



College of Business Administration

COB Strategic Plan 2017-2022

(Updated September 2019)

Kingdom of Saudi Arabia
Ministry of Education
Dar Al-Uloom University



المملكة العربية السعودية
وزارة التعليم
جامعة دارالعلوم

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About the College of Business Administration – DAU

The College of Business Administration (COB) at Dar Al Uloom University is the private college of business in Riyadh, catering to the needs of the business community for qualified business professionals. COB currently offers bachelor degrees in Finance and Banking, Human Resources Management, Marketing and Accounting. The current bachelor programs study plans were last formulated and approved by Ministry of Education in 2008, and have been updated in 2018.

At the graduate level, COB has two programs, Master of Business Administration (MBA) and Master of Management Information Systems (MMIS), both programs are offered in Arabic and English languages.

At COB we value making our students' educational experiences vastly contributing to their personal and professional development. By providing our students with a solid foundation in business knowledge and preparing them for a successful career in business, we play our part in supplying business sector with needed qualified professionals.

Therefore, COB has formulated a comprehensive strategy aiming at developing all its programs in order to capitalize on the rising opportunities and sustain itself in a more challenging environment. This strategy has put preeminent efforts in re-constructing updated study plans for its bachelor's degree programs that are well aligned to meet the National Qualification Framework (NQF) regulations and other NCAAA requirements for programing accreditation, are up-to-date to meet the market requirements and diversified student needs who come from various walk of life, and are compatible with study plans of similar programs in other universities.

The college includes several departments as presented in the figure 1 (Organizational Chart of the COB). Since 2016, the COB pursues continuous development in several areas: Building a collaborative and engaging work environment, attracting students to join the college, promotion of student culture, updating study plans, delivering an excellent teaching and learning environment, promotion of research, opening to its environment, and attaining accreditation from NCAAA.

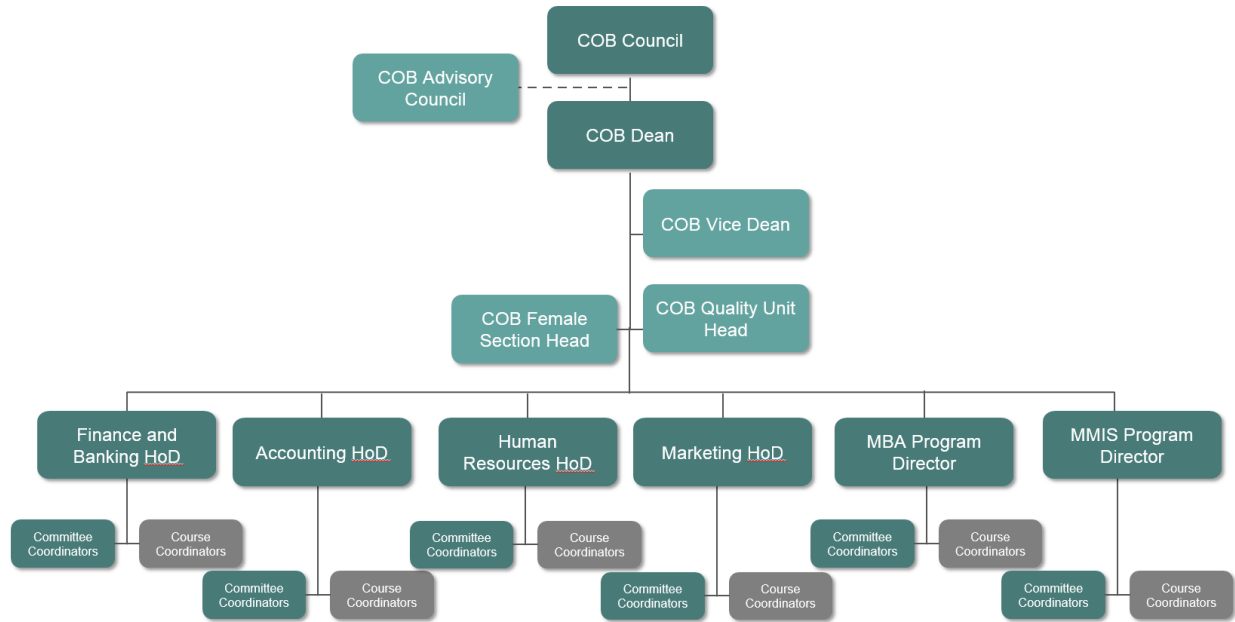


Figure 1: Organizational Chart – College of Business Administration

Introduction of the strategic plan

The strategic Plan outlines the total path for creating the anticipated future of the College Of Business (COB), DAU. The strategic structure outlined in this plan assists in performance accountability by identifying the specific action and whose responsibility it will be to complete that action. It is prepared in alignment with the DAU Strategic Plan specifying how and where the COB is heading. The plan includes the vision, mission, core values, goals, objectives and implementation plan of the COB. The latter are reviewed; and are based on various evidences collected from different sources like Department committees, students, faculty, and representative companies.

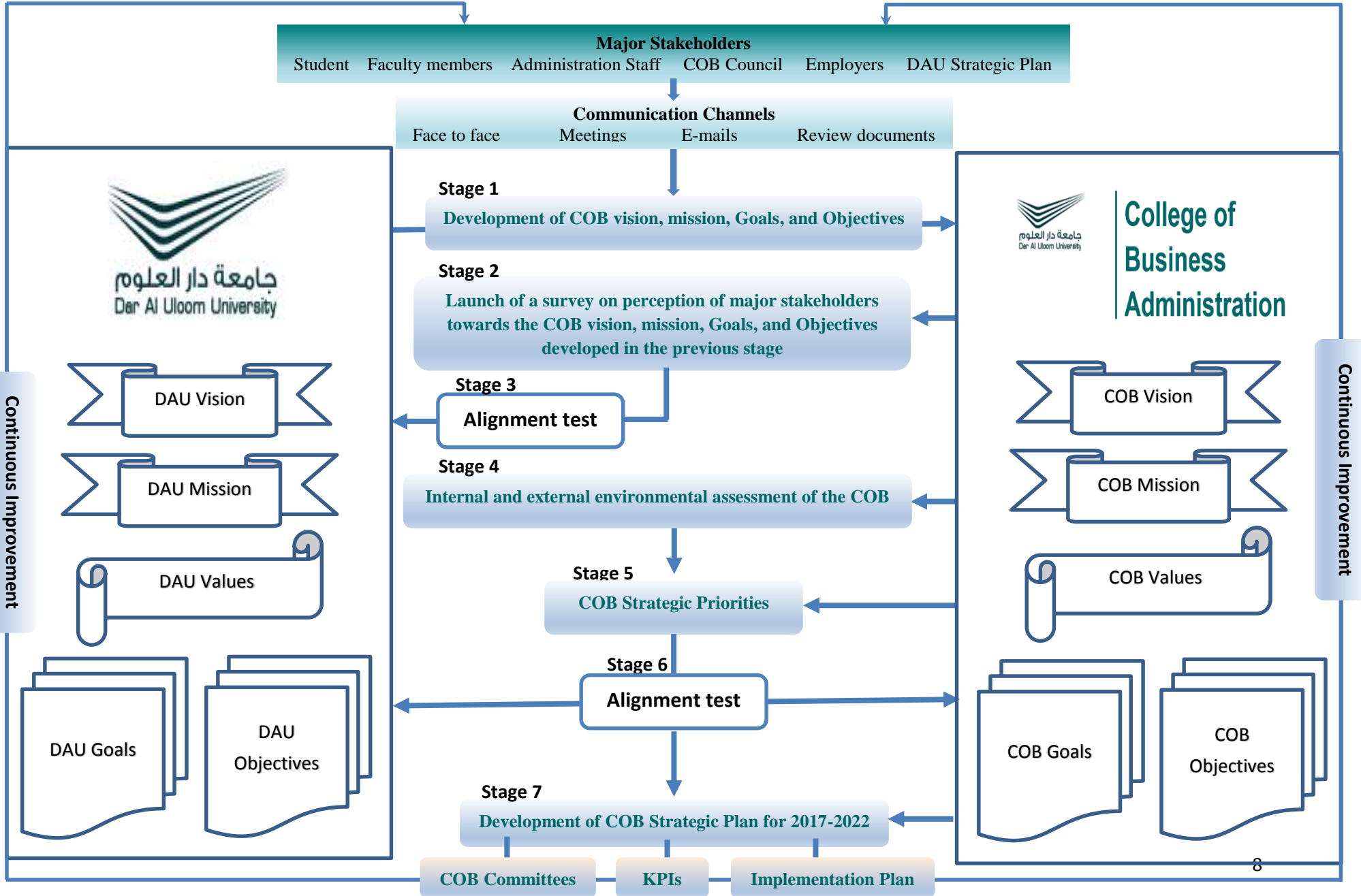
The fundamental intent of this process is to continuously improve the overall outcomes especially in excellence of education, research, as well as community engagement, so that COB becomes the best among its peers, both nationally and regionally.

The first COB Strategic Plan was developed in 2017. Since then because of multi-faceted developments at DAU, particularly changes in strategic priorities and the institutional accreditation, the initial strategic plan 2017-2018 in its first version become inadequate. COB has therefore updated its priorities to make them more consistent with those of DAU and developed an updated study plan for all its programs. For these reasons COB strategic plan 2017-2022 was reviewed and updated to bring it into line with changes taking place in DAU as whole and particularly in COB.

I. Methodology for reviewing and updating of strategic plan 2017-2022

After obtaining the institution accreditation by DAU, the COB roll out its accreditation programs project. To facilitate that, several committees has been formed to launch the accreditation programs. The COB appointed a committee to handle the strategic planning process. The vision, mission, goals, and objectives of the college were reviewed to be consistent with the vision, mission, goals, and objectives of University (DAU). The COB tend to develop a new strategic plan that provides vision, mission, values, goals and objectives for its future. The methodology used in this context is resumed in the figure below.

Figure 2: Strategic Map



II. Development of COB vision, mission and Objectives

In winter 2019, as College of Business Administration (COB) at Dar AlUloom University (DAU) was preparing its self-study for the accreditation, the Standard 1: Mission and Objectives committee was formulated by the Council COB on 29/05/2018. In an effort to prepare for the strategic plan, this committee organized consulting meetings during the years 2018-2019. Those meetings were attended by Mission and objectives committee members (See Table 1).

Table 1: Mission and objectives committee members

No.	Name	Role
1	Prof. Sherif ElAraby	Chair of the committee
2	Dr. Taoufik Radouche	Coordinator of the committee
3	Dr. Abdulrahman AlShimi	Member
4	Dr. Houcine Chatti	Member
5	Dr. Khaled AlOtaibi	Member
6	Dr. Sami Abid	Member

Through multiple focus groups discussion, the committee members met to develop COB vision, mission, and objectives. Benchmarking was used to compare with other Saudi colleges as: College of Business Administration (King Saud University), Effat College of Business (Effat University), College of Business Administration (Prince Sultan University), Dammam Community College (King Fahd University of Petroleum and Minerals), College of Business Administration (University of Business and Technology), and Dar Al-Hekma College (Dar Al-Hekma University).

The choose of these colleges is done because they possess accredited programs in Finance & Banking, HRM, and Marketing.

The suggestions of focus groups discussion are based on DAU vision, mission and objectives in order to realize the alignment between COB and DAU orientations. In fact, the mission, vision, and major goals and objectives of the COB are specified clearly and are defined when the congruence with those of the DAU is confirmed.

From the meetings of the Standard1 Committee a framework for the COB Strategic Plan 2017-2022 was developed. The opinions of internal stakeholders (colleagues from all departments) were also gathered through brainstorming workshop.

The second last version of the COB Strategic Plan 2017-2022 was reviewed by the reviewing committee.

