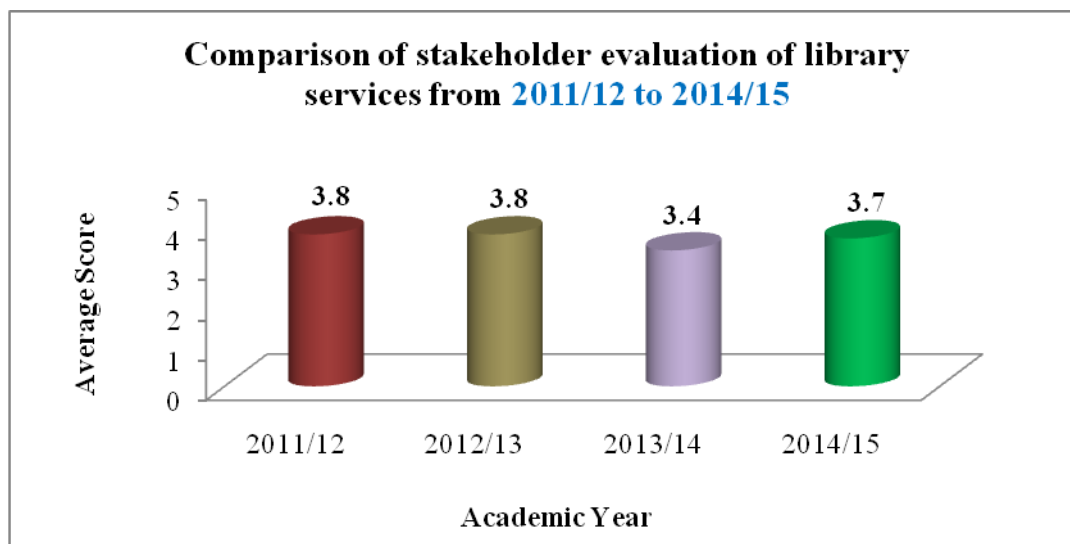


Figure 40: Stakeholder evaluation of library services from 2011/12 to 2014/15

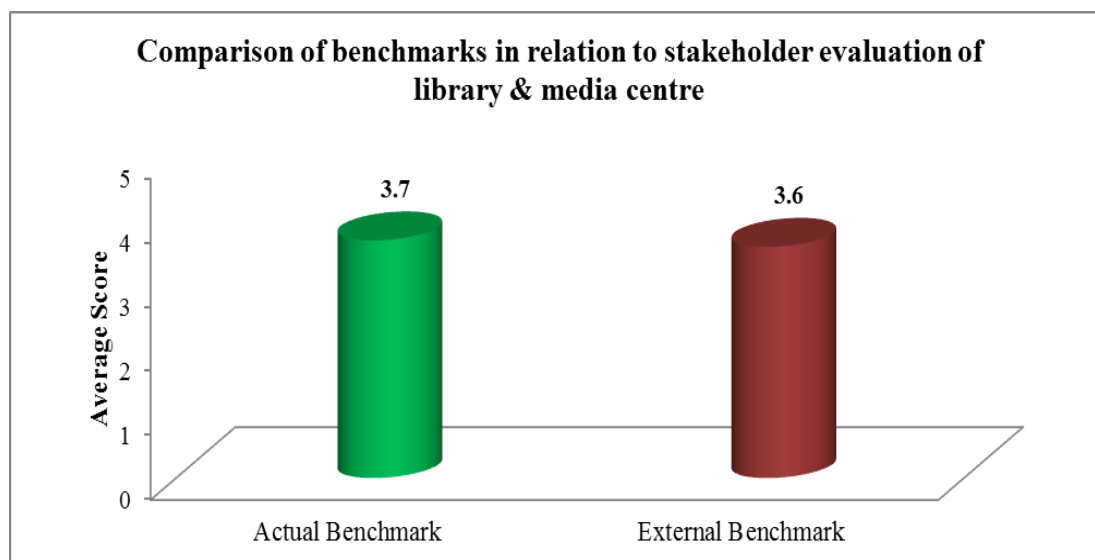


Figure 41: Comparison of Actual and External Benchmark showing the Stakeholder evaluation of library services

### Recommendations

- The college needs to complete the stakeholder evaluation (2014/15) survey among the students.
- To encourage all the students and teaching staff to participate in evaluation to improve the response rate.

**\* Explain:**

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

The Deanship of Library affairs periodically conducts the User satisfaction survey at the institutional level. The steering committee for Standard-6 initiated the stakeholder evaluation for this self-study. After the analysis, the steering committee for Standard – 6 reviewed the results and handed them over to the Vice Deanship of Quality and Development to maintain database and both are chosen as internal benchmark providers.

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

The calculation was based on data collected from stakeholder evaluation of the past three years 2011/12– 2013/14. The steering committee decided to consider the average of past performances as the “Internal benchmark”. The target for the current year was fixed higher than the internal benchmark. Since the resulting current / actual score, did not achieve the target (2014/15), it was decided to use the same score as the “new target benchmark”.

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

- Deanship of Library Affairs
- Vice Deanship for Quality, COM.

**\*\* Explain:**

**1. Why this external benchmark provider was chosen.**

Keeping in view of good practice, two specific criteria has been fixed to choose the external benchmarking partner viz.(i) Comparability of Infrastructural facilities required for the programs across KSA; (ii) Availability of data as required by the NCAAA. Accordingly, College of Medicine attached with King Abdul Aziz university was chosen as benchmarking partner keeping in view of Comparability. Moreover, it also attained institutional accreditation as like UOD.

**2. How the benchmark was calculated**

Average rating on adequacy of *the library and media center* on a five point scale = Sum of the scores given by the students or respondents) / No of students who responded to the USS survey

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

College of Medicine attached with King Abdul Aziz university was chosen as benchmarking partner

**KPI # 17:** Number of website publication and journal subscriptions as a proportion of the number of programs offered.

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

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
465 Journals Per Program	370 Journals Per Program	363 Journals Per Program	-	465 Journals Per Program

**Analysis (list strengths and recommendations):**

Resource	2013	2014	2015
Number of website publications	N/A	8248	10626
Number of Print Journals	103	94	73
Total	103	8342	10699

*Figure 42: Number of website publications and print journals during the academic year of 2013 to 2015*

The above table shows the availability of journal subscriptions at the Deanship of library affairs as per the statistics from 2013 - 2015. The data were calculated with respect to e-journals from 2014 for this KPI since data were not available for previous years. Since 2013, the Deanship has increased the number of web-based journals to satisfy the needs of the students and teaching staff of UOD, thereby reducing the subscriptions for print journals. This is due to policy adopted the Deanship of library affairs to subscribe e-journals and e-books through Saudi digital library, a consortium of Saudi academic libraries, that decides subscriptions in consultation with their members. From the year 2013, it observed that the numbers of print journals are also decreased since the Deanship increased the number of web based journals to satisfy needs of the medical students and teaching staff community in the college of medicine, UOD. The number of journals per program was calculated with the total number of programs offered (N=23) in the College of Medicine, which includes undergraduate, residency, masters', fellowships & PhD programs.

## Strengths

- The subscription includes coverage of a wide spectrum of medical specialties.
- The utilization & access rates have increased through the mobile application provided by the deanship.
- The journal subscriptions are adequate for the number of programs offered.

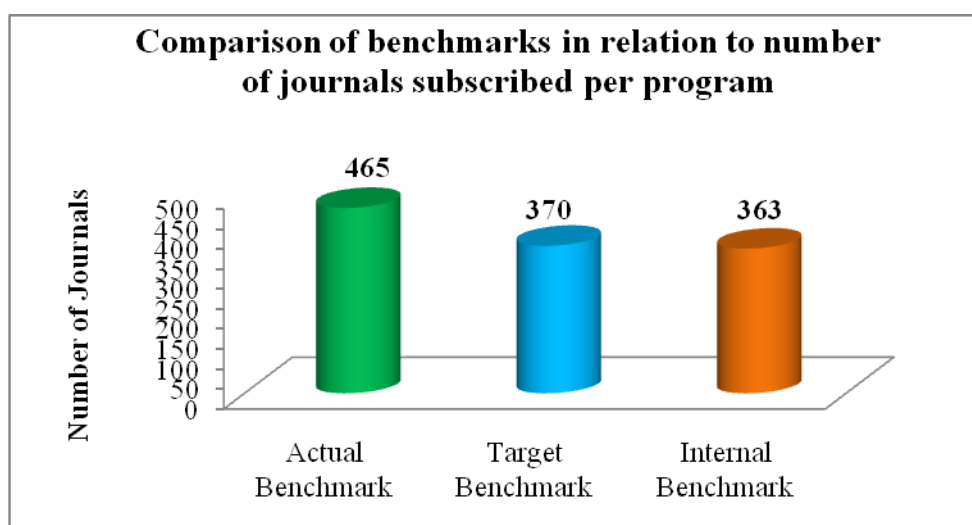


Figure 43: Comparison of benchmarks in relation to number of journals subscribed per program

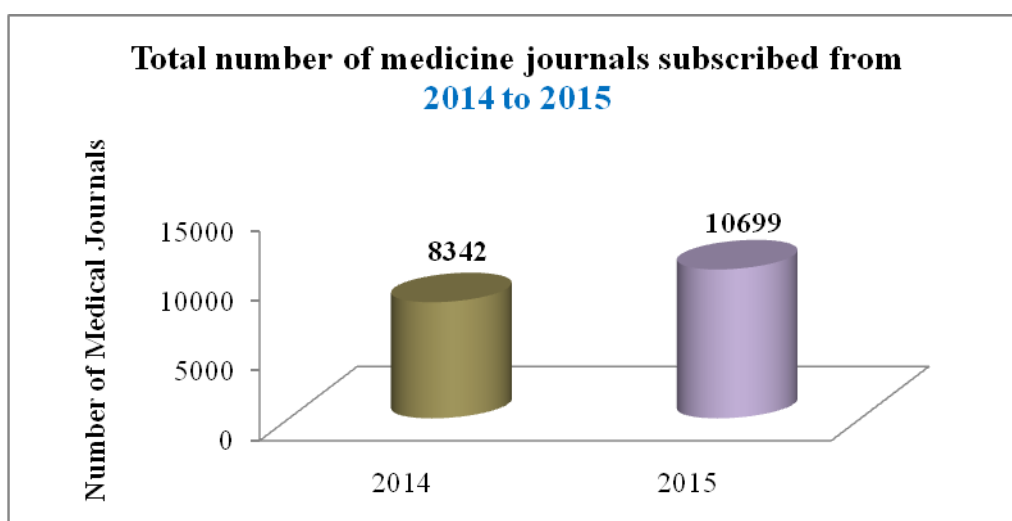


Figure 44: Total number of medicine journals subscribed between the academic years 2014 and 2015

**\* Explain:**

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

The Deanship of Library affairs is responsible for the provision and control of resources to all the colleges of UOD. Hence it is chosen

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

The calculation was done by using journal titles held in the library as well as online resources subscribed from the year 2013-2015 to the proportion to the programs offered in the college. Since the calculation of e-journals was from 2014, only one year data was available as the "Internal benchmark". Accordingly, the "target" for the current year was fixed higher than the internal benchmark. After obtaining the current / actual score for 2014-2015, the committee decided to keep the current score as "new target benchmark".

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

- Deanship of Library Affairs, UOD
- Library liaison officer for the college

**\*\* Explain:**

**1. Why this external benchmark provider was chosen.**

Nil

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

Nil

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

Nil



**KPI # 18:** Stakeholder evaluation of digital library (*Average overall rating of the adequacy of the digital library.*)

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

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
3.8 (Teaching staff)	4	3.7	3.4	4

### Analysis

- Even though library satisfaction survey was conducted for the past three years, the element of including the evaluation of “*digital library*” was included only last year and data pertaining to the year 2013-14 has been considered for calculation of internal benchmark (i.e. 3.7). Based on this and after considering the external benchmarking data (i.e. 3.4), the target is fixed as 4 for the academic year 2014-15. It is observed that the current year (i.e. 2014-15) performance is found to be 3.8 in the five point likert scale which falls less than the fixed target. So the committee decided to retain the current target as new target benchmark for the next academic year 2015-16.

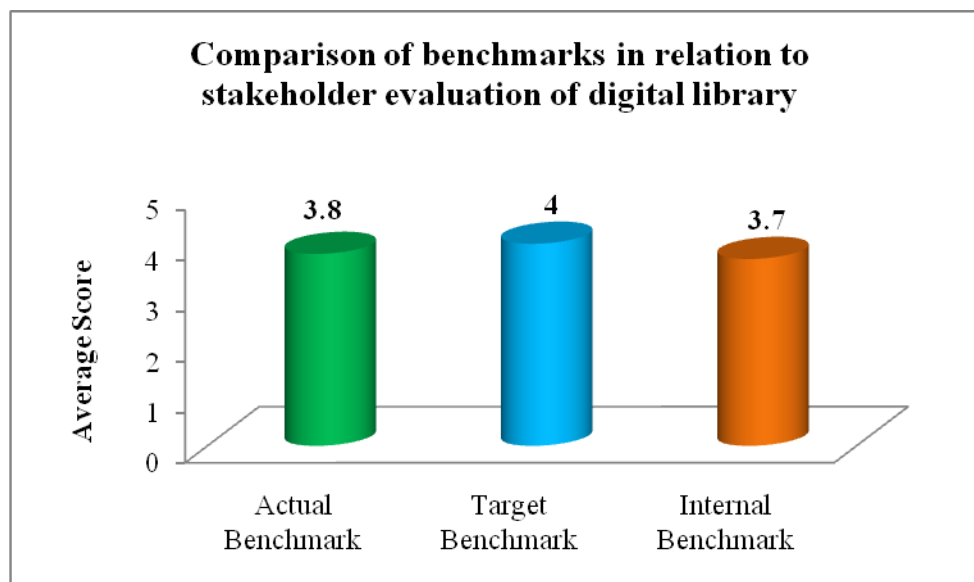


Figure 45: Comparison of benchmarks in relation to stakeholder evaluation of digital library

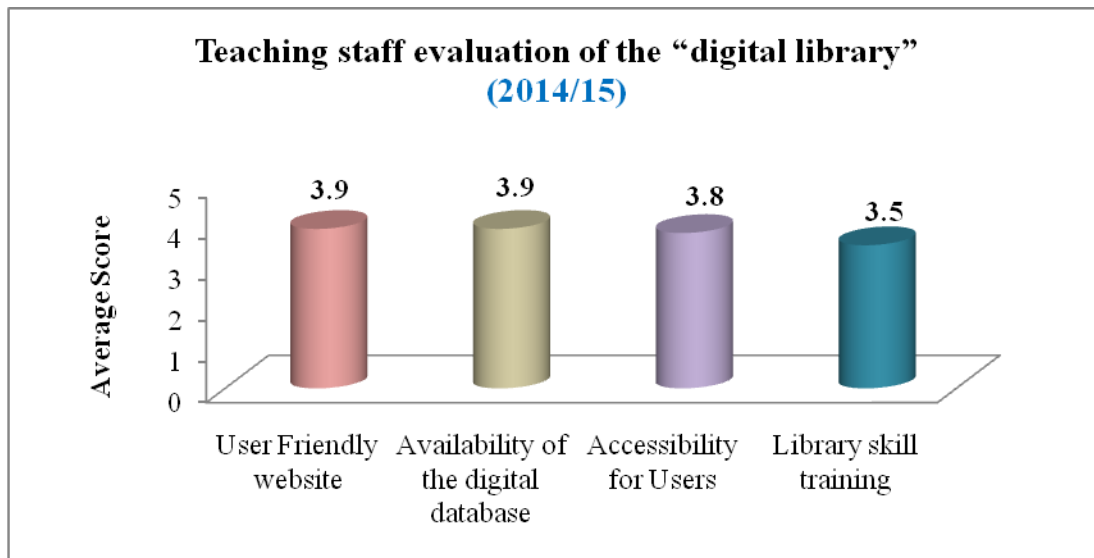


Figure 46: Mean score showing the Teaching staff evaluation of the “digital library-  
2014-15