Based on the recommendations gathered from the outcome of these brainstorming session and meeting, the COB Strategic Plan 2017-2022 were updated, and then approved by the COB Council Board as well as the COB Advisory Board.

1. COB Vision:

“To be recognized as a leading regional college in business education through excellence, innovation, knowledge building, and value-added educational experiences”.

2. Mission Statement:

“To maintain excellence in business education, research and community service with a supportive and constructive environment, in order to contribute to the socio-economic growth of the Kingdom of Saudi Arabia with highly qualified graduates equipped with business knowledge and entrepreneurial skills, and highly motivated to serve their community”.

3. COB values:

- Quality and Excellence
- Integrity, Trust and Respect
- Fairness and Transparency
- Equal opportunity
- Everybody can learn
- Research, Innovation, and Creativity

4. First Goal: *Build a collaborative and engaging work environment through an effective and an inspiring leadership that promotes sense of responsibility, integrity and transparency in managing all the COB activities.*

- ✓ Objective 1.1: Possess an updated organizational structure with duties and responsibilities to ensure delegation of authorities and coordination among the COB units.
- ✓ Objective 1.2: Provide an effective and responsible leadership for continuous development and improvement of COB.
- ✓ Objective 1.3: Review and update administrative policies and procedures for academic and administrative COB staff.
- ✓ Objective 1.4: Apply an efficient and effective recruitment process at COB.
- ✓ Objective 1.5: Establish an effective and efficient communication system with internal and external constituents of COB.
- ✓ Objective 1.6: Emphasize and reward the value faculty scholarship both intellectually and as it contributes to excellence in teaching of all faculties and staff of COB.
- ✓ Objective 1.7: Provide continuous professional development for academic and administrative staff of COB.

5. Second Goal: *Engage in a holistic development of high quality students and graduates who are formed intellectually, morally, and socially to become active participants in the business community and leaders in society for the 21st century.*

- ✓ Objective 2.1: Possess a Student Recruitment and Retention Working Group to explore data and make recommendations related to factors associated with COB student success.
- ✓ Objective 2.2: Increase student success and identify new methods of delivering the programs by establishing a LMS which include courses and instructor website.
- ✓ Objective 2.3: Create additional opportunities for student throughout their academic careers to acquire professional business skills and hands-on experience.
- ✓ Objective 2.4: Provide a wide range of extra-curricular activities for the students.
- ✓ Objective 2.5: Develop internship with businesses and government agencies in the area that can supplement the academic experience of student and enhance life skills needed for success upon graduation.

6. Third Goal: *Deliver an excellent teaching and learning environment that ensures quality of business education at the COB.*

Objective 3.1: Hire and maintain sufficient number of highly qualified teaching staff at the COB.

Objective 3.2: Develop, review and update the COB academic programs curricula integrating teaching, research and community engagement.

Objective 3.3: Monitor COB teaching staff to update and upgrade their performance, qualifications, and skills.

Objective 3.4: Provide a high quality instruction to COB students and increase both their professional competence and employment prospects.

Objective 3.5: Integrate innovative learning and teaching technologies into a learner centered environment.

Objective 3.6: Extend links with regional, national and international institutions to plan joint activities involving COB teaching staff and students.

7. Forth Goal: *Disseminate notable and timely research to the academic, business, and governmental communities.*

Objective 4.1: Establish a strategic vision for research in COB.

Objective 4.2: Increase the number of refereed publications in COB.

8. Fifth Goal: *Enhance and ensure institutional quality assurance processes for accreditation.*

Objective 5.1: Enhance and ensure COB commitment to quality improvement.

Objective 5.2: Establish benchmarks for evaluating quality of performance in COB against local and international peers.

9. Sixth Goal: *Provide high quality learning resources and support services in all academic programs for an effective learning, teaching and research.*

Objective 6.1: Establish plan to ensure that COB resources and services needed to support student learning, teaching and research are appropriate.

Objective 6.2: Enhance and maintain the quality and adequacy of new and existing COB facilities and equipment for learning, teaching, and extracurricular activities.

10. Seventh Goal: *Strengthen partnership between the COB and business communities, professional organizations, and industry to explore opportunities for partnerships and improve niche programs.*

Objective 7.1: Constitute a task force or working group to explore opportunities for partnership and prepare plans for this purpose.

Objective 7.2: Provide public and private sectors in the community with training and consultancy.

Objective 7.3: Engage COB students and faculty members in social activities within Riyadh and KSA.

Objective 7.4: Interact with the national and international business community and relevant governmental agencies in the area in ways that reinforce course content and research partnership.

III. Survey on Vision, Mission, Goals and Objectives

The opinions of internal and external stakeholders were gathered through structured surveys. Specifically, we investigated the degree to which the goals and inherent objectives explicitly identified in the COB are perceived by students, faculty and business representatives as central to our educational vision and mission.

The survey responses were expected to inform constructive conversations in the seven strategic areas: (1) Organizational Development, (2) Student Success, (3) Educational Excellence, (4) Advancing Scientific Researches and Creative Works, (5) Accreditation, (6) Resources and Operational Efficiency and Effectiveness, (7) Expanding Engagement and Outreach, as the COB is in the process of redefining its strategic plan.

The first part of the survey asked respondents to review the college's vision, mission, and values.

Respondents were then asked to rate on a five-point scale ranging from "strongly agree" to "disagree strongly" their perceptions of the degree to which the college's vision, mission and values are an accurate reflection of the students', faculty's and business representatives' expectations.

The second part of the survey instrument provided participants with seven lists of goals and their inherent objectives. Respondents were asked to indicate on a five-point scale, with options ranging from "essential" to "not important at all", the degree to which each of the goals and inherent objectives is important for students, faculty and Business representative.

1. Survey Administration and Response Rates

The survey was administered to the three constituencies over a four week period in late February/March, 2019. Both a web and a paper and pencil version of the survey were produced. The faculty, students, and business representatives were completed the web survey.

A total of 740 students, 25 faculty members and 47 business representatives completed the questionnaire for an overall survey sample of 14,73 % of the student body, 84 % of the faculty, and 29,79% business representatives. Tables 1 shows some basic demographics for each of the constituencies.

The characteristics of the sample are presented in the table 2:

Table 2. Composition of the survey sample by Gender, Department, Student class year, Faculty's academic rank, Faculty's years of employment, Company's sector.

	Students	Faculty	Business representatives	Total
Total responses	109	21	14	144
By gender				
Male	64	15	11	90
Female	45	6	3	54
By Department				
HRM	39	6		45
FIN & Banking	28	10		38
Marketing	25	5		30
MBA	17			17
Student class year				
First year	4			4
Sophomore	8			8
Junior	36			36
Senior	44			44
MBA	17			17
Faculty's academic rank				
Lecturer		3		3
Assistant Professor		11		11
Associate Professor		4		4
Professor		3		3
Faculty's years of employment				
Under 2 years		11		11
2-4 years		6		6
5-7 years		4		4
Company's sector				
Industrials			2	2
Financials			2	2
Information Technology			1	1
Communication Services			2	2
Real Estate			1	1
Other Sector			6	6

The sample is relatively representative by Gender, Department, Student class year, Faculty's academic rank, Faculty's years of employment, Company's sector of the population as a whole. However, the reader needs to keep in mind that responses from the students, faculty and business representatives provide very interesting insights.

2. Results

2.1 COB vision

The first question posed in the survey asked respondents to indicate their level of agreement with the degree to which the COB vision statement accurately reflects students', faculties', company representatives' expectations (Figure 3).

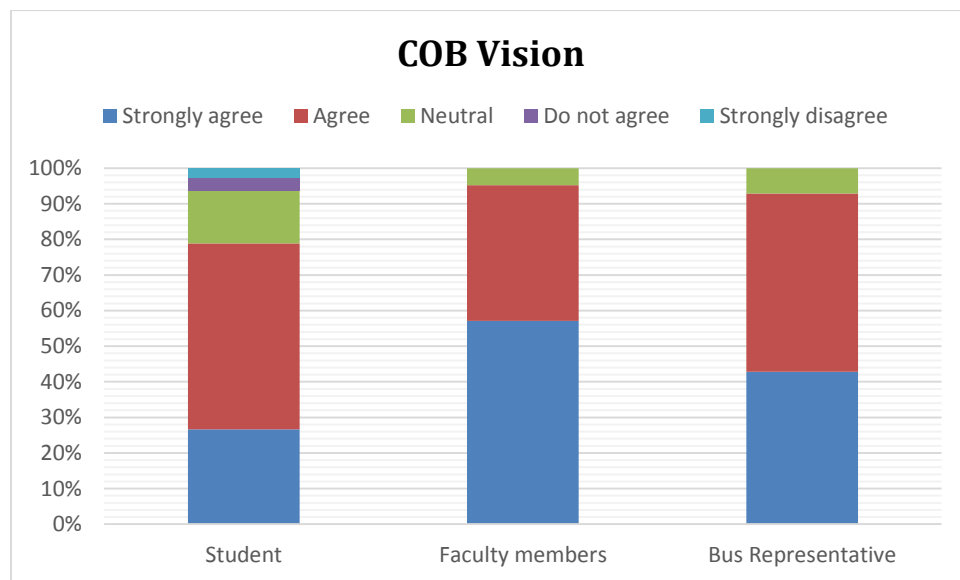


Figure 3: Participants' level of agreement with the COB vision

- *Initial Observation:*

The majority of students (79%), faculty members (95%) and business representatives (93%) agree with the COB vision.

- *Correlation of DAU and COB Visions:*

The DAU vision is: “A leading regional institution dedicated to educational excellence; innovation, and knowledge building”, coincides with the COB’s vision, which is “*To be recognized as a leading regional college in business education through excellence, innovation, knowledge building, and value-added educational experiences*”.

Both visions statements concentrate on educational excellence, innovation, and knowledge building. But the COB’s vision is concerned with its specific field of knowledge, which includes Human Resources Management, Marketing, Finance & Banking, and Accounting. In addition the COB vision focuses on the creation of “value-added educational experiences” for students to provide them advanced learning that takes them beyond the boundaries of pristine college campus to the real business environment.

The two visions are correlated in their aspects as shown in Table3:

Table 3: Correlation of DAU and COB visions

		DAU Vision: A leading regional institution dedicated to educational excellence; innovation, and knowledge building.			
		Leading regional institution	Excellence	Innovation	Knowledge building
COB Vision: To be recognized as a leading regional college in business education through excellence, innovation, knowledge building, and value-added educational experiences	leading regional college in business education	<input checked="" type="checkbox"/>			
	Excellence		<input checked="" type="checkbox"/>		
	Innovation			<input checked="" type="checkbox"/>	
	Knowledge building				<input checked="" type="checkbox"/>
	value-added educational experiences				<input checked="" type="checkbox"/>

2.2 COB mission

The second question posed in the survey asked respondents to indicate their level of agreement with the degree to which the COB mission statement accurately reflects students', faculties', company representatives' expectations (Figure 4).