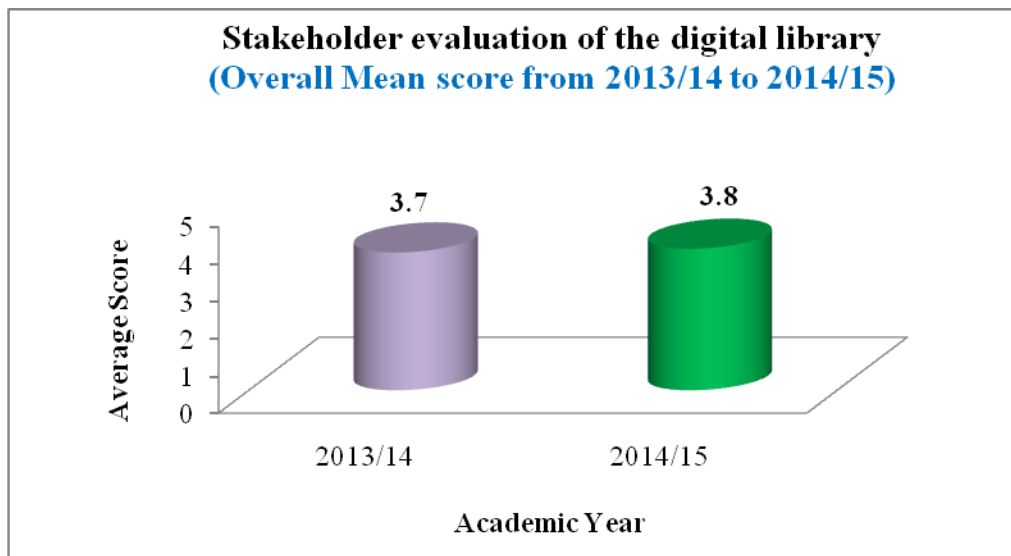


Figure 47: Stakeholder evaluation of the digital library (Overall Mean score) between  
the academic years 2013-14 and 2014-15

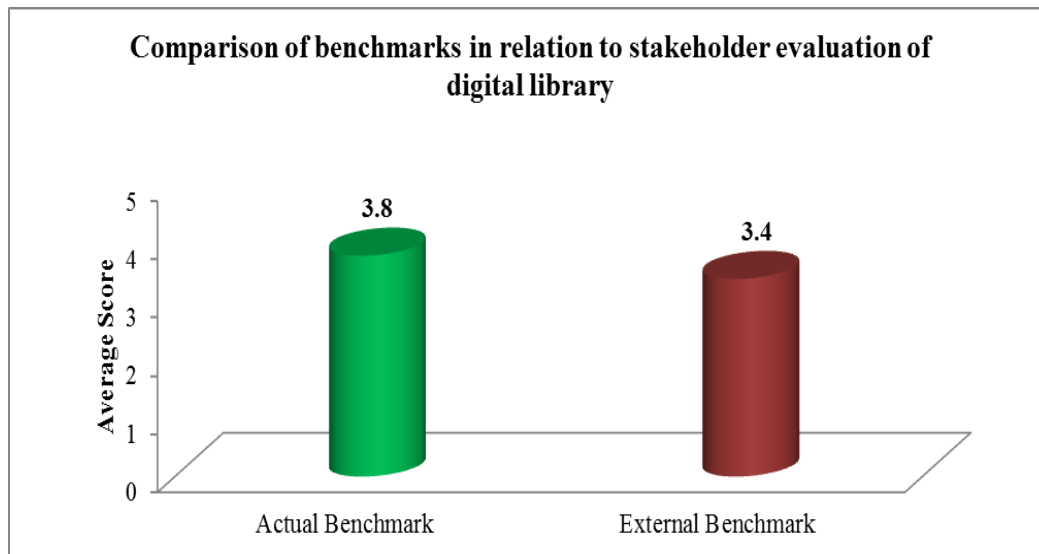


Figure 48: Comparison of Stakeholder evaluation of the digital library between Actual and External Benchmarking data during the year 2014-15.

### Strengths

- UOD Library holds the latest digital databases on all specialties providing access to full texts and abstracts. It is at par with international universities.
- Wi-Fi facilities are available on the entire campus to promote easy use of digital library.
- Students can have access to digital resources from the time of their enrollment into the program.
- Periodic orientation is given to all the stakeholders on how to access digital resources.

### Recommendations

- In the current year (2014/15), the survey was conducted only among the teaching staff and it needs to be extended to students.
- The stakeholders have to be oriented on the importance of the survey and informed of the results in order to improve the response rates

### \* Explain:

#### 1. Why this internal benchmark provider was chosen.

The Vice Deanship for Quality and Development of the college of Medicine initiated the stakeholder evaluation survey for this KPI. After analysis, the steering committee for Standard-6 reviewed the results and handed over to the Vice Deanship for Quality and

Development to keep in its database. Hence, both the stakeholders were taken as internal benchmark provider

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

The calculation was based on the data collected from stakeholders' evaluation for the year 2013/14 and was considered the internal benchmark. The target for the current year was fixed higher than the internal benchmark. Since the actual score was slightly lower than the target (2014/15), it was decided to retain the current score as the “new target benchmark”.

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

- Vice Deanship for Quality and Development, COM.

## **\*\* Explain:**

### **1. Why this external benchmark provider was chosen.**

Keeping in view of good practice, two specific criteria has been fixed to choose the external benchmarking partner viz.(i) Comparability of Infrastructural facilities required for the programs across KSA; (ii) Availability of data as required by the NCAAA.Accordingly, College of Medicine attached with King Abdul Aziz university was chosen as benchmarking partner keeping in view of Comparability. Moreover, it also attained institutional accreditation as like UOD.

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

Average rating on adequacy of digital library on a five point scale = Sum of the scores given by the teaching staff and students or respondents) / No of students and teaching staff who responded to the USS survey

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

College of Medicine attached with King Abdul Aziz university was chosen as benchmarking partner

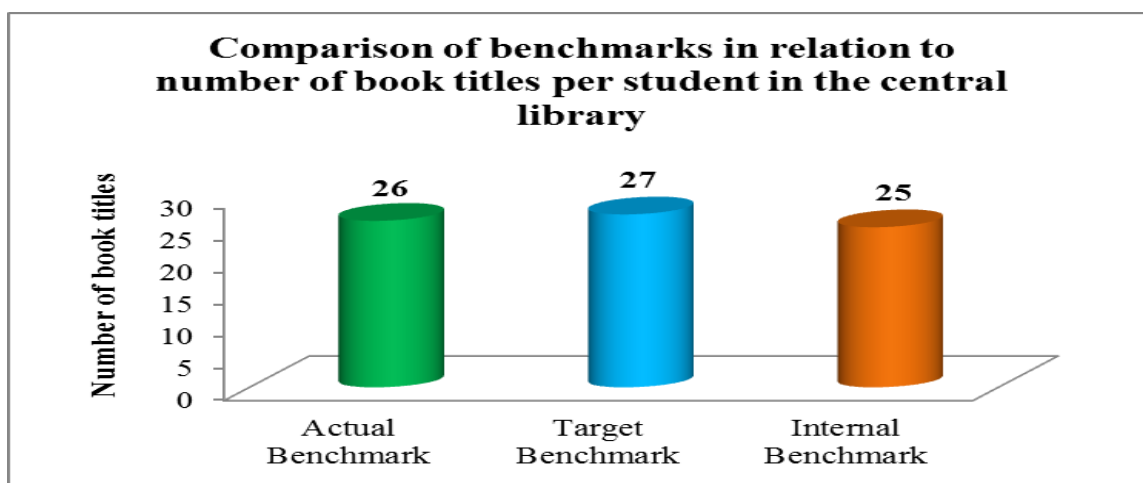
**KPI # 19:** Number of printed book titles per student in the Central Library

**Institutional KPI Reference Number:** **UD 6.1**

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
26 books per student	27 books per student	25 books per student	36	27 books per student

**Analysis (list strengths and recommendations)**

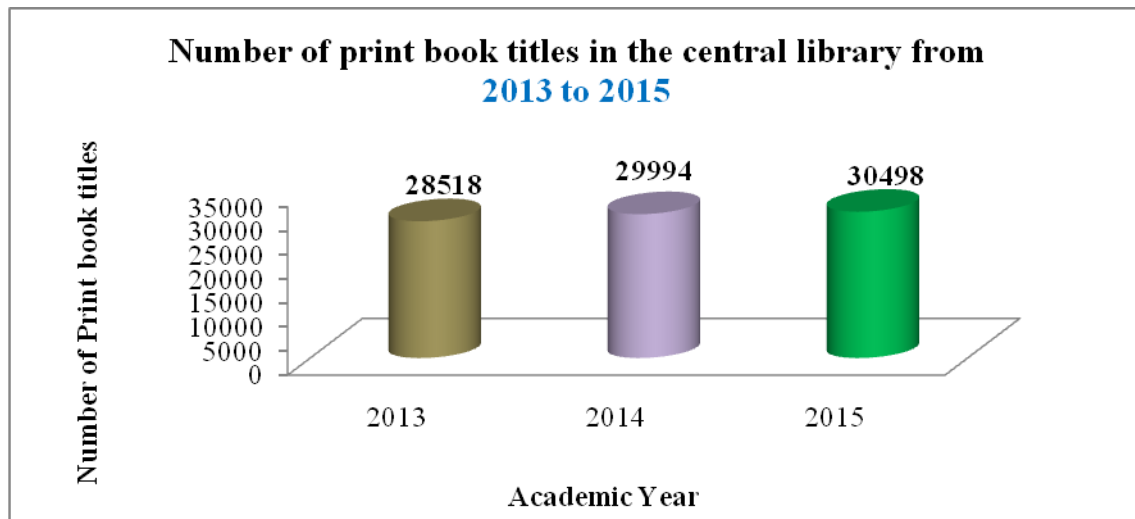
Statistics provided by the Deanship of Library Affairs shows that there was a steady increase in the print book titles from the year 2013 to 15. This increase in the number of books per student in the year 2014/15 is due to increase in the number of students enrolled when compared to previous years (2011/12 – 2013/14). The central library holds a variety of books on different specialties of Medicine both in print and electronic formats. Based on the previous two years data, the internal benchmark was fixed as 25 and the target for the current year was fixed as 27. It is observed that the number of print books titles available per student in the central library for the year 2014-15 is reported as 26 and it is slightly lower than the target and higher than the internal benchmark. So the committee decided to retain the current score as new target (i.e. 27) for the next academic year to enhance continuous quality improvement



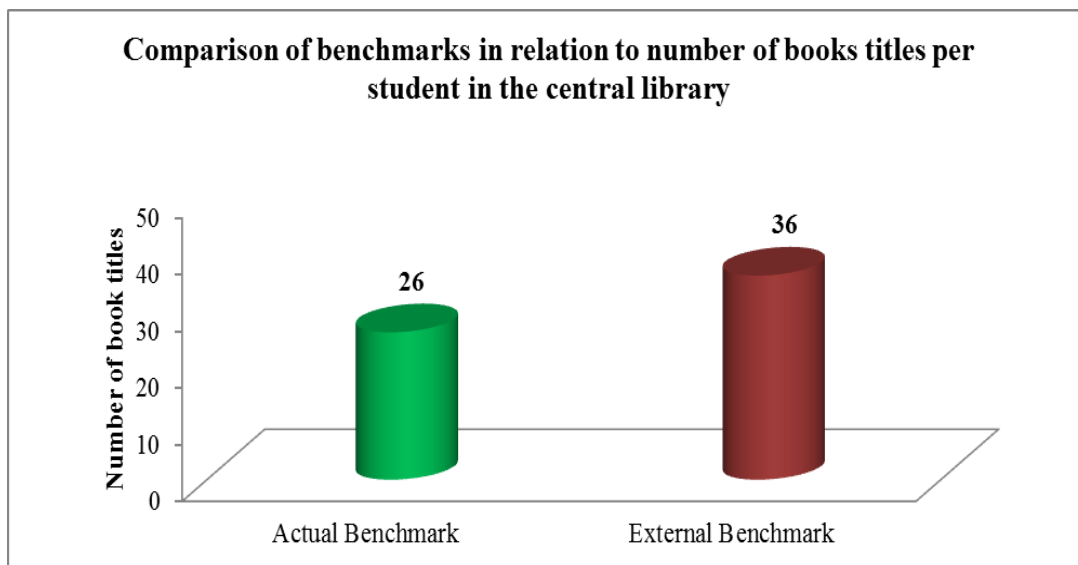
*Figure 49: Comparison of number of books titles held per student between Actual, Target and Internal benchmarks*

## Recommendation

- An External benchmark is required for a comparison of actual benchmarks to similar international programs.



*Figure 50: Number of print book titles in the central library from 2013 to 2015*



*Figure 51: Number of print book titles in the central library between internal and External Benchmarks during the academic year 2015*

**\* Explain:**

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

The Deanship of Library affairs, at the institutional level, provides services to all the colleges at UOD and maintains the database. The Office of Academic Affairs of the college maintains the annual data on the total number of students, so both were chosen.

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

Number of book titles held in the library as a proportion of the number of students =  $\frac{\text{Number of medical program related book titles held in the library in the particular academic year}}{\text{total number of medical students enrolled in that academic year}}$ . The steering committee decided to consider the average of past performances as the "Internal benchmark". The target for the current year was fixed slightly higher than previous year performance and the internal benchmark. After deriving the current / actual score for 2014/15, the committee decided to retain the current score as the new target benchmark for the next academic year after taking into consideration of the changes / developments in the female central library; in addition to, the expected changes in students' enrollment to the program.

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

- Deanship of Library Affairs.
- Vice Deanship for Academic Affairs, COM (Students data)

**Explain:**

**1. Why this external benchmark provider was chosen.**

Keeping in view of good practice, two specific criteria has been fixed to choose the external benchmarking partner viz. (i) Comparability of Infrastructural facilities required for the programs across KSA; (ii) Availability of data as required by the NCAAA. Accordingly, College of Medicine attached with King Abdul Aziz university was chosen as benchmarking partner keeping in view of Comparability. Moreover, it also attained institutional accreditation as like UOD.

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

Number of book titles held in the library as a proportion of the number of students =  $\frac{\text{Number of medical program related book titles held in the library in the particular academic year}}{\text{total number of medical students enrolled in that academic year}}$ .

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

College of Medicine attached with King Abdul Aziz university was chosen as benchmarking partner

## Standard 7 - Facilities and Equipment

**KPI # 20: Annual expenditure on IT budget included:** (1) Percentage of College, or Program budget allocated for IT; (2) Percentage of IT budget allocated per student; (3) Percentage of IT budget allocated for software licenses per program; (4) Percentage of IT budget allocated for IT security per program; (5) Percentage of IT budget allocated for IT maintenance per program

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

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
<b>Percentage of IT budget</b>				
• allocated for Program = <b>1%</b>	1%	1%	Nil	
• allocated per student = <b>0.09%</b>	0.5%	0.09%		
• allocated for software licenses per program = <b>19%</b>	22%	20%		
• allocated for IT security per program = <b>6%</b>	9%	8%		
• allocated for IT maintenance per program = <b>21%</b>	16%	18%		

### Points for consideration

- Up to the year 2013/14, UOD had seven branches. After the Royal decision in the year 2014, four of the campuses (Hafr Al Batin, Khafji, Nariyah and Al Olaya) were separated to form 'University of Hafr Al Batin.
- The calculation towards the KPI was being done for the *first time*. Moreover, this KPI was introduced by NCAAA in 2014.
- As per the *regulations of Ministry*, each college has a budget allocation for two items only i.e. *teaching materials and lab equipment's & supplies*.
- The overall provision, service and maintenance of IT are centralized in UOD and across the colleges. Therefore, the budget of each of the components of the KPI was calculated from the total annual budget of IT at the Institutional level. The budget was divided by the total number of Programs in UOD to produce the budget for individual Programs. This has resulted in a uniform budget for IT in all the colleges. This was the only possible means of calculating this KPI to make



variations acceptable.

## Strengths

The Deanship of Information and Communication Technology (DICT) provides different services to the UOD community:

- **Students:** students email, information update system, help desk, e-learning, e-resources portal, library, admission portal, distance learning portal.
- **Faculty / Staff:** e-mail, information update system, help-desk, e-learning, telephone directory, e-resources portal, and library services.
- **WebEx Services:** Includes online meetings, web conferences, event hosting and remote desktop access. WebEx conferencing services are available to faculty, staff and students for educational purposes.
- **Wi-Fi:** Recently DICT completed the implementation of a campus-wide Wi-Fi network. The wireless connection is available in most of the buildings across UOD. The service is available for UOD students, employees and guests.
- **Free Office 365** for students & cloud computing.
- UOD also uses innovative technology like online and distance education courses to make higher education available throughout the kingdom.

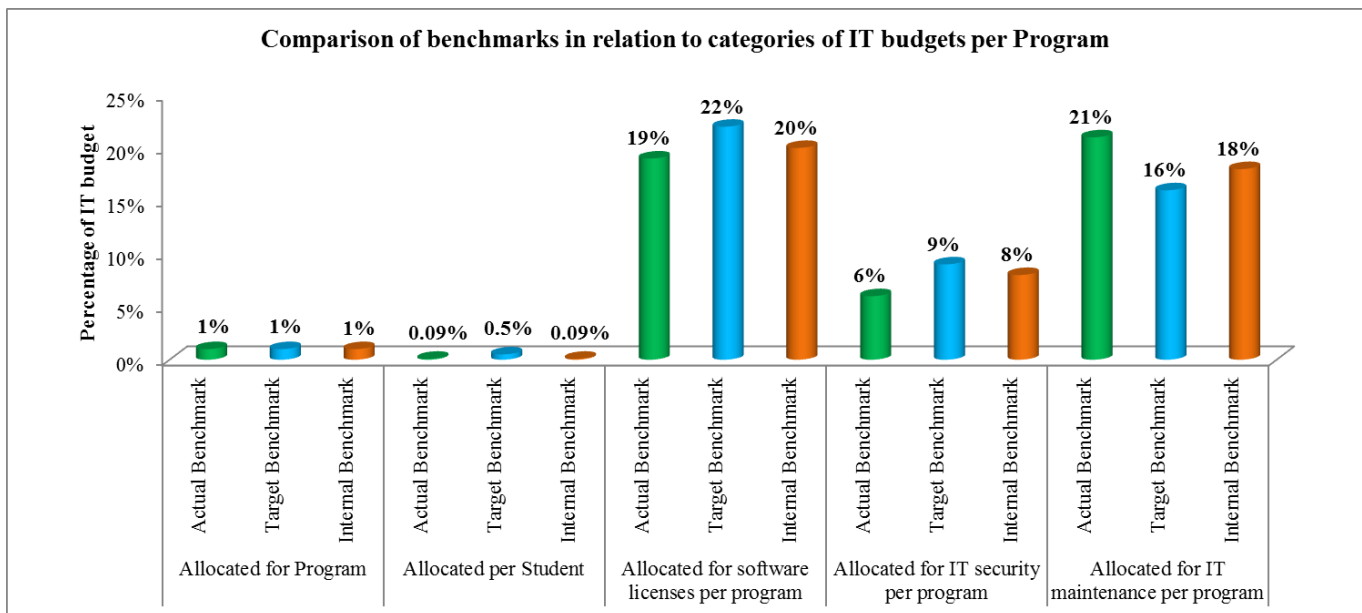


Figure 52: Comparison of benchmarks in relation to categories of IT budgets per Program

Details	2011/12	2012/13	2013/14	2014/15
IT budget per Program (Amount in SAR)	2,93,970	3,83,317	3,33,284	7,54,717
Percentage of College, or Program budget allocated for IT	1.30%	1%	1%	1%
Percentage of IT budget allocated per student per program	0.09%	0.09%	0.09%	0.09%
Percentage of IT budget allocated for software licenses per Program	17%	17%	25%	19%
Percentage of IT budget allocated for IT security per Program	9%	7%	9%	6%
Percentage of IT budget allocated for IT maintenance per Program	23%	13%	13%	21%

Figure 53: Different components of IT budgets from 2011/12 to 2014/15

### Recommendation

- An External benchmark is required for a comparison of actual benchmarks to similar programs offered at both national and international levels.

### \* Explain:

#### 1. Why this internal benchmark provider was chosen.

There were three sources of data: the Deanship of Information and Communication Technology which proposes the budget at the Institutional level for different components; The Directorate of Budgeting & Planning which disburses and maintains records of the financials and the office of Vice Dean - Academic Affairs of the college which provides the number of students. Hence all three were chosen.

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

- The average of the different components of the budget for Program was calculated for the previous years i.e. 2011/12, 2012/13 & 2013/14 and was considered as "internal benchmark".
- The target equaled the internal benchmark (except for the student budget) since this was the first time the calculation for the KPI was carried out. Because of the separation of some branches from

UOD, the committee wanted to know the exact trend by keeping the same target.

- There have been fluctuations of the actual benchmark, so the new target benchmark will be fixed after discussion with the DICT.

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

- Deanship of Information and Communication Technology
- Directorate of Budgeting & Planning
- Office of Vice Dean – Academic Affairs of the college (students)

**\*\* Explain:**

**1. Why this external provider was chosen.**

Nil

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

Nil

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

Nil

**KPI # 21:** No. of accessible computer terminals (workstations) per student.

**Institutional KPI Reference Number : UD 7.1** (*Additional indicator*)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
<b>Overall: 0.3 PC per student</b> Male section: 0.4 PC Female section: 0.2 PC	0.3	0.2	0.2	0.3

### Analysis

UOD students have access to PCs either in computer labs located in the college or in the Deanship of library. Although this appears to be minimal, because of the large number of laptops, iPads, tabs, smart phones, all students seem to have access to electronic computing and are rarely seen using the computers available on campus. The number of PCs per student is satisfactory for both male and female students. However, comparing to the previous two years 2013/2014, there has been an increase in the number of PCs in year 2014/15. Even though the current performance have reached the set target, the committee decided to retain the current target as the new target to combat the increased intake of students in the forthcoming academic years.

### Strength

- The Deanship of Information & communication technology has launched the “campus wide wireless service” in most buildings in the campus thereby making the use of portable devices more convenient.

### Recommendation

- An External benchmark is required for a comparison of actual benchmarks to similar programs offered at both national and international levels.

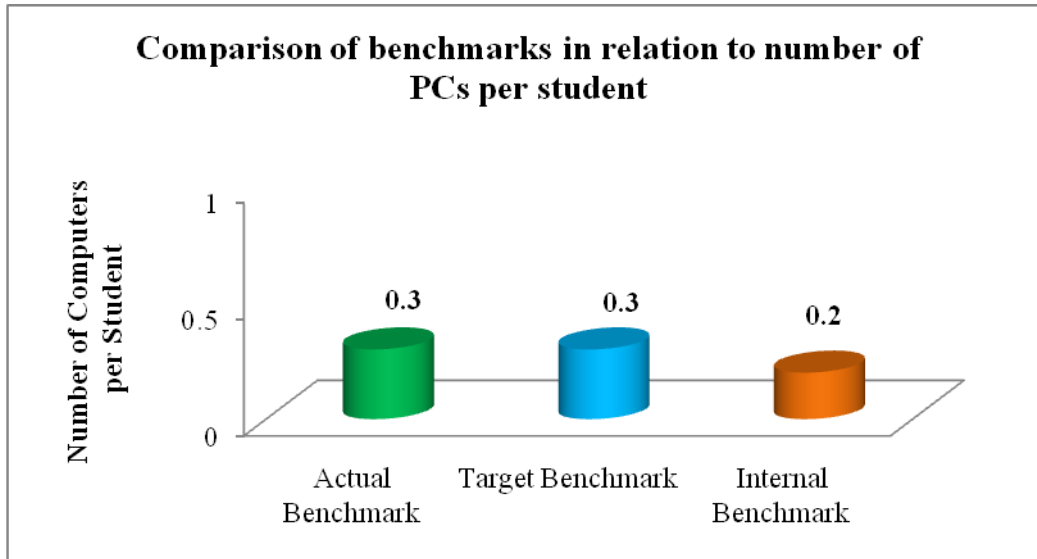


Figure 54: Comparison of benchmarks in relation to number of PCs per student

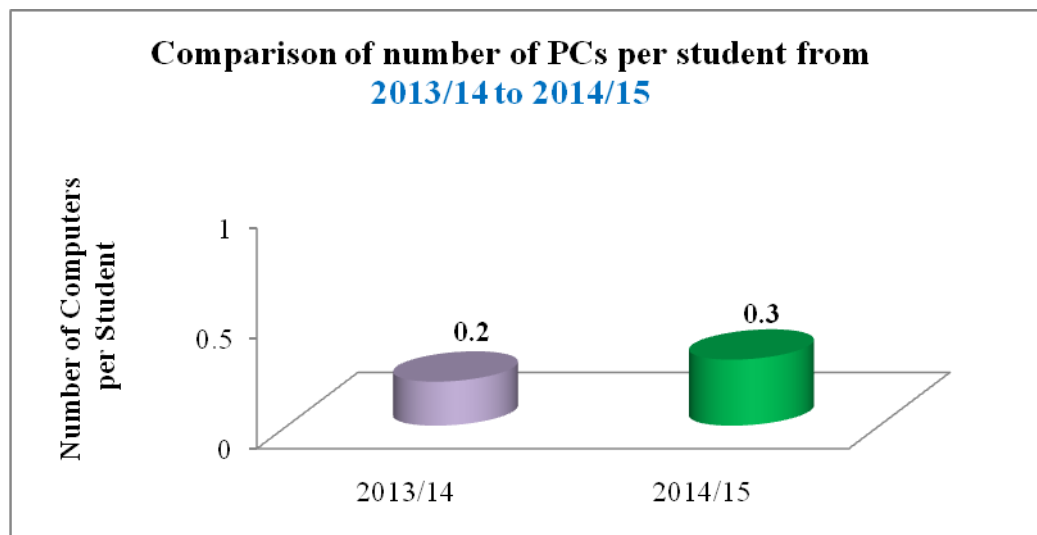


Figure 55: Comparison of number of PCs per student at the college of Medicine, UOD from 2013/14 to 2014/15

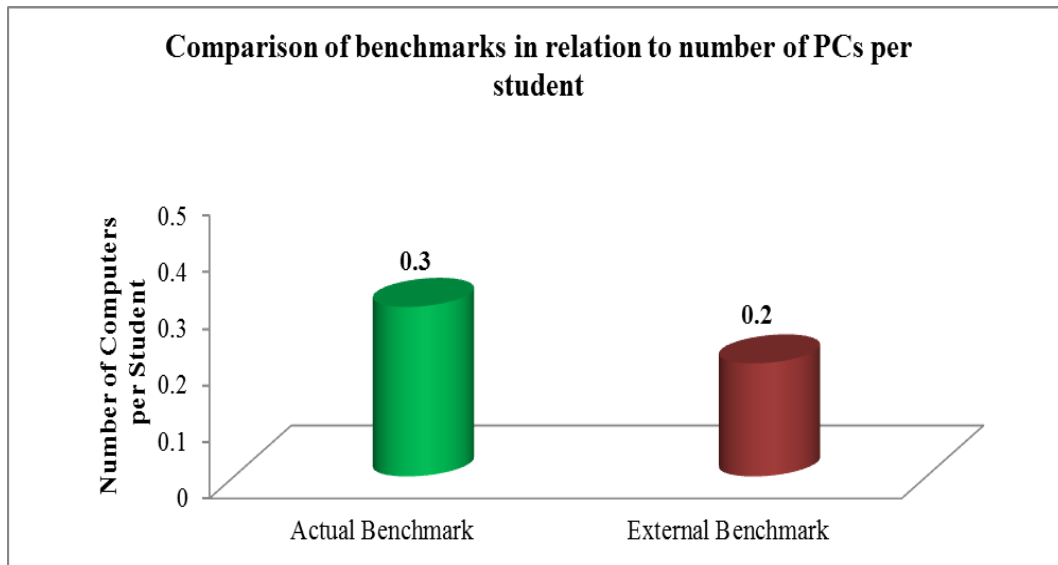


Figure 56: Comparison of number of PCs per student at the college of Medicine, UOD and the college of Medicine, KAU during the academic year 2014-2015

**\* Explain:**

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

Students' data are maintained and controlled at the institutional level by the Deanship of Student Admission & Registration and at the college level by the Academic Affairs. The data on the number of computers was obtained from the computer labs of the college and the Deanship of library.

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

The “internal benchmark” was arrived based on the results of the previous year data. Then, the target was fixed higher than the internal benchmark and previous year value. Keeping in view of this internal benchmark and anticipated students intake for the forthcoming academic year, the steering committee decided to retain the actual score as the “new target benchmark” in order to maintain the numbers.

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

- Academic Affairs of the college (Students data)
- Computer labs in the college & Deanship of Library (No. of computers)

**\*\* Explain:**

**1. Why this external provider was chosen.**

Keeping in view of good practice, two specific criteria has been fixed to choose the external benchmarking partner viz. (i) Comparability of Infrastructural facilities required for the programs across KSA; (ii) Availability of data as required by the NCAAA. Accordingly, College of Medicine attached with King Abdul Aziz university was chosen as benchmarking partner keeping in view of Comparability. Moreover, it also attained institutional accreditation as like UOD.

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

No. of accessible computer terminals (workstations) per student= No of Accessible computer terminals in the college divided by the total number of students studying in the college during that particular academic year.

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

College of Medicine attached with King Abdul Aziz university was chosen as benchmarking partner

**KPI # 22:** Average overall rating of adequacy of facilities and equipment in a survey of teaching staff

**Institutional KPI Reference Number :** **UD 7.2** (*Additional indicator*)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
Overall: 3.6 Male: 3.63 Female: 3.56	3.5	3.5	3.6	4

### Analysis

Data were collected from Academic Job Satisfaction Survey (AJSS) of the teaching staff. The scores were calculated from the consolidation of “items 5.3, 5.4 & 5.5” of AJSS related to facilities, working conditions & equipment. The overall rating of the teaching staff about the adequacy of facilities and equipment in the college is recorded as 3.6 in the five point Likert scale. Based on the previous year’s rating scores, the internal benchmark is recorded as 3.5 and the target for the current year (i.e. 2014-15) has been fixed as 3.5. After calculating the actual results, it is observed that the current year rating score is slightly higher than the target fixed earlier and the committee derived a new target (4.0) for the next academic year so as to continuously improve the facilities and equipment in the college.

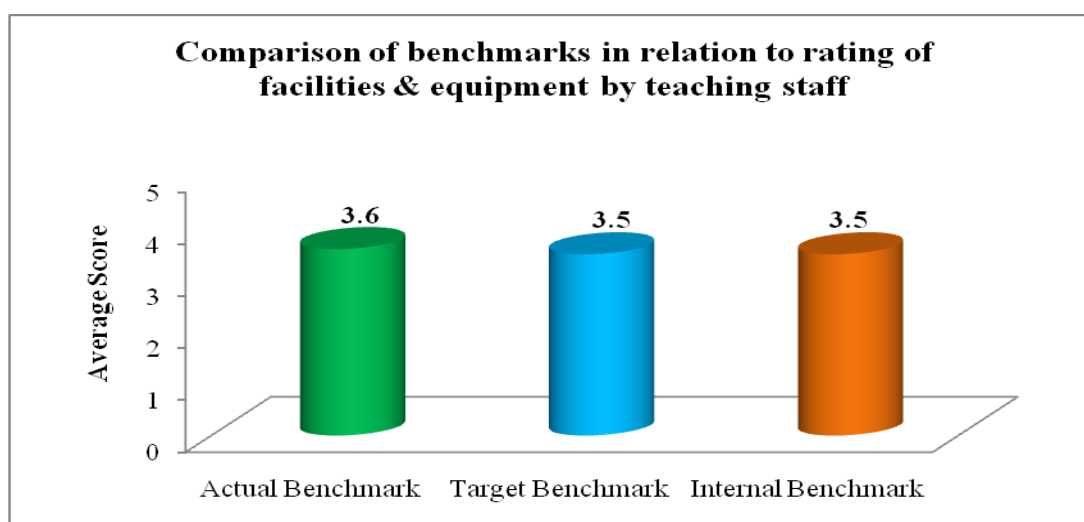


Figure 57: Comparison of benchmarks in relation to rating of facilities & equipment by teaching staff



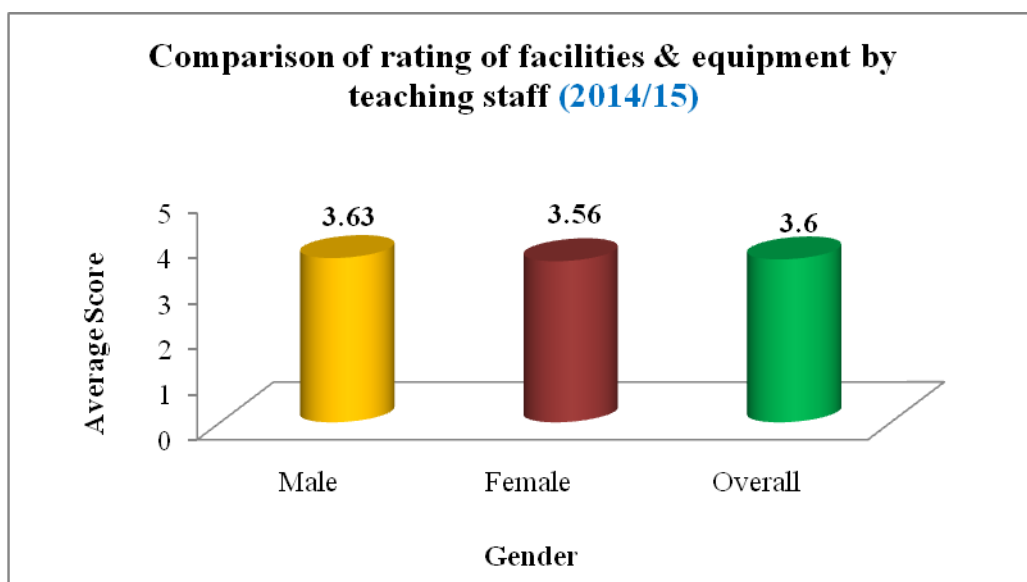


Figure 58: Comparison of rating of facilities & equipment by teaching staff (2014/15)

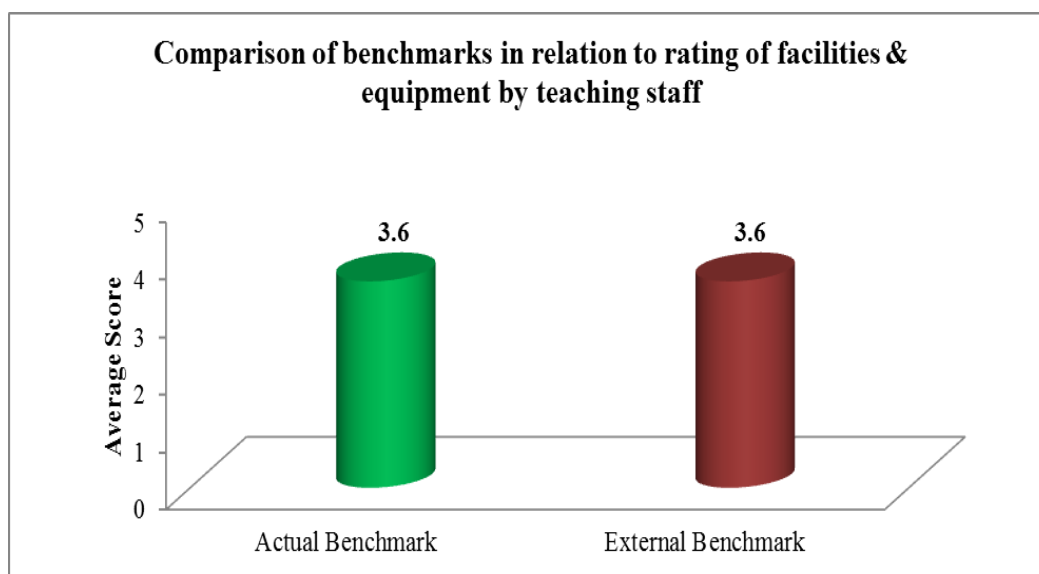


Figure 59: Comparison of overall rating of teaching staff about the adequacy of facilities and equipment belonging to the college of Medicine, UOD and the college of Medicine, KAU during the academic year 2014-2015

### Recommendation

- The college needs to develop and administer an exclusive survey of the facilities, equipment availability, conditions & maintenance

**\* Explain:**

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

The Vice Deanship for quality and Development (VDQD) of the college conducted this Academic Job Satisfaction Survey (AJSS) of the teaching staff. The VDQD stored the results of the survey after analysis in its database.