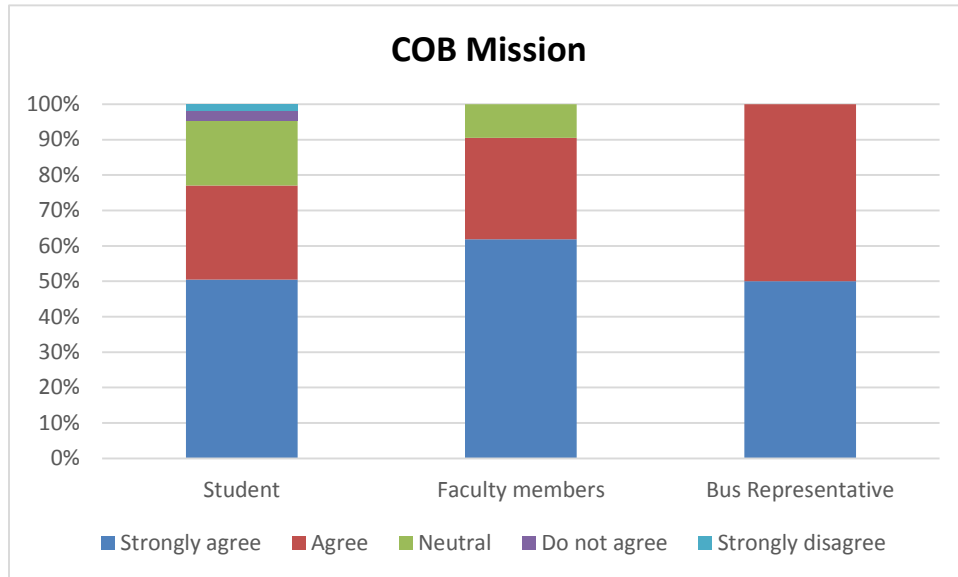


Figure 4: Participants' level of agreement with the COB mission

- *Initial Observation:*

The majority of students (77%), faculty members (90%) and business representatives (100%) agree with the COB mission.

- *Correlation of DAU and COB missions:*

The mission of DAU is: “DAU is a higher education institution that committed to develop highly qualified and competent students who can function confidently in a real world setting through high quality learning and teaching provision, research excellence, innovations, and entrepreneurship, and to serve the social, cultural, and economic needs of communities”. At the same time, the mission of the COB is: “To maintain excellence in business education, research and community service with a supportive and constructive environment, in order to contribute to the socio-economic growth of the Kingdom of Saudi Arabia with highly qualified graduates equipped with business knowledge and entrepreneurial skills, and highly motivated to serve their community”.

These two missions are correlated in their aspects with a focus on education, research and community service. Indeed, the DAU and COB missions are appropriate in explaining the significant aspects of the Saudi Arabian environment in which the COB programs are being offered and lay emphasis on high Business educational standards, research and community.

The two missions are correlated in their aspects as shown in Table 4:

Table 4: Correlation of DAU and COB missions

		DAU Mission				
		<i>DAU is a higher education institution that committed to develop highly qualified and competent students who can function confidently in a real world setting through high quality learning and teaching provision, research excellence, innovations, and entrepreneurship, and to serve the social, cultural, and economic needs of communities</i>				
		Develop highly qualified and competent students	high quality learning and teaching provision	research excellence	innovations, and entrepreneurship	serve the social, cultural, and economic needs of communities
<p>COB Mission</p> <p><i>To maintain excellence in business education, research and community service with a supportive and constructive environment, in order to contribute to the socio-economic growth of the Kingdom of Saudi Arabia with highly qualified graduates equipped with business knowledge and entrepreneurial skills, and highly motivated to serve their community</i></p>	excellence in business education		<input checked="" type="checkbox"/>			
	research			<input checked="" type="checkbox"/>		
	community service					<input checked="" type="checkbox"/>
	supportive and constructive environment				<input checked="" type="checkbox"/>	
	contribute to the socio-economic growth of the Kingdom with highly qualified graduates	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
	business knowledge and entrepreneurial skills				<input checked="" type="checkbox"/>	
	serve their community					<input checked="" type="checkbox"/>

2.3 COB Values

The third question posed in the survey asked respondents to indicate their level of agreement with the degree to which the DAU values accurately reflects students', faculties', company representatives' expectations (Figure 5).

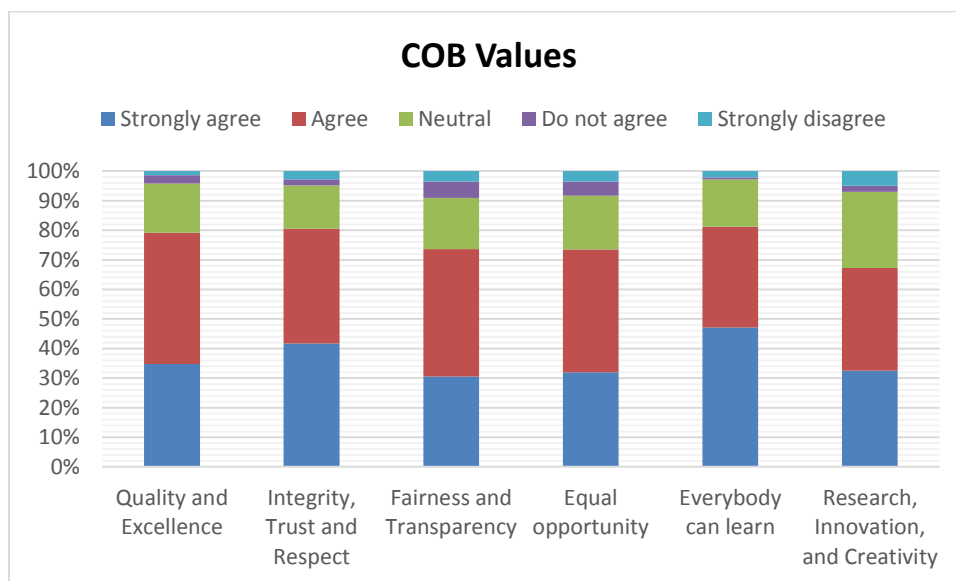


Figure 5: Participants' level of agreement with the DAU values

- *Initial Observation:*

The majority of students, faculty members, and business representatives agree with the DAU values: Quality and Excellence (80%), Integrity, Trust and Respect (82%), Fairness and Transparency (74%), Equal Opportunity (74%), Everybody Can Learn (82%), Research, Innovation, and Creativity (68%).

- *Correlation of DAU and COB values:*

The COB values are the same adopted by the DAU.

2.4 COB Goals and Objectives

The goals and objectives of the COB are consistent with its mission, this is evident from the fact that the mission, goals and objectives of the COB programs were designed to involve the seven DAU strategic focus areas: (1) Organizational Development, (2) Student Success, (3) Educational Excellence, (4) Advancing Scientific Researches and Creative Works, (5) Culture of Community and Dynamic Supportive Environment, (6) Resources and Operational Efficiency and Effectiveness, and (7) Expanding Engagement and outreach.

A. 1st Goal and its related objectives: Organizational Development

The fourth question posed in the survey asked respondents to indicate their level of agreement with the degree to which the first goal and its related objectives accurately reflects students', faculties', company representatives' expectations (Figure 6 and figure 7).

The first goal is: *“Build a collaborative and engaging work environment through an effective and an inspiring leadership that promotes sense of responsibility, integrity and transparency in managing all the COB activities”*.

The objectives related to the first goal are:

- 1.1 Possess an updated organizational structure with duties and responsibilities to ensure delegation of authorities and coordination among the COB units.
- 1.2 Provide an effective and responsible leadership for continuous development and improvement of COB.
- 1.3 Review and update administrative policies and procedures for academic and administrative COB staff.
- 1.4 Apply an efficient and effective recruitment process at COB.
- 1.5 Establish an effective and efficient communication system with internal and external constituents of COB.
- 1.6 Emphasize and reward the value faculty scholarship both intellectually and as it contributes to excellence in teaching of all faculties and staff of COB.
- 1.7 Provide continuous professional development for academic and administrative staff of COB.

The participants' opinions were taken in to consideration in understanding the clarity of first goal and its related objectives.

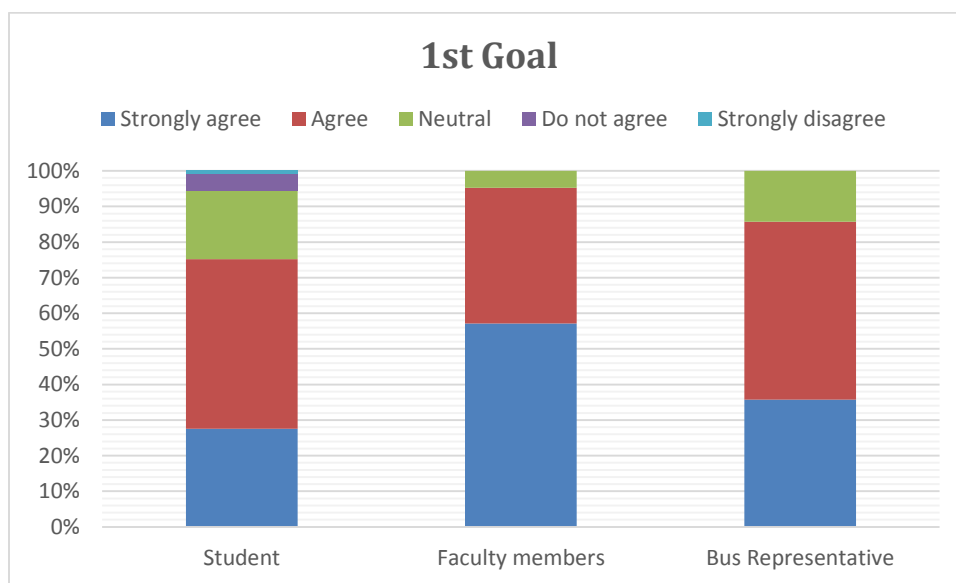


Figure 6: Participants' level of agreement with the 1st Goal

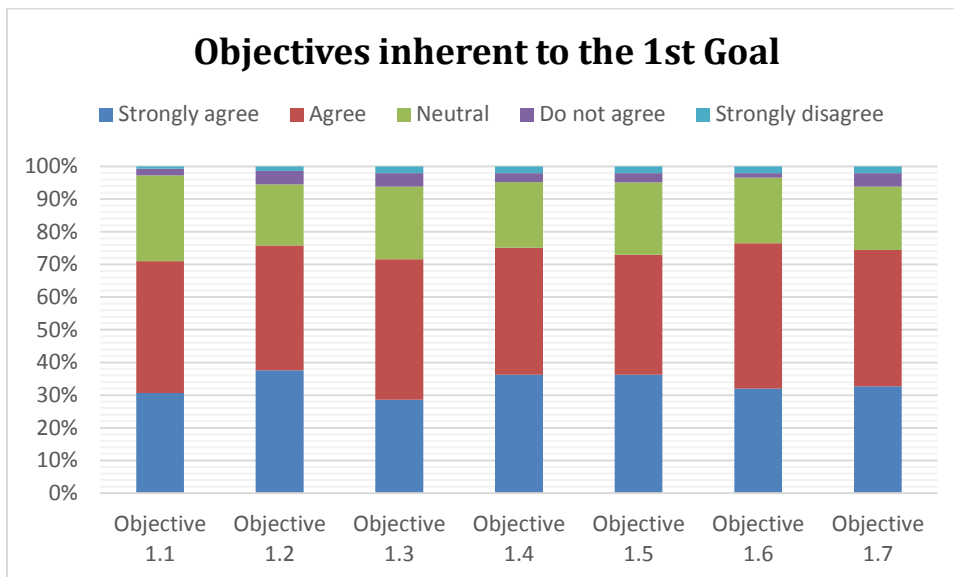


Figure 7: Participants' level of agreement with the objectives inherent to the 1st Goal

- *Initial Observation:*

The majority of students (75%), faculty members (95%) and business representatives (86%) agree with the COB first goal.

The majority of students, faculty members, and business representatives agree with the objectives inherent to the first goal: Objective 1.1 (71%), Objective 1.2 (76%), Objective 1.3 (72%), Objective 1.4 (75%), Objective 1.5 (73%), Objective 1.6 (76%), and Objective 1.7 (74%).

- *Correlation of DAU and COB first goal and its related objectives:*

The first goal and its related objectives of COB coincide with the first goal and its related objectives of DAU. This goal focuses on Organizational Development (Table 5).