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

The Academic Job Satisfaction Survey (AJSS) of the teaching staff was conducted for the first time in 2014/15, so it was decided to keep the same value as “internal & target benchmark”. Since the “target (2014/15)” was achieved, the “new target benchmark” was increased.

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

- The Vice Deanship for Quality and Development, College of Medicine, UOD

**\*\* Explain:**

**1. Why this external provider was chosen.**

Keeping in view of good practice, two specific criteria has been fixed to choose the external benchmarking partner viz. (i) Comparability of Infrastructural facilities required for the programs across KSA; (ii) Availability of data as required by the NCAAA. Accordingly, College of Medicine attached with King Abdul Aziz university was chosen as benchmarking partner keeping in view of Comparability. Moreover, it also attained institutional accreditation as like UOD.

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

Average overall rating of adequacy of facilities and equipment in a survey of teaching staff =  $\frac{\text{Sum of the scores given by the teaching staff who responded to the particular item in survey (AJS)}}{\text{Total No of teaching staff filled the survey (AJS)}}$

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

College of Medicine attached with King Abdul Aziz university was chosen as benchmarking partner

## Standard 8 - Financial Planning and Management

**KPI # 21:** Total operating expenditure (other than accommodation and student allowances) per student.

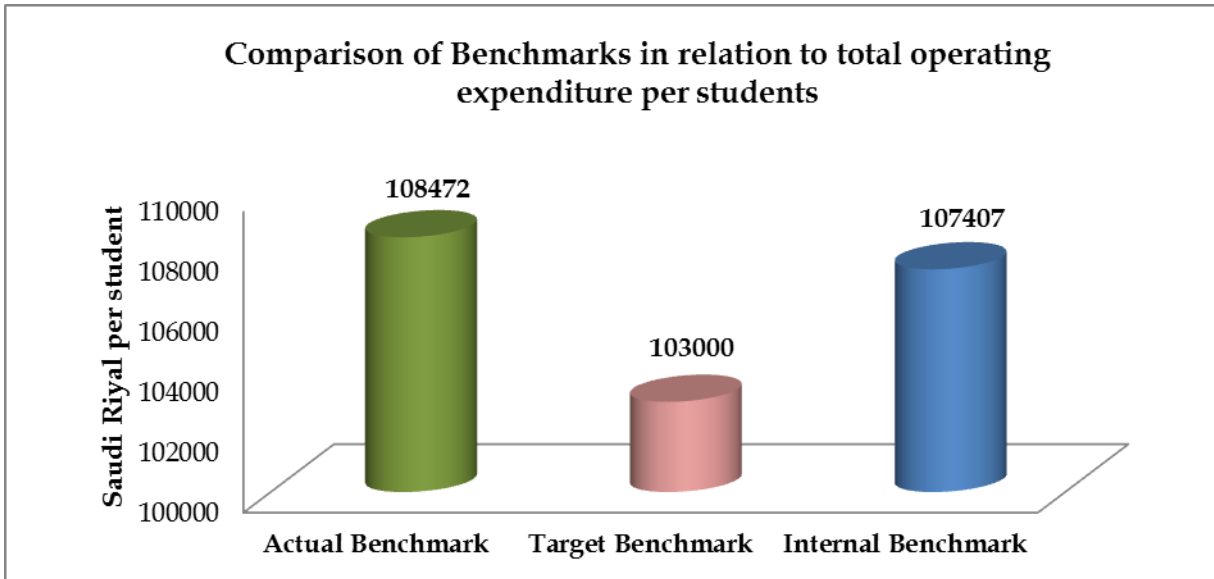
**Institutional KPI Reference Number : S8.1**

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
SAR 108,472	SAR 103, 000	SAR 107,407	-	SAR 103,000

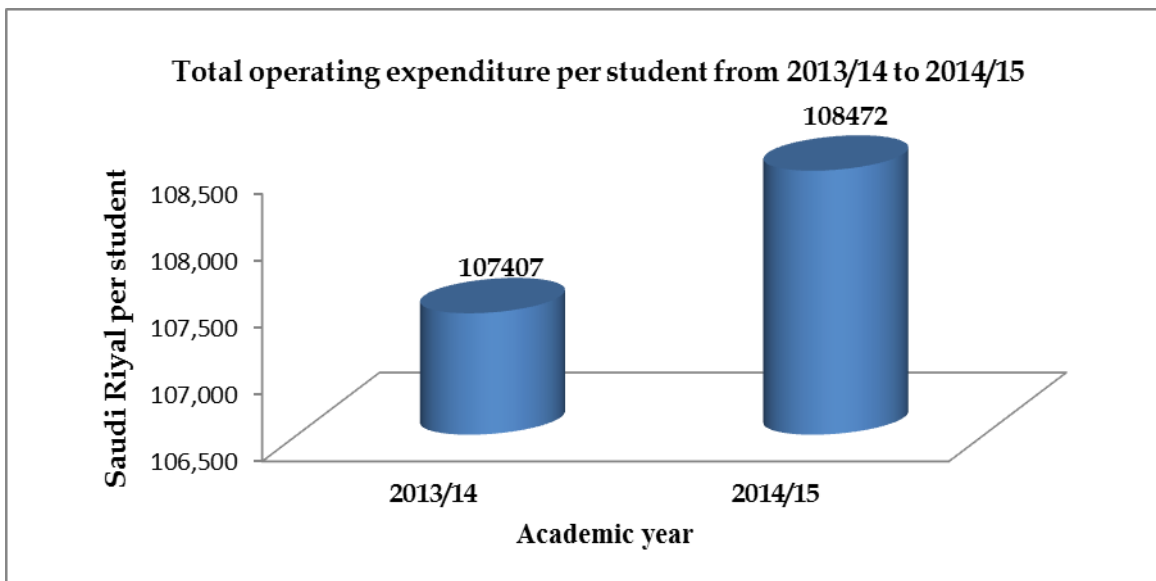
Years	2013-14	2014-15
Operating Expenditures	123,625,479	127,021,187
No. of Students	1151	1171
Ratio	107,407	108,472

### Analysis

Operating expenditures includes services maintenance, consumables and materials. While calculating the total operating expenditure per student for the academic year 2014-15, it is reported as 108,472 Saudi Arabian Riyals. Since this KPI was calculated from the academic year 2013-14, the internal benchmark is fixed based on the performance of the program with respect to the previous year data (i.e. 2013-14) and it is fixed as 107,407 SAR. Since there is no previous years' data to assess the trend, the committee decided to fix the target arithmetically, by reducing 5% of the total expenditure spent during the year 2013-14 as a measure to reduce the cost. However, it is observed that there is a marginal increase in the expenditure in the current year and it might be due to the following reasons viz. (i) the college has gone through the preparation and equipping phase in addition to the completion of the new male campus (iii) the operating cost is proportionately increased to meet out the expenses of increasing number of students enrolled in the program during 2014-15. Since the current year (2014-15) expenditure is reported slightly higher than the target fixed, the committee decided to retain the current year target as the new target for the next academic year 2015-16.



*Figure 38 : Comparison of benchmarks in relation to total operating expenditure per student at college of Medicine during the academic year 2014-15*



*Figure 39 : Total operating expenditure per student from 2013/14 & 2014/15*

### **Strengths**

- The college (classrooms, labs and clinics) is fully equipped with classrooms, labs and clinics both in male and females campuses.
- UOD provided adequate budget for the college to meet out its financial requirements.

This can be justifiably with respect to the existence of state of art facilities and it is provided in advance to ensure effective delivery of the program.

**Recommendation**

- External benchmark is recommended to compare actual benchmarks with similar programs operating at both national and international level.
- The operating expenditure per student need to be maintained in a consistent manner.

**\* Explain:**

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

The Dean's office is responsible for controlling and maintaining the financial data and provides the information about the annual budget allocated to the College from the University. Office of Students Admissions and Registration is responsible for students' registration & enrollment data. Hence both the stakeholders were chosen as internal benchmarking partners.

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

Total annual operational expenditures consumed per student was calculated for each of the previous two years separately. Since this KPI was calculated from the academic year 2013-14, the internal benchmark is fixed based on the performance of the program with respect to the previous year data (i.e. 2013-14). The target was fixed slightly lower than the previous year's performance and the committee decided to reduce 5% of the expenditure spent during the last year (2013-14). Since the "Actual benchmark" (2015-2016) was higher than the target fixed for the academic year 2014-15, the actual target was retained as "new target benchmark" for the next academic year in order to minimize the expenses through appropriate cost control strategies.

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

- Dean's office of College of Medicine (i.e. for Annual Budget)
- Office of Students Admissions and Registration (i.e. for no. of registered students)

## Standard 9 - Faculty and Staff Employment Processes

**KPI # 23:** Proportion of teaching staff leaving the institution in the past year for reasons other than retirement.

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

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
<b>Overall: 0.04</b>	0.05	0.06	0.023	0.03

### Analysis

The data for this indicator was obtained from the Deanship of Faculty & Personnel Affairs at the institutional level. The percentage was calculated by the total number of teaching staff leaving the college against the total number of faculty members working that year. The attrition rate other than retirement shows a gradual decrease over the past years. A retrospective analysis was carried out to found out the proportion of faculty members leaving the college and it is reported as 0.06 for the academic year (2012-2013), and it has been decreased to 0.05 in (2013-2014). The internal benchmark has been fixed as 0.06 by the taking the average of last two years attrition rate. Based on this internal benchmark and the previous year's performances, the target is fixed as 0.05 for the academic year 2014-15. While measuring the actual results, it is found that the proportion of faculty members leaving the college was reported as 0.04 in the academic year 2014-15. Since the actual benchmark calculated for the academic year is reported as 0.04 and it is slightly less than internal benchmark and the target, the committee decided to keep new target benchmark as 0.03 so as to match with its external benchmarking partner.

### Strength

- There is high degree of job satisfaction in both sections of teaching staff and attrition rate was not associated with dissatisfaction or conflicts associated with the quality of work life of the faculty in the College

### Recommendations

- The college should take necessary steps to maintain a low attrition rate.
- External benchmark is required for a comparison of actual benchmarks to similar programs both at the national or international levels.

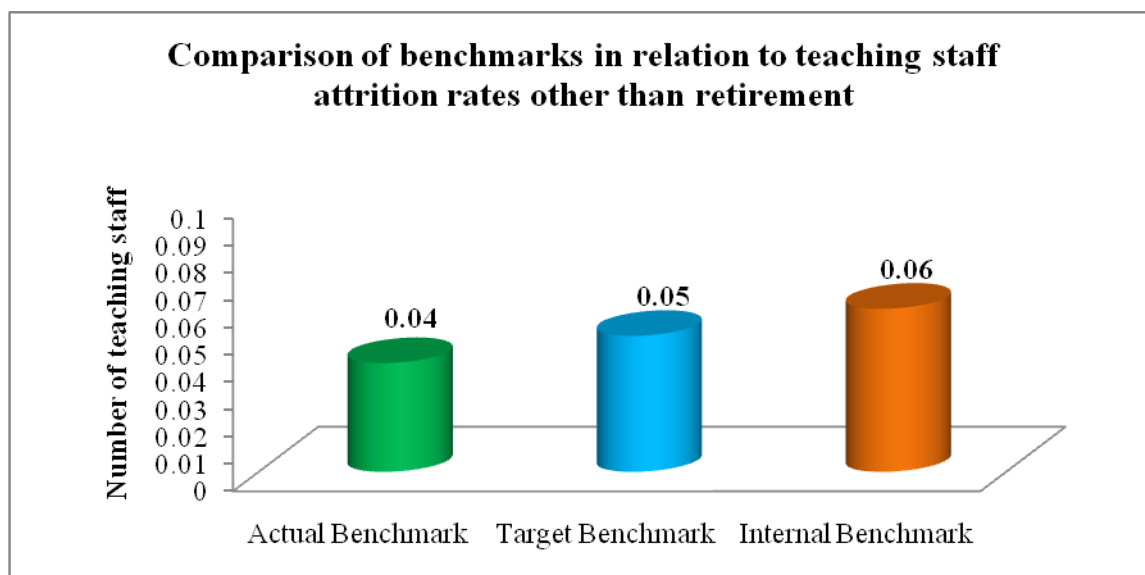


Figure 60: Comparison of benchmarks in relation teaching staff attrition rates other than age retirement

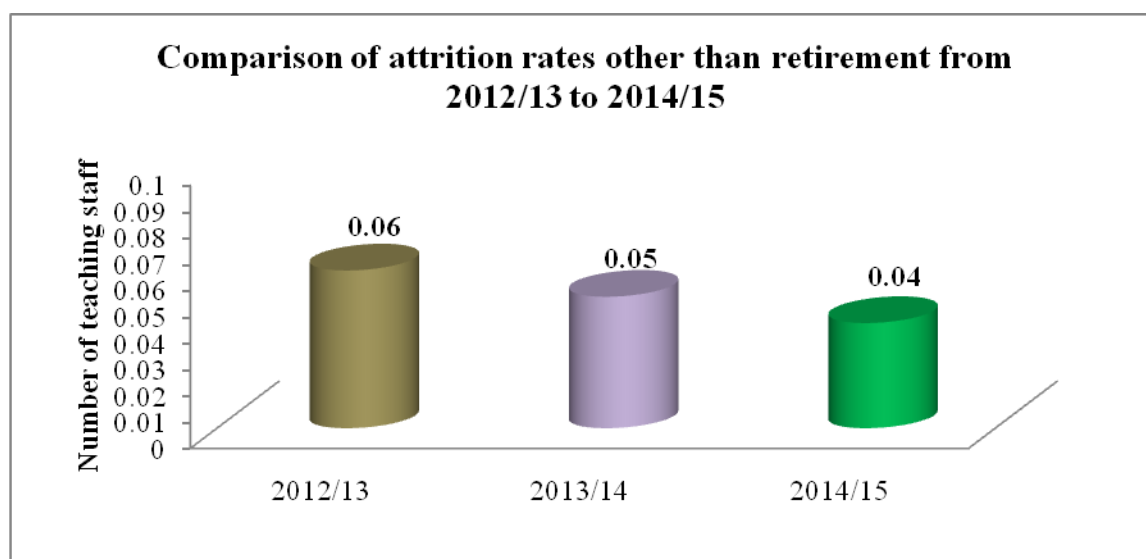


Figure 61: Staff attrition rates other than age retirement observed at the college of medicine, UOD from 2012/13 to 2014/15

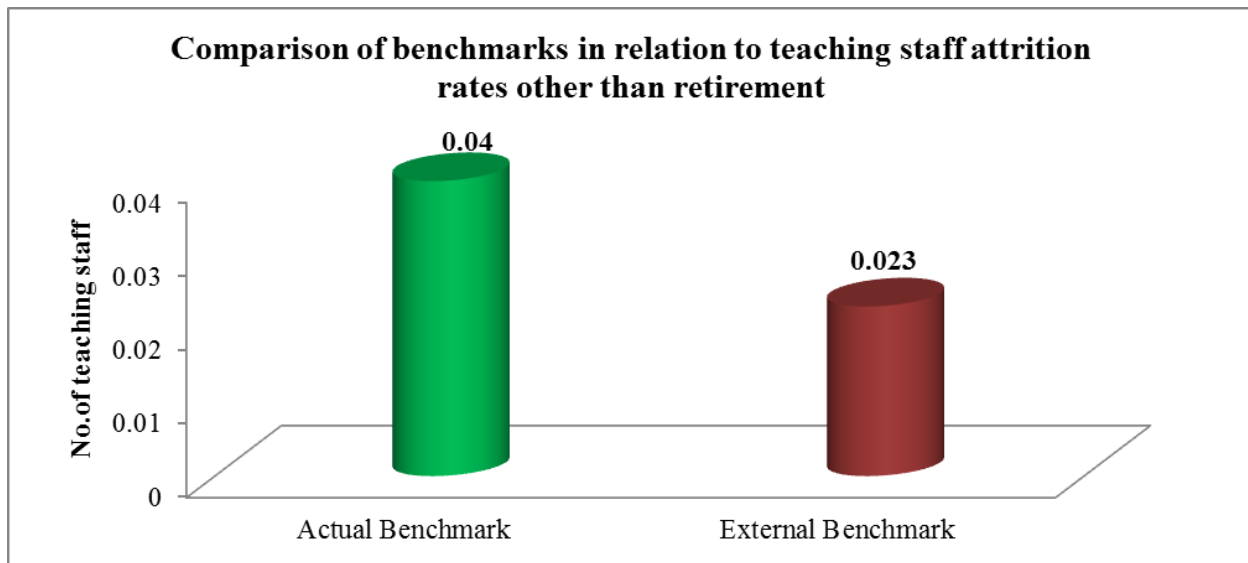


Figure 62: Comparison of attrition rate of faculty belonging to the College of Medicine, UOD and the College of Medicine, KAU observed during the academic year 2014-2015

**\* Explain:**

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

The only source of data was the Deanship of Faculty & Personnel Affairs which maintains records of resignations by teaching staff at the institutional level.