The only DAU objective that is not taken into consideration is the objective 6 which is focused on the improvement of quality assurance. This objective was shifted to the fifth goal to avoid duplication of objectives among goals.

Table 5: Correlation of DAU and COB first goal and its related objectives

		DAU Goal 1 and related Objectives								
		Focus Area: Organizational Development								
		Goal 1	Obj 1.1	Obj 1.2	Obj 1.3	Obj 1.4	Obj 1.5	Obj 1.6	Obj 1.7	Obj 1.8
COB 1 st Goal and its inherent objectives	Goal 1	<input checked="" type="checkbox"/>								
	Obj 1.1		<input checked="" type="checkbox"/>							
	Obj 1.2			<input checked="" type="checkbox"/>						
	Obj 1.3				<input checked="" type="checkbox"/>					
	Obj 1.4					<input checked="" type="checkbox"/>				
	Obj 1.5						<input checked="" type="checkbox"/>			
	Obj 1.6								<input checked="" type="checkbox"/>	
	Obj 1.7									<input checked="" type="checkbox"/>

B. 2nd Goal and its related objectives: Student Success

The fifth question posed in the survey asked respondents to indicate their level of agreement with the degree to which the second goal and its related objectives accurately reflects students', faculties', company representatives' expectations (Figure 8 and figure 9).

The second goal is: “Engage in a holistic development of high quality students and graduates who are formed intellectually, morally, and socially to become active participants in the business community and leaders in society for the 21st century”.

The objectives related to the second goal are:

- 2.1 Possess a Student Recruitment and Retention Working Group to explore data and make recommendations related to factors associated with COB student success.
- 2.2 Increase student success and identify new methods of delivering the programs by establishing a LMS which include courses and instructor website.
- 2.3 Create additional opportunities for student throughout their academic careers to acquire professional business skills and hands-on experience.
- 2.4 Provide a wide range of extra-curricular activities for the students.

2.5 Develop internship with businesses and government agencies in the area that can supplement the academic experience of student and enhance life skills needed for success upon graduation.

The participants' opinions were taken in to consideration in understanding the clarity of second goal and its related objectives.

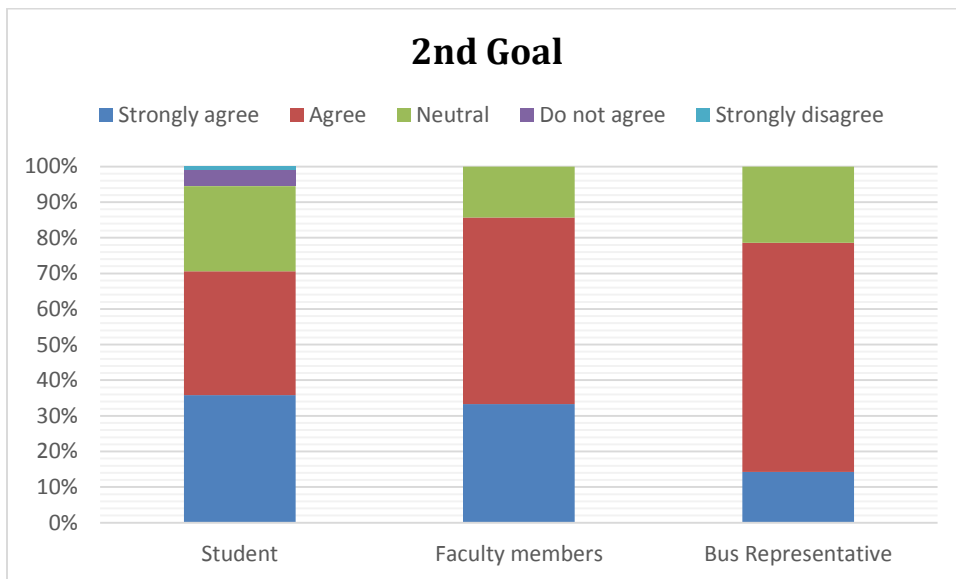


Figure 8: Participants' level of agreement with the 2nd Goal

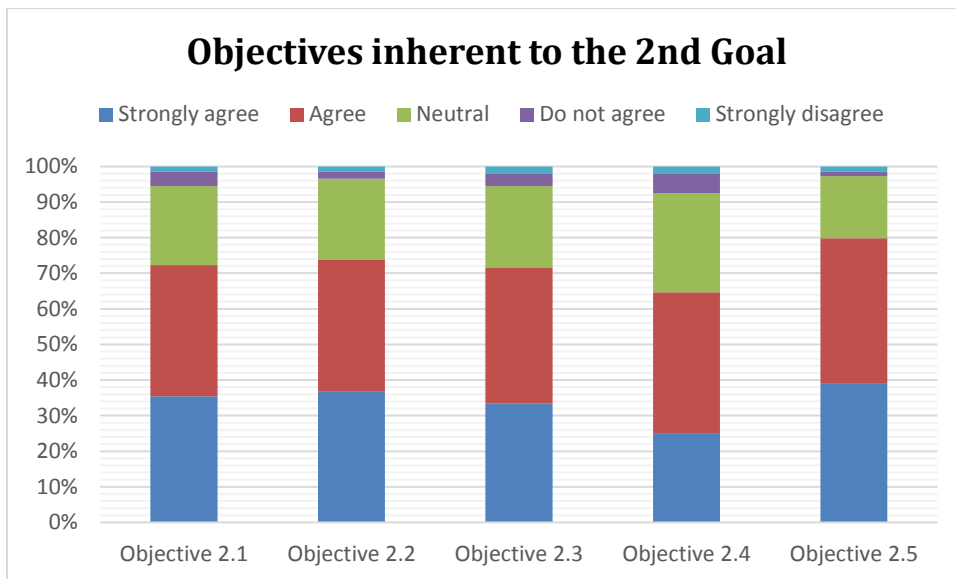


Figure 9: Participants' level of agreement with the objectives inherent to the 2nd Goal

- *Initial Observation:*

The majority of students (71%), faculty members (86%) and business representatives (79%) agree with the COB second goal.

The majority of students, faculty members, and business representatives agree with the objectives related to the second goal: Objective 2.1 (72%), Objective 2.2 (74%), Objective 2.3 (72%), Objective 2.4 (65%), and Objective 2.5 (80%).

- *Correlation of DAU and COB second goal and its related objectives:*

The second goal and its related objectives of COB coincide with the second goal and its related objectives of DAU. This goal focuses on Student Success (Table 6).

The only DAU objective that is not taken into consideration is the objective 3 which is focused on the improvement of student support infrastructure. This objective is part of the job responsibilities of DAU.

Table 6: Correlation of DAU and COB second goal and its related objectives

		DAU Goal 2 and related Objectives						
		Focus Area: Student Success						
		Goal 2	Obj 2.1	Obj 2.2	Obj 2.3	Obj 2.4	Obj 2.5	Obj 2.6
COB 2 nd Goal and its inherent objectives	Goal 2	<input checked="" type="checkbox"/>						
	Obj 2.1		<input checked="" type="checkbox"/>					
	Obj 2.2			<input checked="" type="checkbox"/>				
	Obj 2.3					<input checked="" type="checkbox"/>		
	Obj 2.4						<input checked="" type="checkbox"/>	
	Obj 2.5							<input checked="" type="checkbox"/>

C. 3rd Goal and its related objectives: Educational Excellence

The sixth question posed in the survey asked respondents to indicate their level of agreement with the degree to which the third goal and its related objectives accurately reflects students', faculties', company representatives' expectations (Figure 10 and figure 11).

The third goal is: *“Deliver an excellent teaching and learning environment that ensures quality of business education at the COB”*.

The objectives related to the third goal are:

- 3.1 Hire and maintain sufficient number of highly qualified teaching staff at the COB.
- 3.2 Develop, review and update the COB academic programs curricula integrating teaching, research and community engagement
- 3.3 Monitor COB teaching staff to update and upgrade their performance, qualifications, and skills.
- 3.4 Provide a high quality instruction to COB students and increase both their professional competence and employment prospects.
- 3.5 Integrate innovative learning and teaching technologies into a learner centered environment.
- 3.6 Extend links with regional, national and international institutions to plan joint activities involving COB teaching staff and students.

The participants' opinions were taken in to consideration in understanding the clarity of third goal and its related objectives.

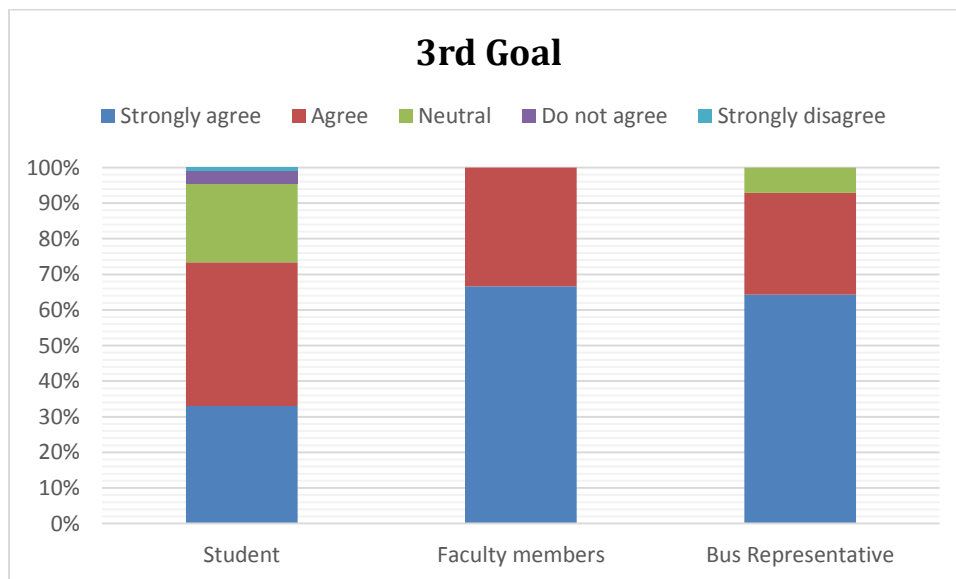


Figure 10: Participants' level of agreement with the 3rd Goal

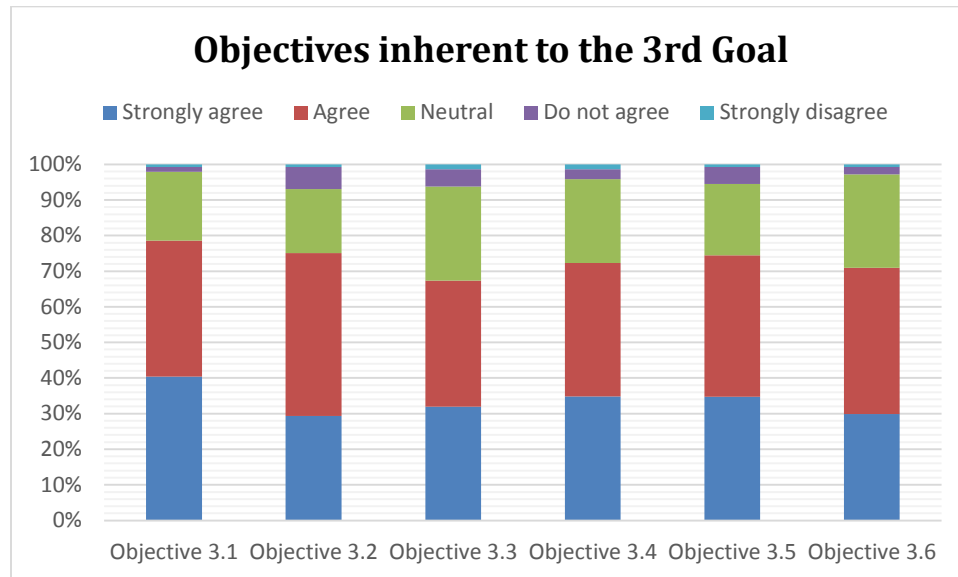


Figure 11: Participants' level of agreement with the objectives inherent to the 3rd Goal

- Initial Observation:*

The majority of students (73%), faculty members (100%) and business representatives (93%) agree with the COB third goal.

The majority of students, faculty members, and business representatives agree with the objectives related to the third goal: Objective 3.1 (79%), Objective 3.2 (75%), Objective 3.3 (67%), Objective 3.4 (72%), Objective 3.5 (75%), and Objective 3.6 (71%).

- Correlation of DAU and COB third goal and its related objectives:*

The third goal and its related objectives of COB coincide with the third goal and its related objectives of DAU. This goal focuses on Educational Excellence (Table 7).

Table 7: Correlation of DAU and COB third goal and its related objectives

		DAU Goal 3 and related Objectives Focus Area: Educational Excellence						
		Goal 3	Obj 3.1	Obj 3.2	Obj 3.3	Obj 3.4	Obj 3.5	Obj 3.6
COB 3rd Goal and its inherent objectives	Goal 3	<input checked="" type="checkbox"/>						
	Obj 3.1		<input checked="" type="checkbox"/>					
	Obj 3.2			<input checked="" type="checkbox"/>				
	Obj 3.3				<input checked="" type="checkbox"/>			
	Obj 3.4					<input checked="" type="checkbox"/>		
	Obj 3.5						<input checked="" type="checkbox"/>	
	Obj 3.6							<input checked="" type="checkbox"/>

D. 4th Goal and its related objectives: Advancing Scientific Researches and Creative Works

The seventh question posed in the survey asked respondents to indicate their level of agreement with the degree to which the fourth goal and its related objectives accurately reflects students', faculties', company representatives' expectations (Figure 12 and figure 13).

The fourth goal is: "*Disseminate notable and timely research to the academic, business, and governmental communities*".

The objectives related to the fourth goal are:

4.1 Establish a strategic vision for research in COB.

4.2 Increase the number of refereed publications in COB.

The participants' opinions were taken in to consideration in understanding the clarity of fourth goal and its related objectives.

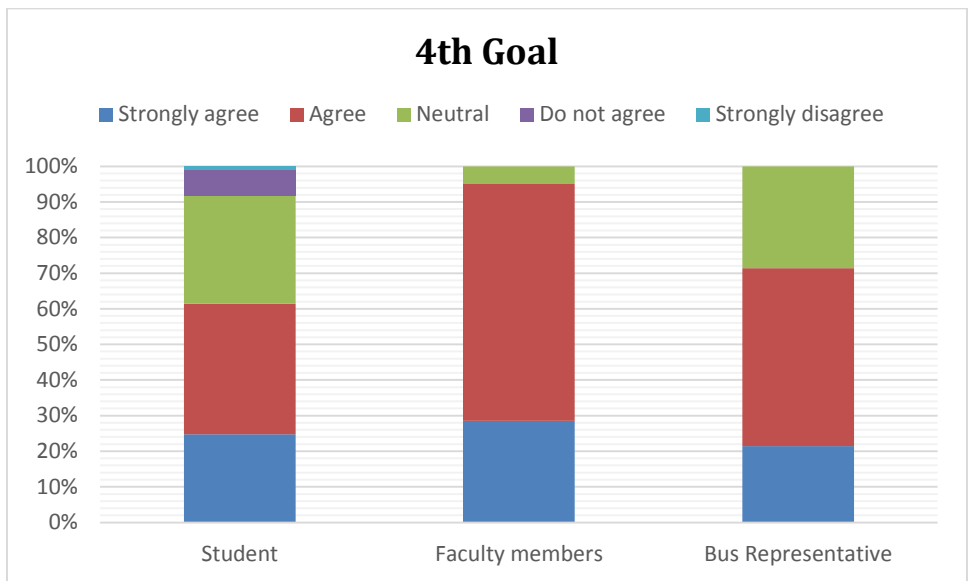


Figure 12: Participants' level of agreement with the 4th Goal

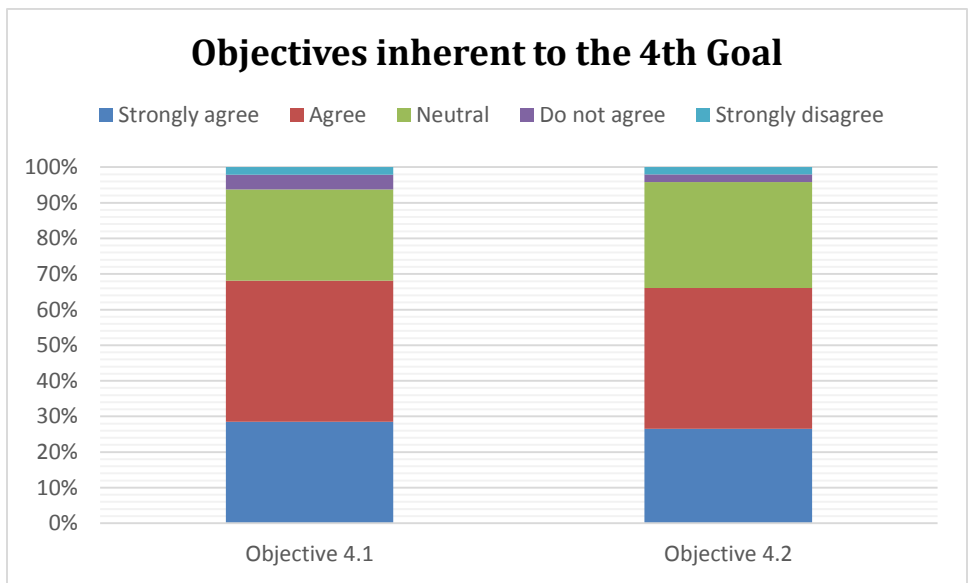


Figure 13: Participants' level of agreement with the objectives inherent to the 4th Goal

- Initial Observation:*

The majority of students (62%), faculty members (95%) and business representatives (71%) agree with the COB fourth goal.

The majority of students, faculty members, and business representatives agree with the objectives related to the fourth goal: Objective 4.1 (68%), and Objective 4.2 (66%).

- *Correlation of DAU and COB fourth goal and its related objectives:*

The third goal and its related objectives of COB coincide with the third goal and its related objectives of DAU. This goal focuses on Advancing Scientific Researches and Creative Works (Table 8).

Table 8: Correlation of DAU and COB fourth goal and its related objectives

		DAU Goal 4 and related Objectives		
		Focus Area: Advancing Scientific Researches and Creative Works		
		Goal 4	Obj 4.1	Obj 4.2
COB	4 th Goal and its inherent objectives	Goal 4	<input checked="" type="checkbox"/>	
		Obj 4.1	<input checked="" type="checkbox"/>	
		Obj 4.2		<input checked="" type="checkbox"/>

E. 5th Goal and its related objectives: Culture of Community and Dynamic Supportive Environment

The eighth question posed in the survey asked respondents to indicate their level of agreement with the degree to which the fifth goal and its related objectives accurately reflects students', faculties', company representatives' expectations (Figure 14 and figure 15).

The fifth goal is: *“Enhance and ensure institutional quality assurance processes for accreditation”*.

The objectives related to the fifth goal are:

- 5.1 *Enhance and ensure COB commitment to quality improvement.*

5.2 Establish benchmarks for evaluating quality of performance in COB against local and international peers.

The participants' opinions were taken in to consideration in understanding the clarity of fifth goal and its related objectives.

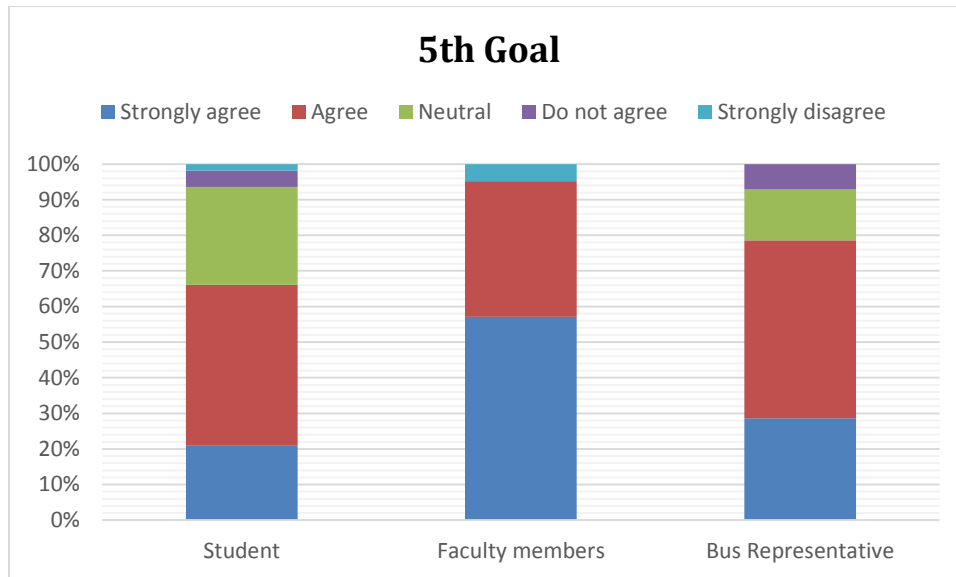


Figure 14: Participants' level of agreement with the 5th Goal

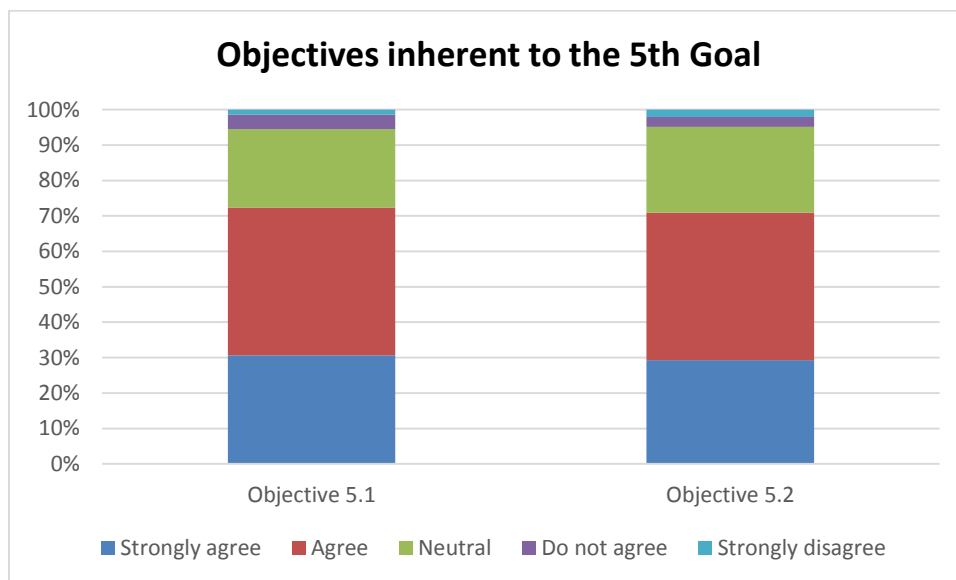


Figure 15: Participants' level of agreement with the objectives inherent to the 5th Goal

- *Initial Observation:*

The majority of students (66%), faculty members (95%) and business representatives (79%) agree with the COB fifth goal.

The majority of students, faculty members, and business representatives agree with the objectives related to the fifth goal: Objective 5.1 (72%), and Objective 5.2 (71%).