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

This benchmark (percentage) was calculated with the total number of faculty leaving the college other than age retirement during the academic years 2012/13 to 2013/14 against the total number of teaching staff working during that period. The average of the proportion was considered as the internal benchmark. The target benchmark was then set lower than the internal benchmark. The "Actual benchmark (2014/15)" obtained was lower than the target (2014/15); therefore, the committee decided to keep the new target lower than the actual keeping in view to retain more faculty in the forthcoming years.

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

- Deanship of Faculty & Personnel Affairs (Employee records)



**\*\* Explain:**

**1. Why this external provider was chosen.**

Keeping in view of good practice, two specific criteria has been fixed to choose the external benchmarking partner viz.

(i) Comparability of Infrastructural facilities required for the programs across KSA

(ii) Availability of data as required by the NCAAA.

Accordingly, college of Medicine attached with King Abdul Aziz university [KAU] was chosen as benchmarking partner keeping in view of comparability. Moreover, KAU also attained institutional accreditation as like UOD.

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

Proportion of teaching staff leaving the institution in the past year for reasons other than age retirement =  $\frac{\text{Number of teaching staff leaving the college}}{\text{Total number of teaching staff of college of Medicine}}$

**3. Name the external provider.**

College of Medicine attached with King Abdul Aziz university was chosen as benchmarking partner

**KPI # 24:** Proportion of teaching staff participating in professional development activities during the past year.

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

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
Overall : 0.71	0.60	0.50	0.42	0.90

### Analysis

The proportion of faculty who participated in professional development activities was calculated as a percentage of the total number of faculty members. The college ensures & encourages teaching staff to participate in various training activities in order to keep abreast with developments in their field. Faculty participation in staff development activities is reported in the college annual report. There was some deficiency in the reporting of faculty participation during 2012/13 – 2013/14, so certain measures were taken by the college to improve the reports of 2014/15.

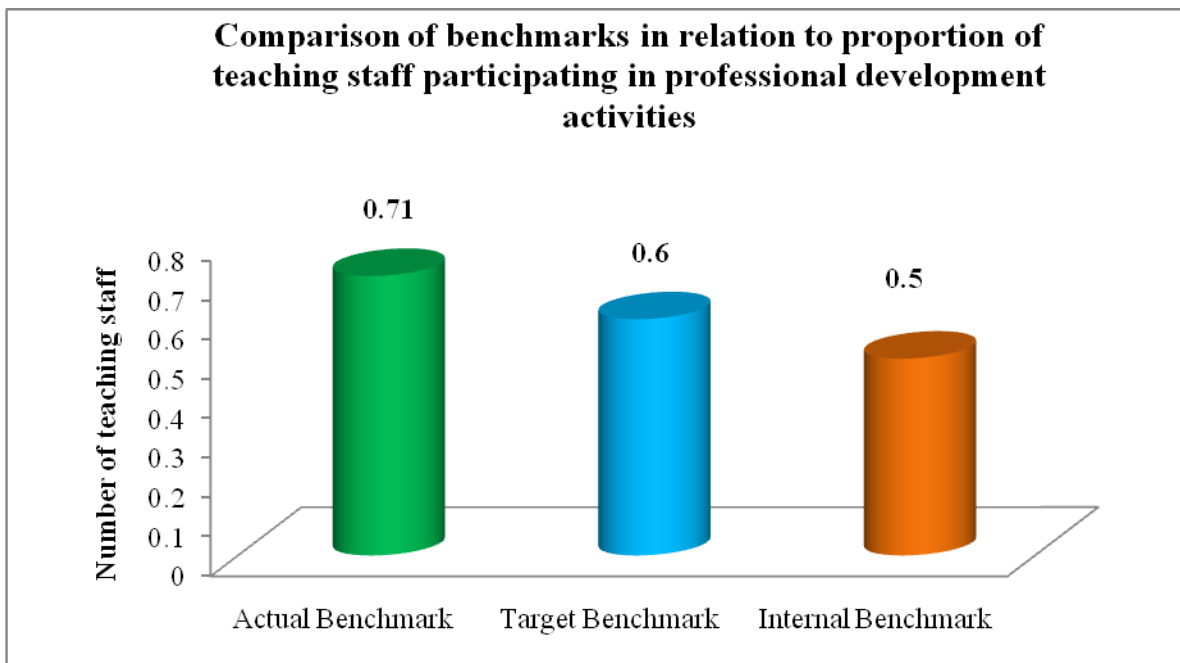


Figure 63: Comparison of benchmarks in relation to proportion of teaching staff participating in professional development activities

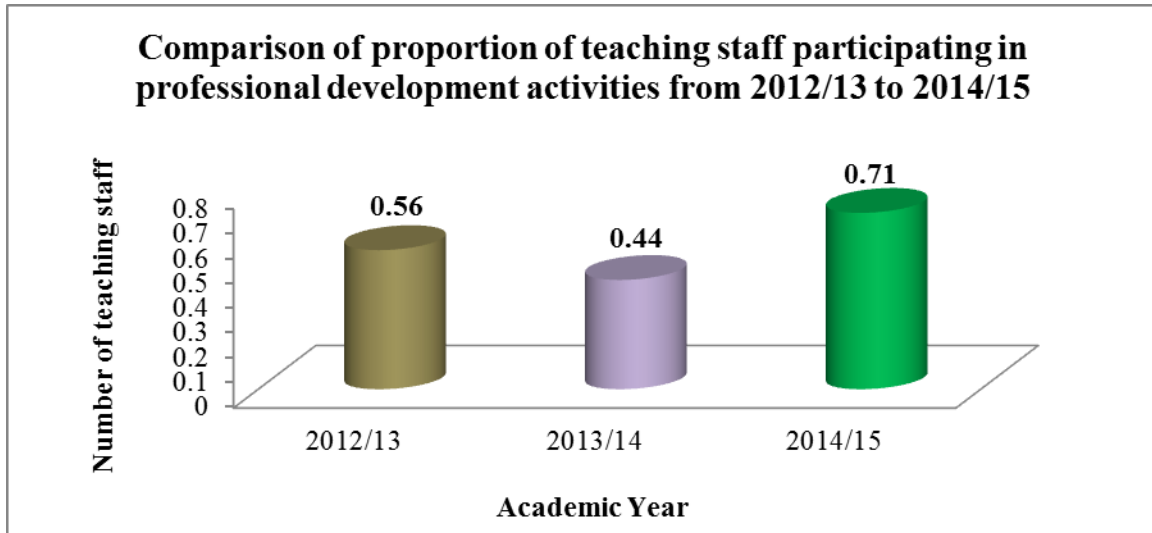


Figure 64: Teaching staff participation rate in professional development activities from 2012/13 to 2014/15

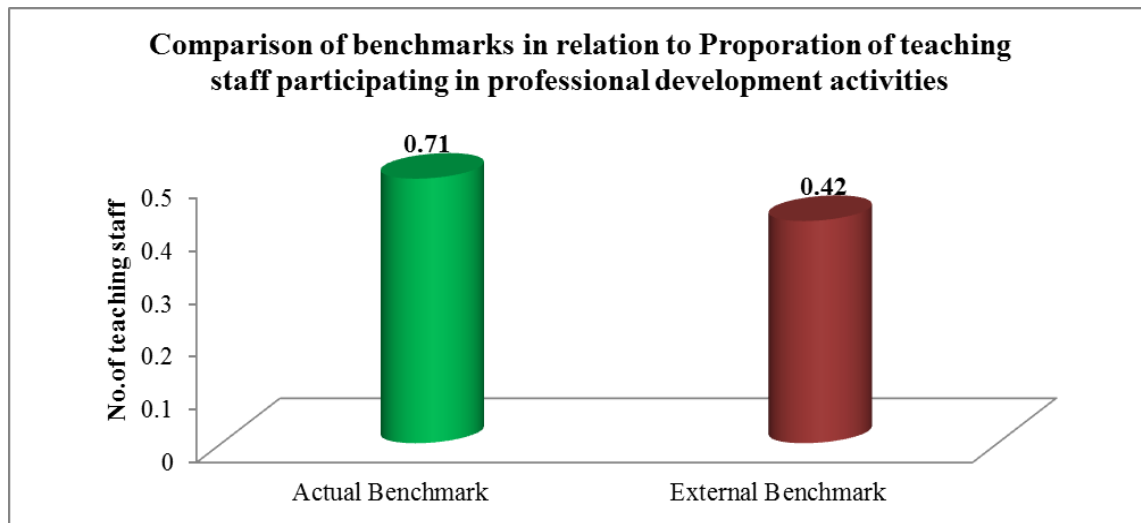


Figure 65: Comparison of Teaching staff participation rate in professional development activities between the College of Medicine, UOD and the College of Medicine, KAU observed during the academic year 2014-2015

### Strengths

- The college has a well-established Directorate of Academic Affairs & Training and a Medical Education Unit which undertake the planning and organization of professional development activities periodically.

- The faculty participates in various workshops & training organized by the Deanship of Academic Development at the institutional level, with the support of international experts, on teaching strategies, recent developments, learning outcomes etc.
- UOD supports faculty to attend international conferences in their respective specialties.
- The clinical departments in King Fahd Hospital of the University [KFHU] hold high quality symposia/conferences annually.

**\* Explain:**

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

The sources of data were :

- Directorate of Academic Affairs & Training
- Medical Education Unit
- Deanship of Education Development

All the above organize and conduct workshops and training programs. Also the annual data was available in the College Annual report. The three sources were thus chosen.

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

This benchmark was calculated with the total number of faculty who participated in the professional development activities in the academic year against the total number of faculty working in the college in the same academic year. The percentage was calculated for the years 2012/13 & 2013/14 and the average taken as the “internal benchmark”. The target benchmark was then set higher than the internal benchmark. Since the “Actual benchmark (2014/15)” derived was higher than the target (2014/15), the “new target benchmark” was revised in order to increase the participation rate.

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

- Directorate of Academic Affairs & Training
- Medical Education Unit
- Deanship of Education Development
- College Annual Report

**\*\* Explain:**

**1. Why this external provider was chosen.**

Keeping in view of good practice, two specific criteria has been fixed to choose the external benchmarking partner viz.

- (i) Comparability of Infrastructural facilities required for the programs across KSA
- (ii) Availability of data as required by the NCAAA.

Accordingly, college of Medicine attached with King Abdul Aziz university [KAU] was chosen as benchmarking partner keeping in view of comparability. Moreover, KAU also attained institutional accreditation as like UOD

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

Proportion of teaching staff participating in professional development activities during the past year = No of teaching staff participating in professional development activities during the past year divided by the Total No of teaching staff working in the college during that academic year.

**3. Name the external provider.**

College of Medicine attached with King Abdul Aziz university was chosen as benchmarking partner

**KPI # 25: Ethnicity:** Percentage of teaching staff with particular reference to birth place.

**Institutional KPI Reference Number: UD 9.1** (*Additional indicator*)

Actual Benchmark	Target Benchmark	Internal Benchmark	External Benchmark	New Target Benchmark
<b>Overall Saudi Faculty: 51 %</b> Male: 34 % Female: 17 %	70% Saudi Faculty	51 % Saudi Faculty	Nil	70% SaudiFaculty

### Analysis

- The data for this indicator were calculated by referring to the CVs submitted by the faculty of both sections to the Vice Dean for Quality and Development of the college.
- The diversity of faculty as measured by their ethnic backgrounds was obtained by calculating the number of Saudi and Non-Saudi faculty as a percentage of the total number of faculty in the college.

The numbers of staff development activities organized by the college of medicine, as well as the percentage of faculty attending professional development activities have increased over the past years as shown in the figure 71. Based on the previous year data, the internal benchmarking is fixed as 51%. The target (70%) for the year 2014-15 has been fixed slightly higher than the internal benchmark and in accordance with the previous year performance. The percentage of teaching staff participating in professional development activities during the year 2014-15 is reported as 51%. Even though the current year score falls less the target (70%), the committee decided to retain the current target as new target (i.e. 70%) for the next academic year in the view to improve the performance.