- *Correlation of DAU and COB fifth goal and its related objectives:*

The fifth goal and its related objectives of COB coincide with the fifth goal and its related objectives of DAU. This goal focuses on Culture of Community and Dynamic Supportive Environment (Table 9).

Table 9: Correlation of DAU and COB fifth goal and its related objectives

		DAU Goal 5 and related Objectives Focus Area: Culture of Community and Dynamic Supportive Environment		
		Goal 5	Obj 5.1	Obj 5.2
COB 5th Goal and its inherent objectives	Goal 5	<input checked="" type="checkbox"/>		
	Obj 5.1		<input checked="" type="checkbox"/>	
	Obj 5.2			<input checked="" type="checkbox"/>

F. 6th Goal and its related objectives: Resources and Operational Efficiency and Effectiveness

The ninth question posed in the survey asked respondents to indicate their level of agreement with the degree to which the sixth goal and its related objectives accurately reflects students', faculties', company representatives' expectations (Figure 16 and figure 17).

The sixth goal is: “Provide high quality learning resources and support services in all academic programs for an effective learning, teaching and research”.

The objectives related to the sixth goal are:

- 6.1 Establish plan to ensure that COB resources and services needed to support student learning, teaching and research are appropriate
- 6.2 Enhance and maintain the quality and adequacy of new and existing COB facilities and equipment for learning, teaching, and extracurricular activities

The participants’ opinions were taken in to consideration in understanding the clarity of sixth goal and its related objectives.

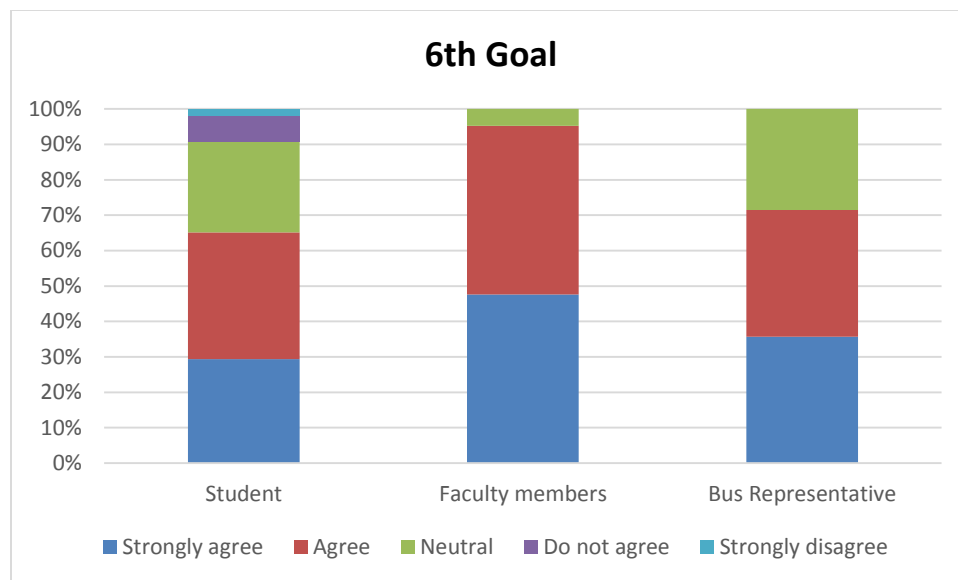


Figure 16: Participants' level of agreement with the 6th Goal

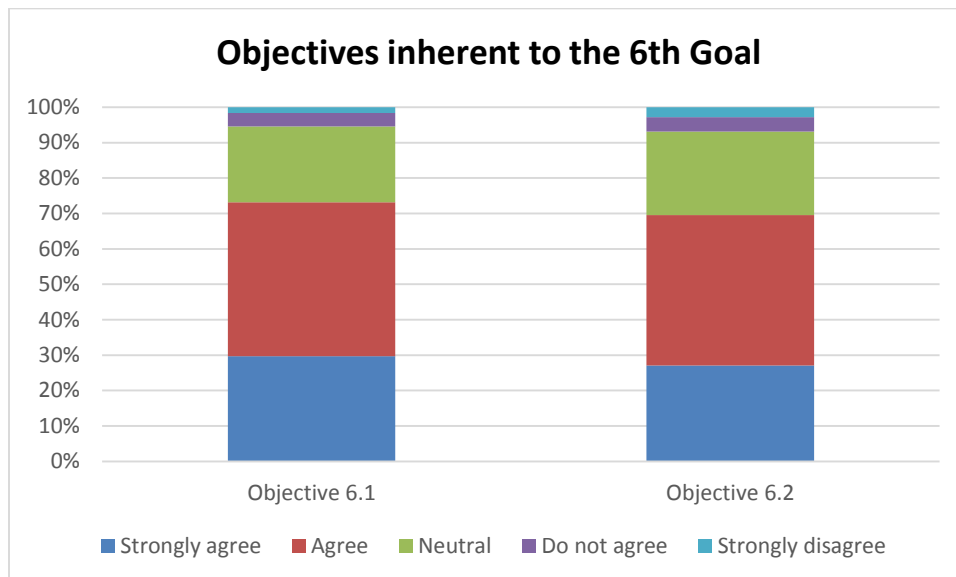


Figure 17: Participants' level of agreement with the objectives inherent to the 6th Goal

- *Initial Observation:*

The majority of students (65%), faculty members (95%) and business representatives (71%) agree with the COB sixth goal.

The majority of students, faculty members, and business representatives agree with the objectives related to the sixth goal: Objective 6.1 (73%), and Objective 6.2 (70%).

- *Correlation of DAU and COB sixth goal and its related objectives:*

The sixth goal and its related objectives of COB coincide with the sixth goal and its related objectives of DAU. This goal focuses on Resources and Operational Efficiency and Effectiveness (Table 10).

Table 10: Correlation of DAU and COB sixth goal and its related objectives

		DAU Goal 6 and related Objectives			
		Focus Area: Resources and Operational Efficiency and Effectiveness			
		Goal 6	Obj 6.1	Obj 6.2	Obj 6.3
COB 6 th Goal and its inherent objectives	Goal 6	<input checked="" type="checkbox"/>			
	Obj 6.1		<input checked="" type="checkbox"/>		
	Obj 6.2			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

G. 7th Goal and its related objectives: Expanding Engagement and Outreach

The tenth question posed in the survey asked respondents to indicate their level of agreement with the degree to which the seventh goal and its related objectives accurately reflects students', faculties', company representatives' expectations (Figure 18 and figure 19).

The seventh goal is: “*Strengthen partnership between the COB and business communities, professional organizations, and industry to explore opportunities for partnerships and improve niche programs*”.

The objectives related to the seventh goal are:

- 7.1 Constitute a task force or working group to explore opportunities for partnership and prepare plans for this purpose.*
- 7.2 Provide public and private sectors in the community with training and consultancy.*
- 7.3 Engage COB students and faculty members in social activities within Riyadh and KSA.*
- 7.4 Interact with the national and international business community and relevant governmental agencies in the area in ways that reinforce course content and research partnership.*

The participants' opinions were taken in to consideration in understanding the clarity of seventh goal and its related objectives.

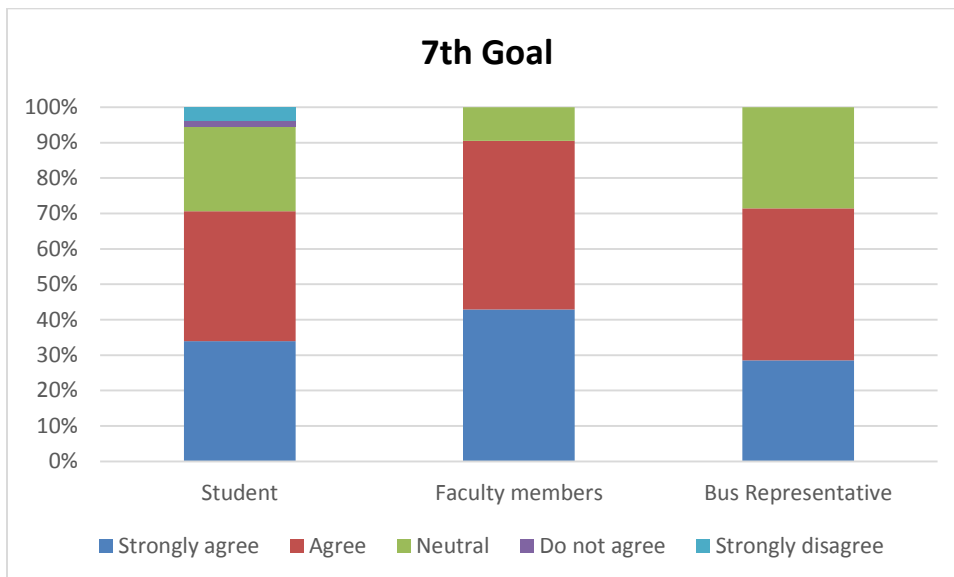


Figure 18: Participants' level of agreement with the 7th Goal

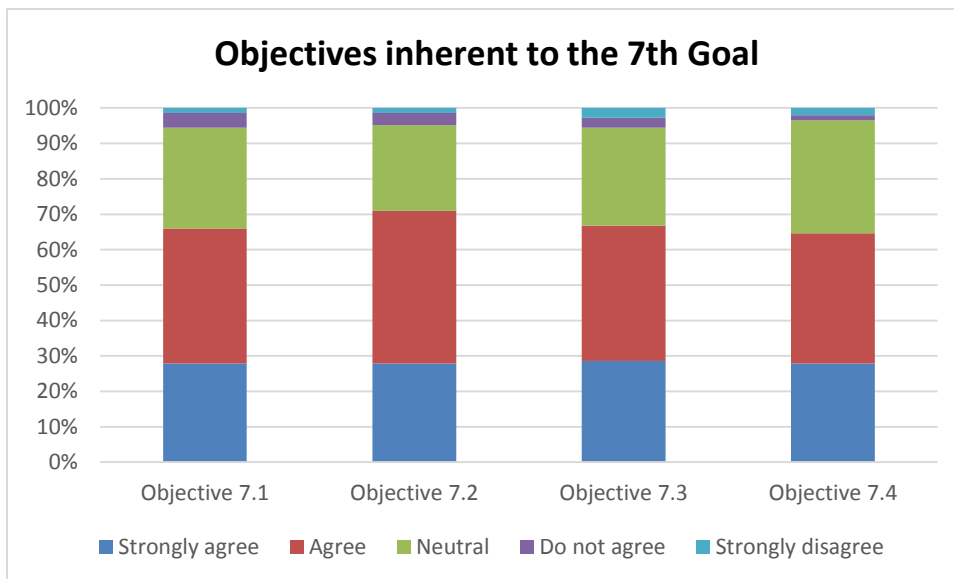


Figure 19: Participants' level of agreement with the objectives inherent to the 7th Goal

- Initial Observation:*

The majority of students (71%), faculty members (91%) and business representatives (71%) agree with the COB seventh goal.

The majority of students, faculty members, and business representatives agree with the objectives related to the seventh goal: Objective 7.1 (66%), Objective 7.2 (71%), Objective 7.3 (67%), and Objective 7.4 (65%).

- *Correlation of DAU and COB seventh goal and its related objectives:*

The seventh goal and its related objectives of COB coincide with the seventh goal and its related objectives of DAU. This goal focuses on Expanding Engagement and Outreach (Table 11).