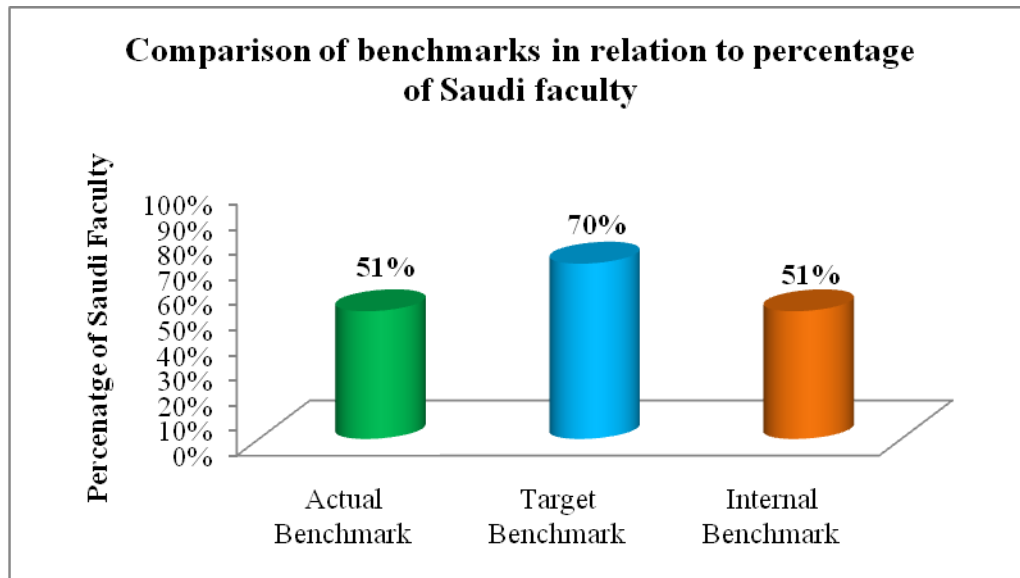


Figure 66: Comparison of benchmarks in relation to percentage of Saudi faculty

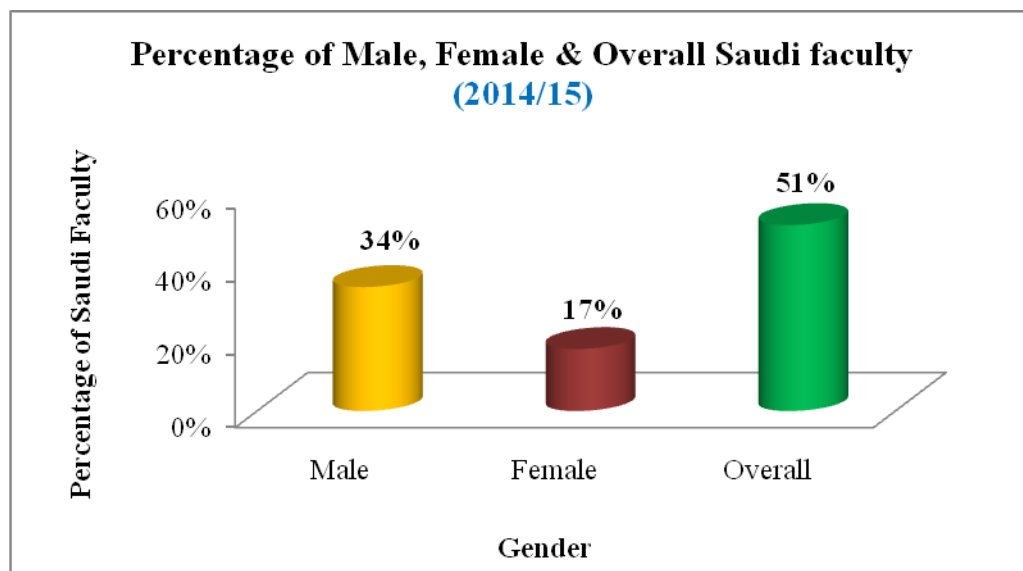
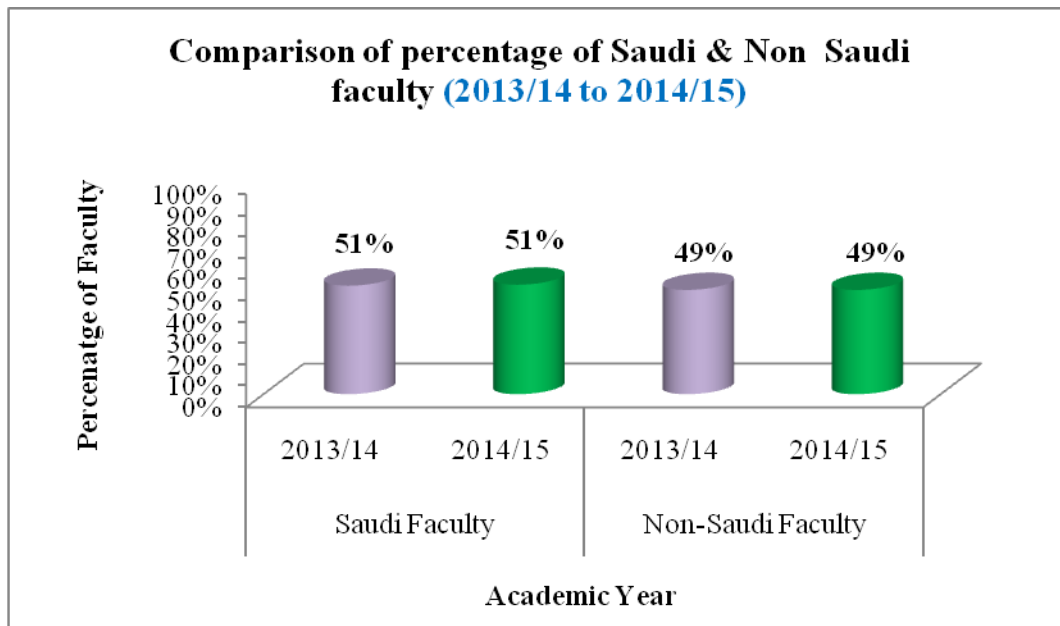


Figure 67: Percentage of male, female & overall Saudi faculty working at the College of Medicine during the year 2014/15



*Figure 68: Comparison of percentage of Saudi & Non Saudi faculty in the Medicine between the academic years 2013/14 to 2014/15*

### **Strengths**

- The college has a diverse body of highly experienced teaching staff classified by their ethnicity as "Saudi's & Non Saudis".
- The college consistently maintained 50% Saudi teaching staff over the years.

### **Recommendation**

- The college needs to planto increase the percentage of Saudi facultyparticularly, female faculty.



**\* Explain:**

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

The only source was the Vice Deanship for Quality and Development of the college which periodically collects faculty CVs for an annual update of faculty data.

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

The benchmark derived by calculating the percentage of Saudi & Non Saudi faculty in both sections during the academic year 2013/14 and it was considered as "internal benchmark". The target benchmark (only for Saudi faculty) was set higher than the internal benchmark. Since the target (2014/15) was not achieved, the committee decided to retain "actual benchmark", as the "new target benchmark".

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

- Vice Deanship for Quality and Development, COM

**\*\* Explain:**

**1. Why this external provider was chosen.**

Nil

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

Nil

**3. Name the external provider.**

Nil

**KPI # 26:** Result of teaching staff found satisfied with their job

**Institutional KPI Reference Number:**UD 9.3 (*Additional indicator*)

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
Overall: 3.9 Male: 3.84 Female: 3.89	4	4	Nil	4

### Analysis

The college administered the “Academic Job satisfaction survey” for the teaching staff to assess their satisfaction. Item 1 of the survey which evaluates the “job satisfaction” of teaching staff was considered for the KPI. The survey was introduced in 2014/15.

The level of satisfaction of the teaching staff about their Job is reported as 3.9 in the five point rating scale for the academic year 2014-15. Based on the consensus of the committee and keeping in view of the strategic plan of the college, committee fixed internal benchmark and the target for the year 2014-15 and it has been fixed as 4. While measuring the satisfaction level of the faculty about their job for the academic year 2014-15, it is reported as 3.9 in the five point likert scale. Since the actual performance (i.e. 3.9) is less than the target (i.e. 4) fixed earlier for the academic year 2014-15 and the internal benchmark (i.e. 4), the committee decided to retain the same target as new target benchmark (4.0) for this KPI.

### Strengths

- Items related to “team work, efficiency of immediate supervisor, tension- free working atmosphere, cooperation among staff, job compatibility” etc. received the highest rating of above 4 out of 5 (Mean score).

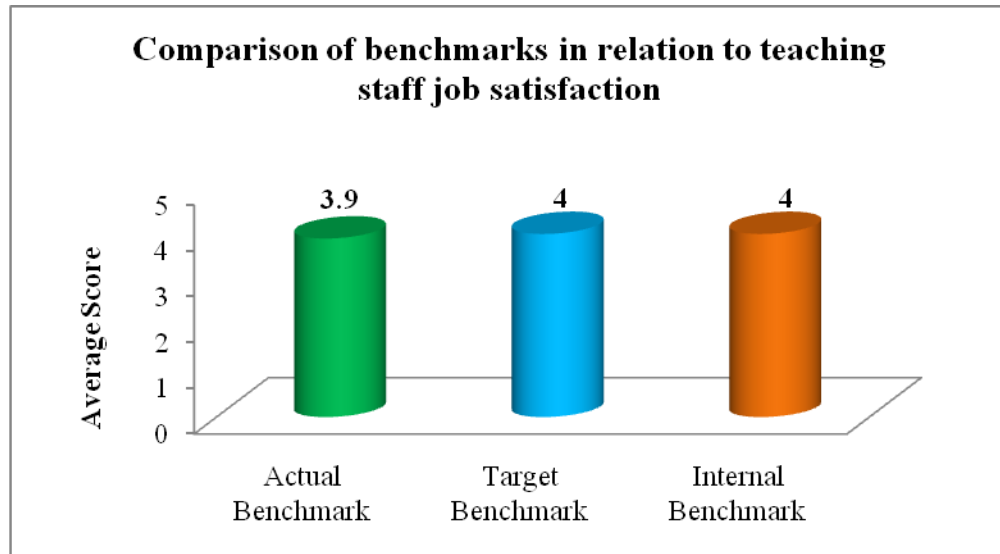


Figure 69: Comparison of benchmarks in relation to teaching staff job satisfaction

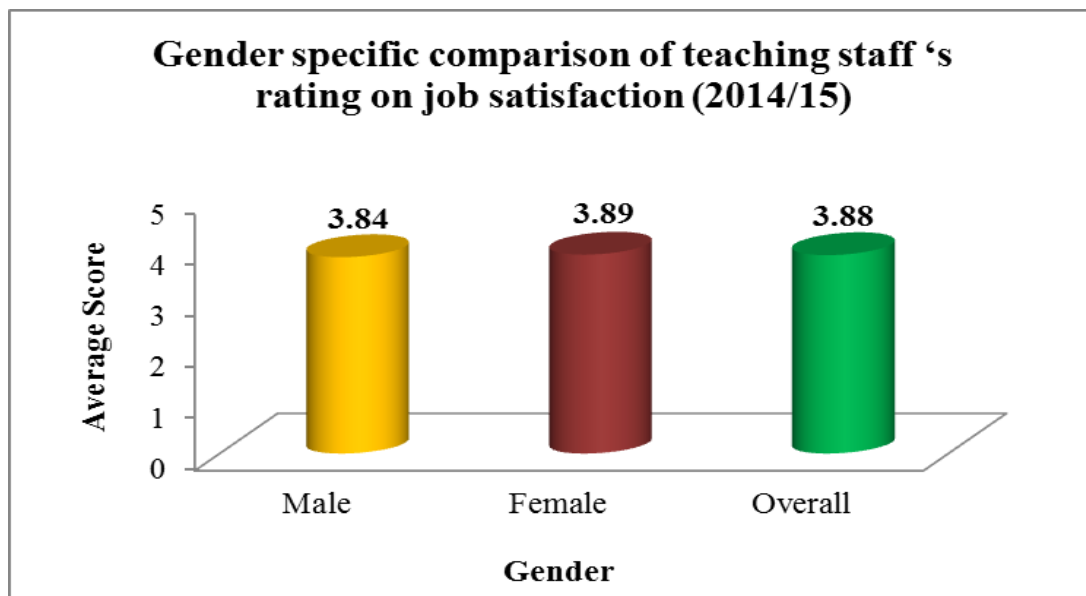


Figure 70: Gender specific comparison of teaching staff 's rating on job satisfaction during the academic year 2014/15

## **Recommendations**

- The college needs plans to improve items with low scores which specifically related to salary. e.g. Find alternative sources of funding to increase salaries of teaching staff
- The college should conduct this survey annually on a regular basis.

### **\* Explain:**

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

The Vice Deanship of Quality and Development, COM initiated and conducted the survey of the teaching staff in both sections. The results after analysis were stored in its database.

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

This was the first survey; therefore, there was no past performance. The committee, consequently, decided to keep the same "target & internal benchmark". Since the target (2014/15) was not achieved, the "new target benchmark" adopted was the same as the current year's score with the expectation that satisfaction of the teaching staff would be higher.

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

- Vice Deanship of Quality and Development, COM

### **\*\* Explain:**

#### **1. Why this external provider was chosen.**

Nil

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

Nil

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

Nil

## Standard 10 – Research

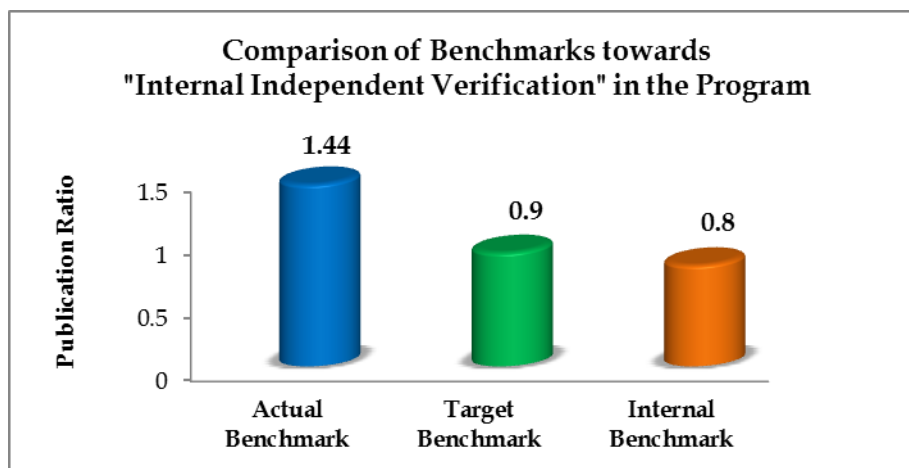
**KPI: Number of refereed publications in the previous year per full time equivalent teaching staff.**

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

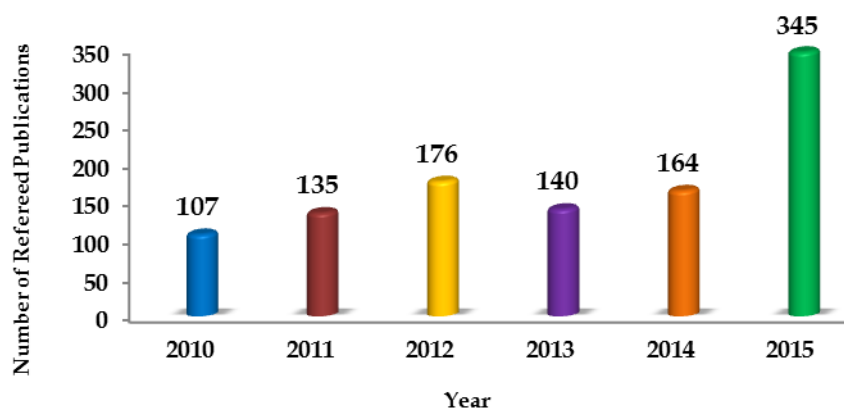
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
<b>1.44</b>	0.90	0.70	0.87	1.6

### Analysis:

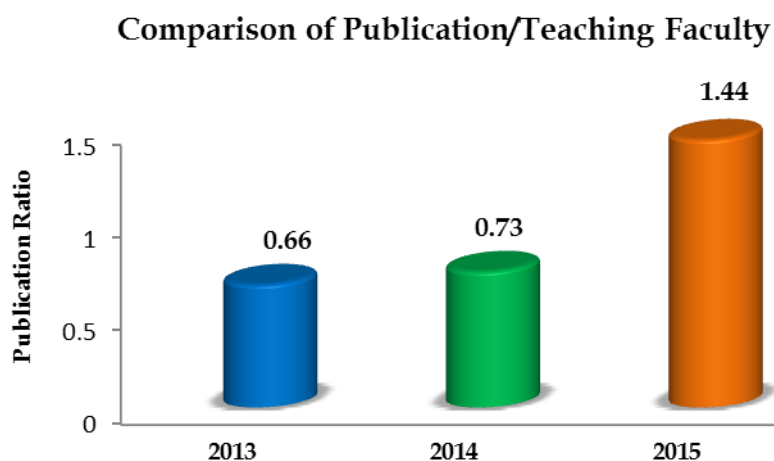
- There is a significant increase in the publication ratio over the years which show the substantial growth of scientific research.
- The numerator of this KPI includes the refereed publications indexed in PubMed and Scopus and specifically with the UOD author affiliation. Similarly, the denominator comprises lecturers, assistant professors, associate professors & professors.
- The data was calculated for the past calendar year i.e. for 2015 as well as for 2012, 2013 & 2014.



*Comparison of benchmarks in relation to number of refereed publications per teaching staff*



*Comparison of total number of refereed publications from 2010 to 2015*



*Comparison of publication per teaching staff from 2013 to 2015*

#### **Strengths:**

- Both the sections of teaching staff are actively involved in research and publications.
- The college on an average (2011 – 2014) contributes to 38% of the overall annual UOD publications.

#### **Recommendation:**

- The college should maintain the current publication ratio i.e., 1.44 and should improve further publications in highly reputed peer reviewed journals

**\* Explain:**

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

The only source to collect the publication data was from the Deanship of Scientific Research at the institutional level who maintains the year wise data on publications for all colleges, hence it was considered.

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

- The ratio was calculated by dividing the total number of refereed publications indexed in *PubMed and Scopus* by the total number of fulltime teaching staff. Moreover, the publication ratio was calculated from 2013 to 2015 since the database updates its contents based on Gregorian year, all publication data were categorized for the years 2013, 2014 & 2015.
- The two year (2013 & 2014) average was considered as internal benchmark. The target benchmark for 2014 was kept by adding 15% to the internal benchmark. Since the target was achieved, the new target benchmark was revised in order to improve the ratio.

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

- Deanship of Scientific Research (Institution)

**\*\* Explain:**

**1. Why this external provider was chosen?**

Keeping in view of good practice, two specific criteria has been fixed to choose the external benchmarking partner viz.

- (i) Comparability of Infrastructural facilities required for the programs across KSA
- (ii) Availability of data as required by the NCAAA.

Accordingly, college of Medicine attached with King Abdul Aziz university was chosen as benchmarking partner keeping in view of comparability. Moreover, it also attained institutional accreditation as like UOD.