Table 11: Correlation of DAU and COB seventh goal and its related objectives

		DAU Goal 7 and related Objectives				
		Focus Area: Expanding Engagement and Outreach				
		Goal 7	Obj 7.1	Obj 7.2	Obj 7.3	Obj 7.4
COB 7 th Goal and its inherent objectives	Goal 7	<input checked="" type="checkbox"/>				
	Obj 7.1		<input checked="" type="checkbox"/>			
	Obj 7.2			<input checked="" type="checkbox"/>		
	Obj 7.3				<input checked="" type="checkbox"/>	
	Obj 7.4					<input checked="" type="checkbox"/>

The results of surveys, addressed to the most important internal and external stakeholders, including COB member faculties, COB students, and Business representatives, were communicate to decision influencers. Indeed, focus groups were formed at the level of the College Student Council as well as the College Advisory Board to discuss and obtain opinions and suggestions related to the results of surveys.

The approved COB vision, mission, goals, and objectives were communicated to all internal and external stakeholders through flyers, web site, and briefings.

IV. Internal and external environmental assessment of the COB and principal strategic priorities

Documentary analysis was selected as a useful approach to studying the External factors: (A) Demographic changes in the Kingdom of Saudi Arabia, (B) Entrepreneurship, (C) The paradigm shift, (D) Support for the higher education sector, (E) National policy focus, and , (F) Private education

In addition, the Standard 1Committee conducted a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis upon carefully studying both the external and internal factors and elements that have affected the COB in terms of (1) Teaching and Learning System, (2) Research, (3) Student Management System, (4) Faculty and Staff Employment, (5) Partnership and Linkages, and (6) Organizational Development.

The identification of strengths, weaknesses, opportunities, and threats allows the development of strategic priorities.

1. Analysis results

1.1 The external factors:

The external factors are as follows:

- A. *Demographic changes in the Kingdom of Saudi Arabia:* In the five years to April 2019, Saudi's annual population growth rate ranged between 2.85 and 1.75 per cent per year. The average annual rate was 2.16 per cent. According to the 2016 Census, there was a large rise in the youth population (over 30% are below the age of 15), with a high youth unemployment rate (6.1%) regardless of the strong demand for highly skilled labor in the Kingdom¹.
- B. *Entrepreneurship:* In Saudi Arabia, entrepreneurship is one of the key factors that contribute to the balanced and rapid growth of the country's economy². In addition, entrepreneurship largely contributes to proper utilization of resources, establishment of a developed self-sufficient society, and creation of employment opportunities in Saudi Arabia³. But in reality, the contribution of Small- and medium-sized enterprises to gross national product is low in the Saudi economy compared to developed economies. Therefore, the Vision of Saudi Arabia in 2030 contains messaging directed at entrepreneurs as the next economic power and exploits their energies used to lead their businesses in support of small- and medium-sized enterprises. In addition, the Saudi government has offered various incentives for entrepreneurs and small business investors to invest in their country.

¹ General Authority of Statistics, "GASat", KSA, 2018.

² Kelley D, Bosma N, Amoros J (2010) Global Entrepreneurship Monitor (GEM). Global Report: Babson

³ Hamod D (2010) Cultivating the entrepreneurial ecosystem in Saudi Arabia. US-Arab Tradeline, XVII spring pp1-3.

The COB will provide the opportunity to enhance the entrepreneurial skills and motivate creativity and innovation through a clear strategy for promoting creative teaching methods in college.

- C. *The paradigm shift:* The Saudi government has been encouraging the growth of private sector to increase employment opportunities for its citizens and to reduce the country's dependence on oil. There are major opportunities for investors in other sectors despite the fact that the country's economy is driven by oil revenue. Therefore the strategic objective of Vision 2030 is to achieve an increase in the contribution of small and medium enterprises in the total national economy from 20% to 35%, lowering the unemployment rate from 11.6% to 7%⁴.
- D. *Support for the higher education sector:* Since its independence, Saudi Arabia is investing in higher education. The government support is remarkably augmenting. Moreover Ministry of Education in Kingdom of Saudi Arabia encourage private sector investment in education.
- E. *National policy focus:* The national policy focus is to contribute in the transition of the economy from dependence on one source of income to economy depending on mind-sets with high skills, creative, and productive human energies. In addition, the education system encourages dependence on reliability and safety resources, programs and projects, opening up investment opportunities, and eventually generate professional opportunities. Education is contributing in developing human capital, and also contributing in acquiring the requirements and needs of labor market (Ministry of Education website, 2019). This new significance of education system adopted by the Ministry will increase the demand of the business education in the kingdom demanding development of general and basic skills of all students to enable them, to face modern life requirements, in addition to specialized skills for each profession that covers all professional fields for young generation.
- F. *Private education:* Private education has experienced recent expansions and there has been a steady growth of private schools and universities in recent times. The education ministry's policies aims at improving the contribution of private education for the achievement of developmental objectives. Initiatives implemented in this area include support university and college efforts for enhancing education quality, the support provided to private education to reach 25% of the total number of students, the classification of national private higher education institutions and attracting prominent international universities. (Ministry of Education website, 2019).

⁴ Alamoudi R and Bagaafar A (2017) How to Encourage Entrepreneurship and New Business in the Kingdom of Saudi Arabia: Research on Regulations, Policies and Obstacles. International Journal of Basic & Applied Sciences IJBAS-IJENS Vol:17 No:03

1.2 The internal factors:

A survey was distributed to all COB faculty members. The respondents are expected to list the organizations Strengths, Weaknesses, Opportunities, and Threats (SWOT) as they relate to the College as a whole. The questionnaire consists of seven strategic thrust areas for COB: (A) Teaching and Learning System, (B) Research, (C) Student Management System, (D) Faculty and Staff Employment, (E) Partnership and Linkages, and (F) Organizational Development.

The response rate was 82%. The results of this survey are presented by area and the factors are given in table below:

Table 12: SWOT Analysis of different Areas

Area	Internal Environment	External Environment
Teaching and Learning System	<p>Strengths</p> <ol style="list-style-type: none"> 1 The COB establishes a Learning Management System –LMS– which include courses and uses the Cengage platforms which include educational content, technology, and Services Company for the higher education. 2 The academic programs curricula are continuously reviewed and updated. 	<p>Opportunities</p> <ol style="list-style-type: none"> 1 The COB teaching staff has opportunities to update and upgrade their performance, qualifications and skills. 2 One of the Kingdom’s goals as stated in the Vision 2030 is to be among the top 10 countries in Global Competitiveness Index by 2030. 3 The possibility of applying quality requirements and academic accreditation (NCAAA). 4 Economic stability and the growth of the business sector. 5 The part of business community leaders express their willingness to cooperate with the COB and provide it with support in the development.
	<p>Weaknesses</p> <ol style="list-style-type: none"> 1 The teaching materials and resources are not updated. 2 The COB is not providing proper facilities in the classrooms for instructional purposes. 	<p>Threats</p> <ol style="list-style-type: none"> 1 The COB is facing a strong competition from current public and private business administration colleges, and online degree programs. 2 Funding reductions: Lack of scholarship opportunity offered by ministry
Research	Strengths	Opportunities

	<ol style="list-style-type: none"> 1 Faculty members are very qualified for research. 2 DAU top management becoming more aware of the importance of research 3 Introduction of programs supporting faculty research. 4 Availability of databases and e-journals from digital library 	<ol style="list-style-type: none"> 1 Opportunities offered by public and private community to fund researches, studies and consultations. 2 Several scientific events (seminars, laboratories, ...) organized by external organizations.
	<p style="text-align: center;">Weaknesses</p> <ol style="list-style-type: none"> 1 The COB research output and number of refereed publications are insufficient. 2 Faculty members do not have enough time for research efforts. 3 Financial support provided by DAU not up to level required to promote research efforts. 	<p style="text-align: center;">Threats</p> <ol style="list-style-type: none"> 1 Lack of awareness of companies and institutions of the importance of scientific research. 2 The race for university ranking can accentuate vigorous competition and threatens the stability of the workplace.

Student Management System	Strengths	Opportunities
	<ol style="list-style-type: none"> 1 Dealing with technology efficiently (LMS & SIS). 2 Access to advanced learning sources (CENGAGE learning). 3 The COB students participate in student clubs and engage in social and human development activities. 	<ol style="list-style-type: none"> 1 College's location in Riyadh. 2 A wide range of extra-curricular activities for the students.
	Weaknesses	Threats
	<ol style="list-style-type: none"> 1 The students recruited and admitted are not highly qualified students. 2 Decrease in number of students. 3 Student's dropout because of lack of interest or motivation. 4 Most students do not believe that their efforts will improve their performance. They are interested more in obtaining a Bachelor's degree than in learning, enriching their experience, and acquiring skills in their respective majors. 5 Students' lack of adequate English background despite the training they receive during the Preparatory Year Program. 6 The COB hasn't the capacity to create additional opportunities for student throughout their academic careers to acquire professional business skills and hands-on experience (class and conference presentations, capstone projects in collaboration with other departments or local businesses, shadowing ...). 	<ol style="list-style-type: none"> 1 Companies are not enough engaged in student coop work.

Faculty and Staff Employment	Strengths	Opportunities
	<ol style="list-style-type: none"> 1 The COB is fully staffed by professionally qualified faculty members able to provide a high quality instruction to students. 2 Racially and ethnically diverse faculty 3 The COB provides continuous professional development for academic and administrative staff. 	<ol style="list-style-type: none"> 1 COB attract staff from the international market for non-tenure-track faculty. 2 Cooperation offered by a number of world universities and institutions
Partnership and Linkages	Weaknesses	Threats
	<ol style="list-style-type: none"> 1 High level of faculty turnover. 2 Lack of interaction of faculty with the local business community and relevant governmental agencies in the area in ways that reinforce course content. 3 Absence of incentive for volunteering. 4 Overload teaching. 5 Academic and administrative staff policies and procedures are not reviewed and updated concerning recruitment, compensation system, promotion... 	<ol style="list-style-type: none"> 1 Tough competition with Nearby colleges to attract first-rate faculty
Partnership and Linkages	Strengths	Opportunities
	<ol style="list-style-type: none"> 1 The COB develops and maintains partnerships with national and international institutions (Saudi universities, CENGAGE...) to plan joint activities contributing to excellence in teaching. 2 Support and encouragement provided by the Executive Director to exploit new partnership opportunities 	<ol style="list-style-type: none"> 1 Articulation Options/Partnering with universities/collaboration with organizations. 2 The public and private sectors in Riyadh are very rich by experiences.
Partnership and Linkages	Weaknesses	Threats
	<ol style="list-style-type: none"> 1 The COB does not possess a task force or working group to explore opportunities for partnership. 2 The COB does not provide public and private sectors in the community with training and consultancy. 	<ol style="list-style-type: none"> 1 Other Riyadh universities are better utilizing their network of relationships and environment to exploit partnership opportunities and establish a footprint in the community.

Organizational Development	Strengths	Opportunities
	<ol style="list-style-type: none"> 1 The COB possesses an updated organizational structure with duties and responsibilities to ensure delegation of responsibility and coordination among the organizational units. 2 The COB has the capacity to achieve the academic program accreditation at the national level. 3 The COB possess an excellent communication system allowing easy communication between, students, faculty members, and administrators covering learning and advising activities. 4 Openness to change and development. 5 The COB made efforts to enhance its image and reputation. 6 New building (shared classrooms) will provide more interaction between instructor and students. 	<ol style="list-style-type: none"> 1 Possibilities to establish an effective and efficient communication system with other universities.
	Weaknesses	Threats
	<ol style="list-style-type: none"> 1 Inefficient use of databases and resources across departments. 2 The lack of autonomous departmental units of college charged with the oversight responsibilities for the quality and academic accreditation, R&D, Academic Affairs, Academic Advising, and Community Service. 	<ol style="list-style-type: none"> 1 Growing attraction of high school students to other universities.

2. Development of COB Strategic Priorities

Based on the combination of internal and external environment analyses, strategic priorities (SP) were generated in the different areas.