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

The publication ratio was calculated by dividing the total number of faculty members under total number of refereed publications

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

College of Medicine belonging to King Abdul-Aziz (KAU) University

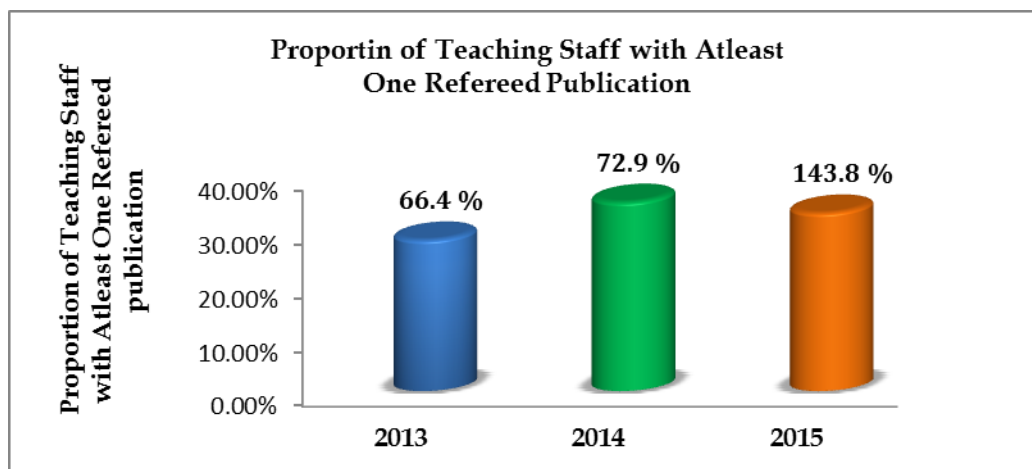
**KPI: Proportion of full time member of teaching staff with at least one refereed publication during the previous year.**

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

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
<b>Overall: 1.44</b>	0.88	0.70	0.79	1.6

#### Analysis:

- There has been a significant increase over the past years in the number of publications by the teaching staff. The actual benchmark is higher than the internal as well as target benchmark.
- The numerator of this KPI includes the refereed publications indexed in PubMed and Scopus and specifically with the UOD author affiliation. Similarly, the denominator comprises lecturers, assistant professors, associate professors & professors.
- The data was calculated for the past calendar year (2015) as well as for 2012 & 2013.



*Comparison of benchmarks in relation to percentage of teaching staff with at least one refereed publication*

#### Strengths:

- Both the sections of teaching staff are actively involved in research and publications.
- The college on an average (2011 – 2014) contributes to 38% of the overall annual UOD



publications.

- Recently, UOD has collaborated with “Thompson Reuters” with the aim of improving the research and publications.

**Recommendation:**

- The college should continue to gradually increase the number of publications.
- External benchmark is recommended to compare actual benchmarks to similar programs that are national or international.

**\* Explain:**

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

The source to collect the publication data was from the Deanship of Scientific Research at the institutional level who maintain the year wise data on publications for all colleges, hence it was considered.

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

- The ratio was calculated by dividing the total number of refereed publications indexed by the total number of fulltime teaching staff. Moreover, the publication ratio was calculated from 2013 to 2015 since the database updates its contents based on Gregorian year, all publication data were categorized for the years 2013, 2014 & 2015.
- The two year (2013 & 2014) average was considered as internal benchmark. The target benchmark for 2015 was kept by adding 25% to the internal benchmark. Since the target was achieved, the new target benchmark was revised in order to improve the ratio.

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

- Office of *Thomson Reuters* in the Deanship of Scientific Research (Institution)

**\*\* Explain:**

**1. Why this external provider was chosen?**

Keeping in view of good practice, two specific criteria has been fixed to choose the external benchmarking partner viz.

- (i) Comparability of Infrastructural facilities required for the programs across KSA
- (ii) Availability of data as required by the NCAAA.

Accordingly, college of Medicine attached with King Abdul Aziz university was chosen as benchmarking partner keeping in view of comparability. Moreover, it also attained institutional accreditation as like UOD.

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

The publication ratio was calculated by diving the total number of faculty members under total number of refereed publications

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

College of Medicine belonging to King Abdul-Aziz (KAU) University

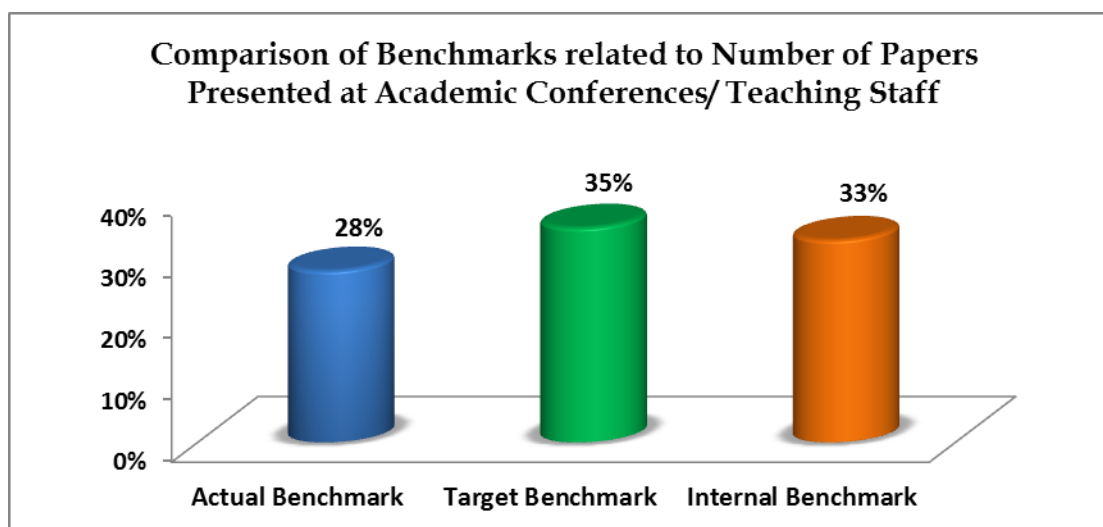
**KPI: Number of papers or reports presented at academic conferences during the past year per full time equivalent faculty members.**

NCAAA KPI Reference Number: **S10.4**

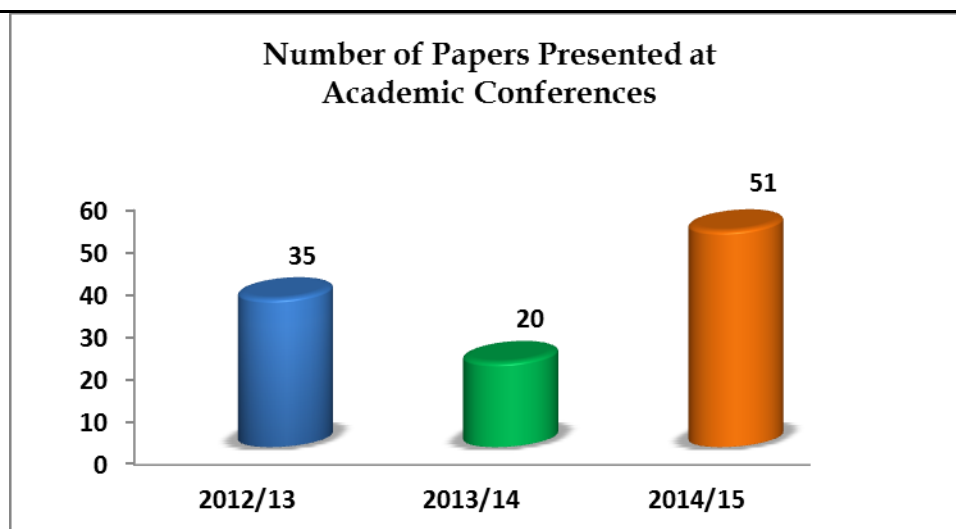
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
<b>Overall: 0.21 per faculty</b>	0.13 per faculty	0.11 per faculty	2.64	0.25 per faculty

**Analysis:**

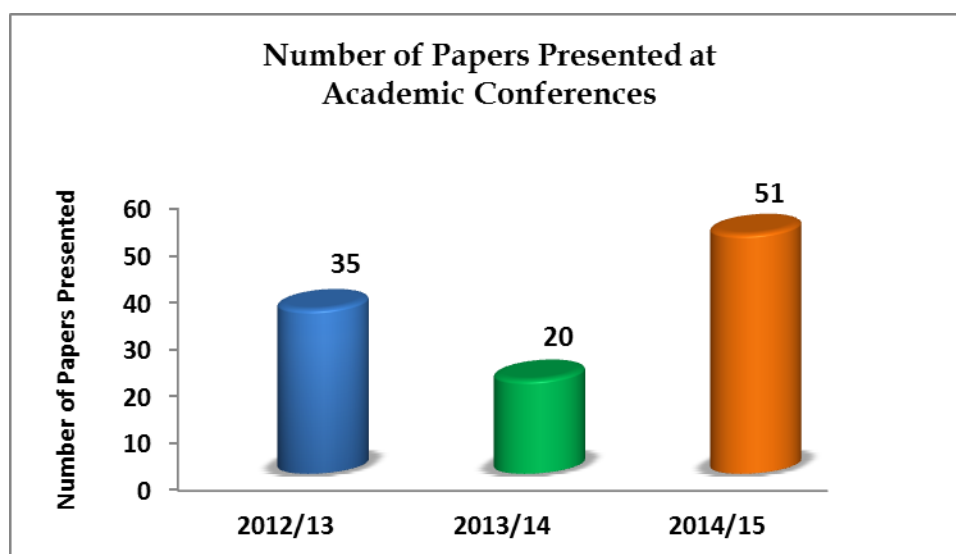
There has been a significant increase in the number of papers presented during 2014/15; majority of the contribution came from the male section. However, the same level of improvement has to be achieved in the female section in. *(The numerator of this KPI includes the number of papers / reports presented at academic conferences and the denominator comprises assistant professors, associate professors & professors)*. There were some reporting deficiency on the faculty participation in the conferences during 2012 /13 – 2013/14 and the college took few measures to improve the same in the year 2014/15.



*Comparison of benchmarks in relation to number of papers / reports presented at academic conferences per faculty*



*Number of papers presented at academic conferences per faculty from 2012/13 to 2014/15*



*Comparison of total number of papers / reports presented at academic conferences from the college during 2012/13 to 2014/15*

**Recommendation:**

- The college should continue to improve the ratio per faculty.

**\* Explain:**

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

The only source of data was from the “college annual report” where data is collected from the departments regarding the faculty presentations hence chosen.

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

This benchmark was calculated by the total number of paper presentations done by faculty

in the academic year to the total number of faculty working in the college in the same academic year. The percentage was calculated for the years 2012/13 & 2013/14 and the average was considered as the “internal benchmark”. The target benchmark was then set higher (20%) than the internal benchmark. After deriving the “Actual benchmark (2014/15)”, which was higher than the target (2014/15), the “new target benchmark” was revised 20 % higher than the actual score for 2014/15 in order to increase the presentation rate.

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

- College Annual report (2012, 2013 & 2014)

### \*\* Explain:

#### 1. Why this external provider was chosen?

Keeping in view of good practice, two specific criteria has been fixed to choose the external benchmarking partner viz.

- Comparability of Infrastructural facilities required for the programs across KSA
- Availability of data as required by the NCAAA.

Accordingly, college of Medicine attached with King Abdul Aziz university was chosen as benchmarking partner keeping in view of comparability. Moreover, it also attained institutional accreditation as like UOD.

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

The publication ratio was calculated by dividing the total number of faculty members under total number of refereed publications

#### 3. Name of the external provider.

College of Medicine belonging to King Abdul-Aziz (KAU) University

**KPI: Research income from external sources in the past year as a proportion of the number of full time faculty members.**

NCAAA KPI Reference Number: **S10.5**

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
<b>29,694 SAR per faculty</b>	32,500 SAR per faculty	31,000 SAR per faculty	Nil	32,500 SAR per faculty

### Analysis:

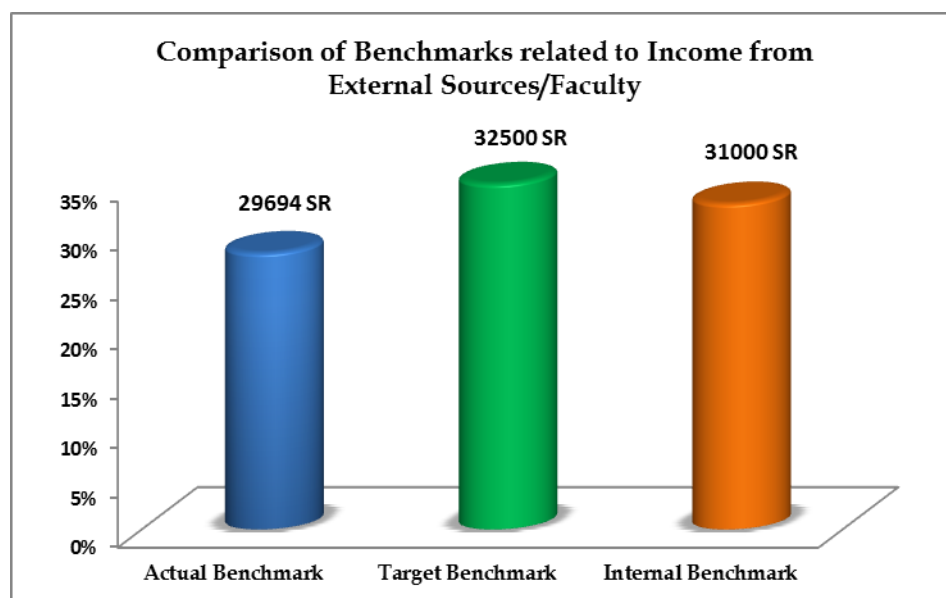
The college annually receives external research funding from the “Annual Grants Program by King Abdulaziz City for Science and Technology (KACST)”. The numerator for this KPI

is the total research fund received from KACST for the year and the denominator comprises the total number of faculty in the college.

- The number of universities that apply for the grants has increased over the years. Now UOD competes against 28 universities for approved projects.
- KACST has increased the funding for different fields / technologies and ranks.
- In recent years, the KACST regulations for approval for projects / grants have been made more stringent.
- For the year 2015, the grants were withheld on account of financial constraints.

**Strengths:**

- The college has been working on the strategic projects of KACAST since 2010.
- The college has been involved in 20 approved strategic projects of KACST till date
- From 2010 to 2014, the college received an average of 7,377,966 Saudi Riyals per year in grants from KACST, making an average of 30,742 Saudi Riyals per faculty per year.



*Figure : Comparison of benchmarks in relation to the research income from external sources per faculty*

Year	Number of approved projects by KACST	Approved grants from KACST (in Saudi Riyals)
2010	5	8832030
2011	3	5746400
2012	6	11317400
2013	2	3867360
2014	4	7126640

*Number of approved projects & total grants received from KACST during 2010 to 2014*

**\* Explain:**

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

The only source of data was the Deanship of Scientific Research which at the institutional level, maintains the data on the external grants from the KACST.

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

The annual data on the total grant received from KACST was divided by the total number of faculty in the college from 2010 to 2013, and the average was taken as the "internal benchmark". The target (2014) was fixed by adding 5% to the internal benchmark. Since the actual score derived was lower than the target (2014), the "new target benchmark" was kept the same as the old target.

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

- Deanship of Scientific Research

**\*\* Explain:**

**1. Why this external provider was chosen.**

Nil

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

Nil

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

Nil

<b>KPI: Proportion of the total, annual operational budget dedicated to research.</b> <b>NCAAA KPI Reference Number: S10.6</b>				
<b>Actual Benchmark</b>	<b>Target Benchmark</b>	<b>Internal Benchmark*</b>	<b>External Benchmark**</b>	<b>New Target Benchmark</b>
<b>28 %</b>	35 %	33 %	Nil	35%

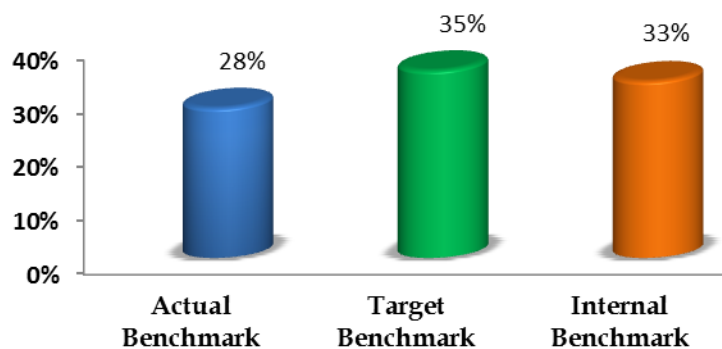
**Analysis:**

As per the rules & regulations of ministry, there is *no provision or budget allocated for research to individual colleges*. In UOD, the Vice Presidency for Scientific Research & Postgraduate Studies allocates college wise research fund only based on the particular college's approved funded research projects hence the same was considered for the KPI. The total amount allocated for college of Medicine funded research projects was considered as the *numerator* and the *denominator* as the overall amount allocated for funded research projects to all the colleges of UOD in a particular year.

- Recently the Deanship of Scientific Research revised the internal rules & regulations towards approval of the projects.
- “Standing Committee for Research Ethics on Living Creatures (SCRELC)” was formed by the Deanship of Scientific Research towards ensuring the welfare, well-being, humane care and use of all living Creatures used in research.
- “Monitoring Office for Research and Research Ethics” is established as a guide for the researchers to work according to the rules, regulations and ethics as well as for the follow-up of activities as per the time frame.

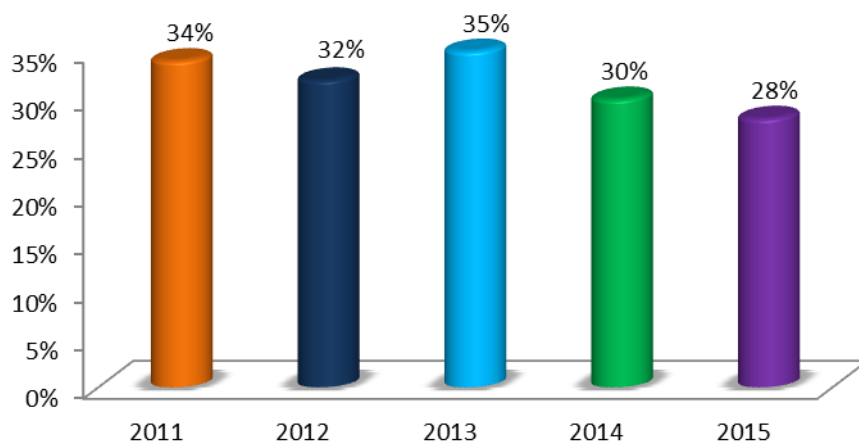


**Comparison of Benchmarks related to Fund Allocated for Research**

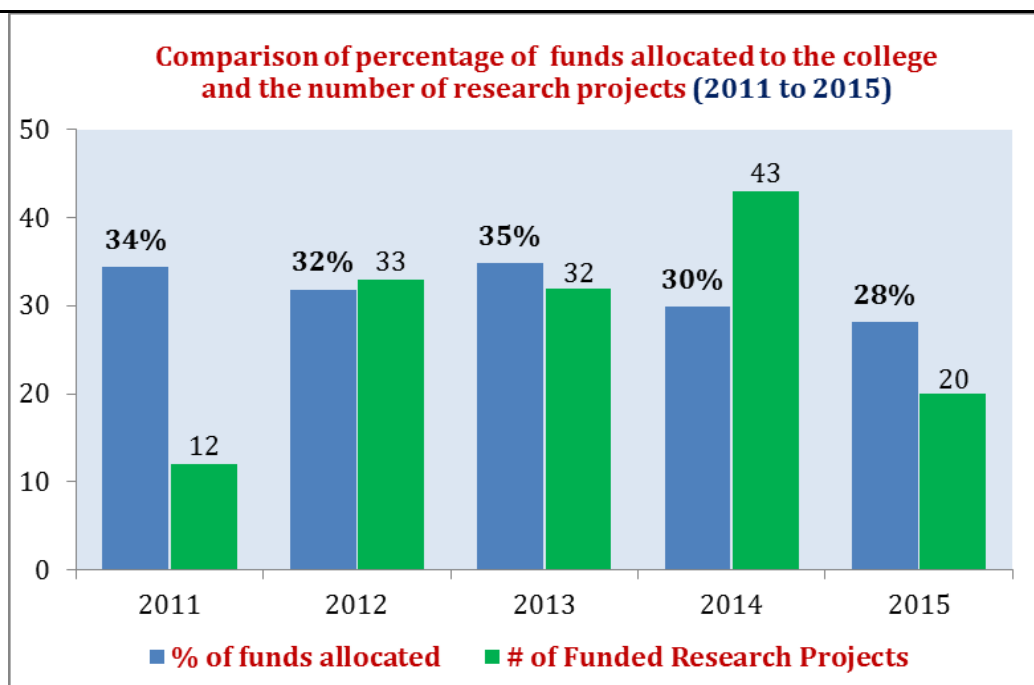


*Comparison of benchmarks in relation to percentage of funds dedicated for research from the total operating budget*

**Comparison of Percentage of Funds Allocated to College over Total Research Fund**



*Comparison of percentage of funds allocated to college from the total research fund for the funded research projects from 2011 to 2015*



*Comparison of percentage of funds allocated and the number of funded research projects from 2011 to 2015*

**Strengths:**

- The college of Medicine is one of the major contributors to the total number of research projects done in UOD.
- The faculty of both sections actively participate in both funded and non-funded projects.
- The college consistently gets above 25 % of the total funds of UOD allocated for funded research projects.

**Recommendations:**

- External benchmark is recommended to compare actual benchmarks to similar programs that are national or international.

**\* Explain:**

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

The only source of data is from the Deanship of Scientific Research since they approve, control and maintain the research budgets, hence chosen.

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

The average percentage of funds allocated to the college towards funded research projects from 2011 to 2014 was considered as “internal benchmark”. The target was then fixed by adding 5% to the internal benchmark. After deriving the current (2015) score, since the target (2015) was not achieved, the committee decided to retain the same as the “new target benchmark”.

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

- Deanship of Scientific Research, UOD

**\*\* Explain:**

**1. Why this external provider was chosen?**

Nil

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

Nil

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

Nil

## Standard 11 - Relationships with the Community

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

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

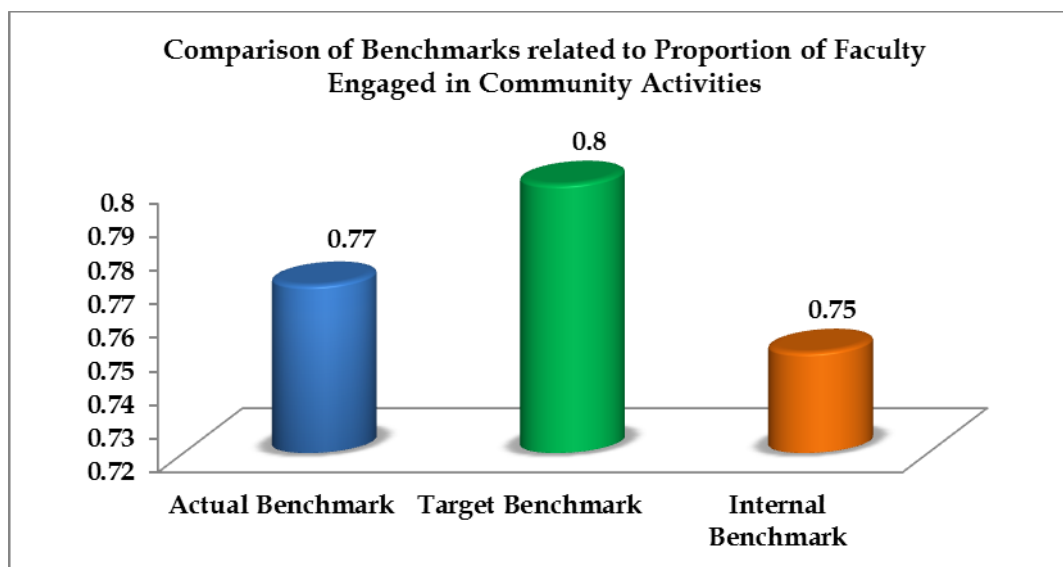
Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
<b>Overall: 0.77</b>	0.80	0.75	0.58	0.80

### Analysis:

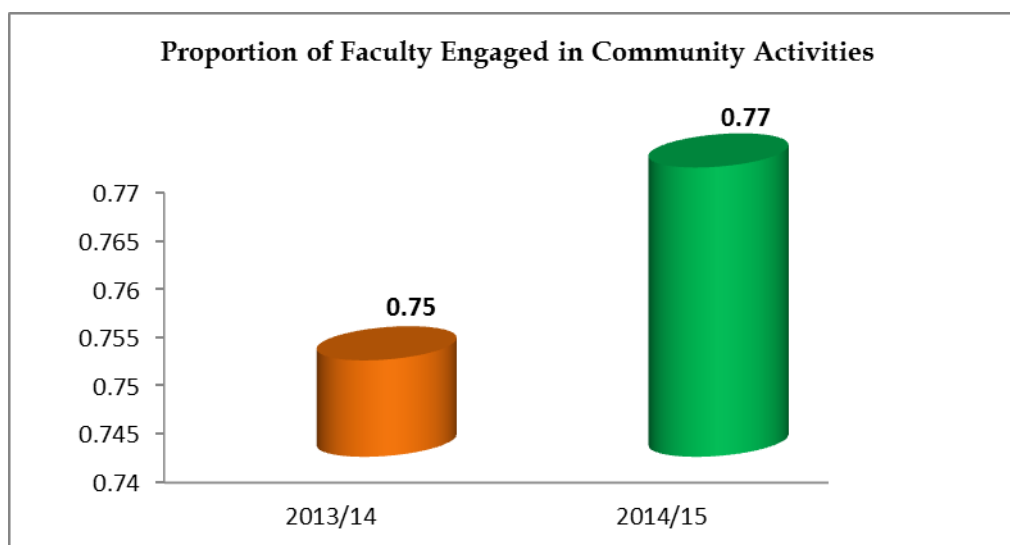
Although the participation of faculty members in community activities had increased from the past year, the actual benchmark is less than the targeted benchmark. The data was calculated only from the year 2013/14.

### Strengths:

- The College is in the process of setting up a Unit for Community Services.
- The criteria for promotion in the College include an assessment of the contribution of the faculty to the community.



*Figure 1. Comparison of benchmarks in relation to teaching staff participation in community activities*



*Figure 2. Proportion of teaching staff participating in community activities from 2013/14 to 2014/15*

**Recommendation:**

- External benchmark is recommended to compare actual benchmarks to similar programs that are national or international.

**\* Explain:**

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

The source of information was from the Directorate of Academic Affairs and Training, COM who coordinate regarding the workshops, conferences and other activities related to the community, also the same are represented in the college annual report hence both were chosen.

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

The data was calculated for the purpose of the KPI only from the year 2013/14 hence the same was considered as “internal benchmark”. The target was then fixed by adding 5% to the internal benchmark. After deriving the actual score (2014/15), since it was less than the target (2014/15), hence the new target benchmark was retained same as the old target.

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

- Directorate of Academic Affairs and Training, COM
- College annual report (2013 & 2014)

**\*\* Explain:**

**1. Why this external provider was chosen?**

Keeping in view of good practice, two specific criteria has been fixed to choose the external benchmarking partner viz.

- (i) Comparability of Infrastructural facilities required for the programs across KSA
- (ii) Availability of data as required by the NCAAA.

Accordingly, the college of Medicine attached with King Abdul Aziz university was chosen as benchmarking partner keeping in view of comparability. Moreover, it also attained institutional accreditation as like UOD.

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

The total number of community activities was divided by total number of teaching staff

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

College of Medicine, King Abdul Aziz University

**KPI # 33:** Number of community education programs provided as a proportion of the number of departments.

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

Actual Benchmark	Target Benchmark	Internal Benchmark*	External Benchmark**	New Target Benchmark
<b>2 per department</b>	3 per department	2 per department	11	3 per department

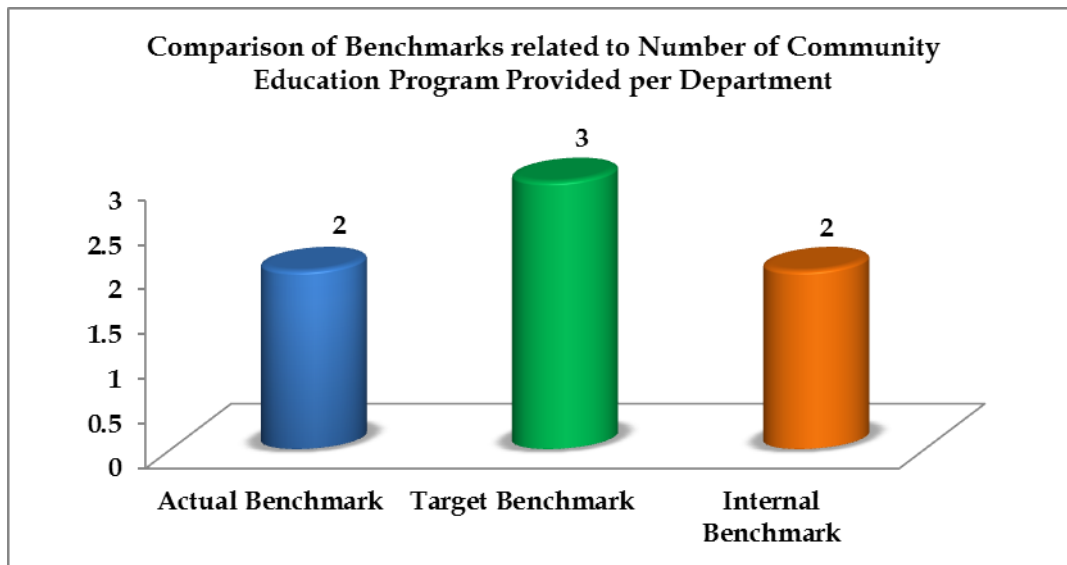
**Analysis:**

The data was calculated only from the year 2013 for the purpose of the KPI. Only the *clinical departments* were *considered* for the calculation. The actual score is less than the target benchmark.

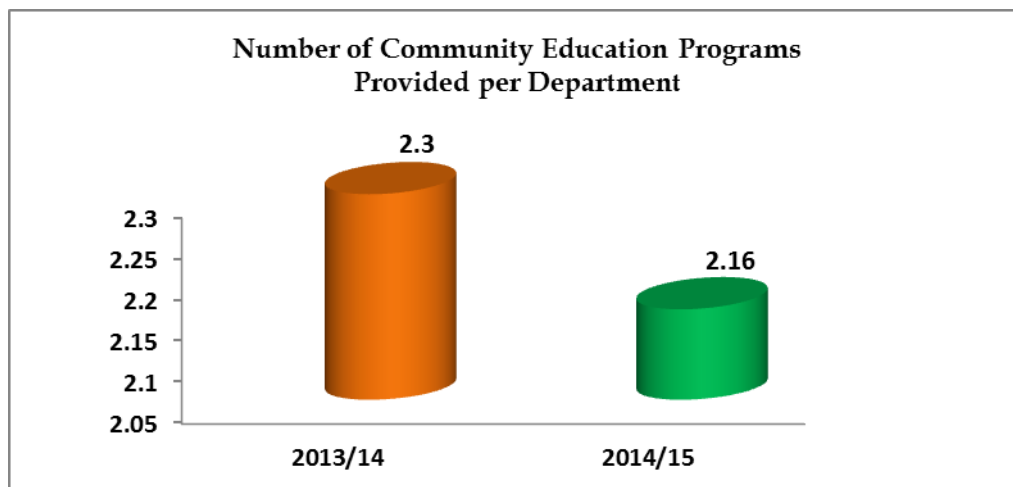
**Strengths:**

- The departments periodically conduct various health awareness programs, lectures, campaigns etc. in schools, voluntary organizations, malls for the general public.
- The College annually organizes symposia, workshops and conferences for doctors, nurses and other health workers.

- The clinical departments regularly organize “Health Awareness Days” on various health issues in the KFHU (University Hospital) e.g. Breast cancer awareness, diabetes, obesity etc.



*Figure 3. Comparison of benchmarks in relation to number of community education programs provided per department*



*Figure 4. Number of community education programs provided per department from 2013/14 to 2014/15*

**Recommendations:**

- The college should plan and increase the number of community programs / activities per department in the coming years.

**\* Explain:****2. Why this internal benchmark provider was chosen?**

The source of information was from the Directorate of Academic Affairs and Training, COM who coordinate regarding the workshops, conferences and other activities related to the community, also the same are represented in the college annual report hence both were chosen.

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

The data was calculated for the purpose of the KPI only from the year 2013/14 hence the same was considered as “internal benchmark”. The target was then fixed higher than the internal benchmark. After deriving the actual score (2014/15), since it was less than the target (2014/15), hence the new target benchmark was retained same as the old target.

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

- Directorate of Academic Affairs and Training, COM
- College annual report (2013 & 2014)



**\*\* Explain:**

**1. Why this external provider was chosen?**

Keeping in view of good practice, two specific criteria has been fixed to choose the external benchmarking partner viz.

(i) Comparability of Infrastructural facilities required for the programs across KSA

(ii) Availability of data as required by the NCAAA.

Accordingly, the college of Medicine attached with King Abdul Aziz university was chosen as benchmarking partner keeping in view of comparability. Moreover, it also attained institutional accreditation as like UOD.

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

The total number of community education programs was divided by total number of departments of College of Medicine

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

College of Medicine, King Abdul Aziz University

\*\*\*\*\*