2.1 COB Strategic Priorities related to the Teaching and Learning System Area

The strategic priorities related to the teaching and learning system area are presented in the below table:

Table 13: COB Strategic priorities generated in the Teaching and Learning System Area

	External opportunities	External Threats
Internal Strengths	<i>SP1: Commitment to quality improvement</i>	<i>SP2: Performance Evaluation of COB against local and international peers</i>
Internal Weaknesses	<i>SP3: Enhancement of COB facilities and equipment for learning, teaching, and extracurricular activities</i>	<i>SP4: Comparing with other Business colleges from other universities, ensure that COB resources and services needed to support student learning, teaching and research are appropriate</i>

From the table above, it appears that the strategic priorities coincided with the fifth and the sixth goals developed by the Standard1 Committee and aligned with the DAU Goals:

SP1+SP2 → COB Goal 5: Enhance and ensure institutional quality assurance processes for accreditation.

SP3+SP4 → COB Goal 6: Provide high quality learning resources and support services in all academic programs for an effective learning, teaching and research”.

2.2 COB Strategic Priorities related to the Research Area

The strategic priorities related to the Research Area are presented in the below table:

Table 14: COB Strategic priorities generated in the Research Area

	External opportunities	External Threats
Internal Strengths	<i>SP1: Building on the research strengths of the College and harnessing the opportunities that had been offered within the University's research environment</i>	
Internal Weaknesses	<i>SP2: Increase the likelihood of publication in a refereed journal</i>	

From the table above, it appears that the strategic priorities coincided with the fourth goal developed by the Standard1 Committee and aligned with the DAU Goals:

SP1+SP2 → COB Goal 4: Disseminate notable and timely research to the academic, business, and governmental communities.

2.3 COB Strategic Priorities related to the Student Management System Area

The strategic priorities related to the Student Management System Area are presented in the below table:

Table 15: COB Strategic priorities generated in the Student Management System Area

	External opportunities	External Threats
Internal Strengths	<i>SP1: Development of new methods of delivering the programs by using new learning technologies</i>	<i>SP2: Create additional opportunities for college students to build key job skills on campus</i>
Internal Weaknesses	<i>SP3: Identification of extra-curricular activities for the students</i>	<i>SP4: identification of factors relating to students' success in the study of Business</i>

From the table above, it appears that the strategic priorities coincided with the Second goal developed by the Standard1 Committee and aligned with the DAU Goals:

SP1+SP2+ SP3+SP4 → COB Goal 2: Engage in a holistic development of high quality students and graduates who are formed intellectually, morally, and socially to become active participants in the business community and leaders in society for the 21st century.

2.4 COB Strategic Priorities related to the Faculty and Staff Employment Area

The strategic priorities related to the Faculty and Staff Employment Area are presented in the below table:

Table 16: COB Strategic priorities generated in the Faculty and Staff Employment Area

	External opportunities	External Threats
Internal Strengths	<i>SP1: Update and upgrade the performance, qualifications, and skills of faculty members and review the COB academic programs curricula integrating teaching, research and community engagement</i>	<i>SP2: Possess sufficient number of highly qualified teaching staff able to provide a high quality instruction to COB students</i>
Internal Weaknesses	<i>SP3: Integrate new teaching technologies oriented to a Learner-Centered Teaching Model</i>	<i>SP4: Search alliance with regional, national and international institutions to exchange experiences</i>

From the table above, it appears that the strategic priorities coincided with the third goal developed by the Standard1 Committee and aligned with the DAU Goals:

SP1+SP2+ SP3+SP4 → COB Goal 3: Deliver an excellent teaching and learning environment that ensures quality of business education at the COB.

2.5 COB Strategic Priorities related to the Partnership and Linkages Area

The strategic priorities related to the Partnership and Linkages Area are presented in the below table:

Table 17: COB Strategic priorities generated in the Partnership and Linkages Area

	External opportunities	External Threats
Internal Strengths	<i>SP1: Development of opportunities engaging students and faculty members in social activities outside the college</i>	<i>SP2: Development and strength national and international partnerships in ways that lead to boost collaborative and partnership research and build learning structures, while improving ways to lead, manage and develop practices in learning system</i>
Internal Weaknesses	<i>SP3: Planning a task force or working group to explore opportunities for partnership</i>	<i>SP4: Engagement of COB in mutual activities with public and private sectors as training programs and consultancy</i>

From the table above, it appears that the strategic priorities coincided with the seventh goal developed by the Standard1 Committee and aligned with the DAU Goals:

SP1+SP2+ SP3+SP4 → COB Goal 7: Strengthen partnership between the COB and business communities, professional organizations, and industry to explore opportunities for partnerships and improve niche programs.

2.6 COB Strategic Priorities related to the Organizational Development Area

The strategic priorities related to the Organizational Development Area are presented in the below table:

Table 18: COB Strategic priorities generated in the Organizational Development Area

	External opportunities	External Threats
Internal Strengths	<i>SP1: Designing an effective organizational structure contributes to excellence in teaching of all faculties and staff of COB</i>	<i>SP2: Enhance the effectiveness of human resources management through best practices related to recruitment, development and reward system.</i>
Internal Weaknesses	<i>SP3: Support communication development for the effectiveness of COB</i>	<i>SP4: Comparing with other college of Business, update administrative policies and procedures to keep COB up to date with regulations, technology, and best practices and ensure that procedures are consistent and effective.</i>

From the table above, it appears that the strategic priorities coincided with the first goal developed by the Standard1 Committee and aligned with the DAU Goals:

SP1+SP2+ SP3+SP4 → COB Goal 1: Build a collaborative and engaging work environment through an effective and an inspiring leadership that promotes sense of responsibility, integrity and transparency in managing all the COB activities

V. COB Strategic Plan for 2017-2022

The COB has been continuously reviewing and updating its strategic plan since 2017. Following the successful institutional academic accreditation of DAU in the winter of 2017, and in the conjunction with the development of the university's new strategic plan (2017-2022), the COB set about developing the 2017-2022 Strategic Plan. In the fall of 2017, the Strategic Planning Committee was charged with coordinating the development of the new plan.

The changes and additions to the previous plan are in based on the university's new strategic focus as well as the feedback given to the college by the program accreditation team at the level of the college and its departments.

The successful implementation of the goals reflected in the strategic plan requires the coordinated and sustained efforts of the COB's faculty, administration, and principal stakeholders as students, alumni/alumnae, and employers. Each strategic initiative needs to be measured in order to track performance and to make adjustments where necessary. The various measures that will be used, along with those parties responsible for gathering the information, are outlined for each of the seven goals in the following tables.

1. COB Committees:

Several committees were formed to implement the COB strategic Plan 2017-2022.

N	Committee	Shortcut	Responsibilities	Coordinator	Members
1	Academic Accreditation Committee	AAC	- Supervise the quality process in the COB departments. - Prepare the SSR for accreditation.	Dr. Abdulrahman Alshimai	Dr. Mary Agboola Dr. Jumah Zyadat
2	Attracting Highly Qualified Students Committee	AHQSC	- Attract distinguished students of different schools. - Prepare students to be distinguished in their fields of specialization, and leaders and producers in their communities.	Dr. Farah Mahfooz	Ms. Malak Alyahya Ms. Manal Alhomoud
3	Quality Committee	QC	- Disseminate the quality culture. - Improve the academic performance in accordance with Faculty and University strategic plans. - Support the COB programs to achieve.	Dr. Rafia Gulzar	Dr. Farah Mahfooz Dr. Mary Agboola Dr. Amor Ayed
4	Community Service Committee	CSC	- Develop and manage the community service initiatives. - Host various community service events throughout the year. - Establish and maintain relationship with alumni and serve as main point of contact.	Ms. Manal Alhomoud	Ms. Zahra Alnasser Ms. Malak Alyahya
5	Research Committee	RC	- Develop strategies to assist the COB Departments in meeting their research objectives.	Prof. Mohamed Nabil	Prof. Sherif ElAraby Dr. Amor Ayed Dr. Mona Alwakeel
6	Advising Committee	AC	- Support academic advising as part of the teaching mission of the Department and the teaching role of faculty.	Dr. Houcine Chatti	Dr. Farah Mahfouz Dr. Evan Asfoura Dr. Sami Abid Dr. Sunitha Kumaran Dr. Lubna Almasri

7	Innovative Learning and Teaching Technologies Committee	ILTTC	<ul style="list-style-type: none"> - Identify learning resource needs of the COB Departments and help ensure the Learning Resource Division's responsiveness to those needs. - Implement innovative learning and teaching technologies 	Dr. Evan Asfoura	Dr. Rafia Gulzar Dr. Jumah Zyadet
8	Study Plan Evaluation Committee	SPEC	<ul style="list-style-type: none"> - Oversee and monitor the graduate program and planning for further program. Development when appropriate. - Evaluate & redesign the existing study plans - Study the feasibility of opening of new programs 	Dr. Lubna Almasri	Prof. Mohamed Nabil Dr. Hanan Saidi Dr. Amor Ayed Dr. Houcine Chatti
9	COOP Training Committee	CTC	<ul style="list-style-type: none"> - Direct the students on cooperative training program 	Dr. Sunitha Kumaran	Dr. Amor Ayed Dr. Evan Asfoura Dr. Lubna Almasri Dr. Sami Abid
10	Incentives and Motivation Committee	IMC	<ul style="list-style-type: none"> - Address issues relating to recruitment, retention, training & development, rewards, and job satisfaction of faculty. - Advise the COB Council on best practices to manage academic staff. 	Prof. Sherif ElAraby	Dr. Sunitha Kumaran Dr. Farah Mahfouz Dr. Rafia Gulzar
11	Communication Committee	CC	The Communication Committee is concerned with the college's standing and relationships with its public audiences including faculty members, administration staff, students, employers, community, and government.	Prof. Mohamed Nabil	Dr. Hanan Saidi Mr. Mohamed Albani Ms. Deena Almani
12	Culture Change Committee	CCC	Evolve the COB culture to promote positive student behaviors oriented to motivation and compliance	Dr. Jumah Zyadet	Mr. Mohamed Albesaily Ms. Manal Alhomoud Ms. Malak Alyahya Ms Marwa Alhomoud

2. Key Performance Indicators:

The KPIs are used to evaluate the COB success at reaching targets. They are set based on COB objectives. Several meetings were organized with coordinators of COB Programs to define target for each initiative and choose KPIs that are fixed, and capable of monitoring and measuring the COB performance.KPI043

Code	KPI	Target
KPI001	Percentage of new faculties' participation in workshops on rights and obligations of faculty members	100%
KPI002	Percentage of faculty and administration staff participation in consultation meetings	80%
KPI003	Department and unit heads' participation in professional development program	100%
KPI004	Percentage of implementation of administrative policies and procedures for academic and administrative COB staff	100%
KPI005 (KPI S9.1)	Proportion of teaching staff leaving the institution in the past year for reasons other than age retirement.	≤ 5%
KPI006	Number of applicants in response to COB programs employment advertisements	≥ 15
KPI007	Number of distribution of general communication to internal and external stakeholders about development in college and issues that are being addressed	10
KPI008	Faculty member performance evaluation average score	≥ 5
KPI009 (KPI S9.2)	Proportion of teaching staff participating in professional development activities during the past year.	100%
KPI010	Percentage of highly qualified students that entering COB programs.	≥ 20%
KPI011 (KPI S5.3)	Student evaluation of academic and career counselling.	≥ 4
KPI012	Percentage of new faculties' participation in advising workshop sessions	100%
KPI013	Utilization rate of SIS to submit meeting appointment requests by students	≥ 25%
KPI014	Student absenteeism rates in exams	≤ 5%
KPI015	Percentage of students who were denied entry to final exams	≤ 5%
KPI016	Student Grades distribution for each course	Normal distribution
KPI017	Percentage of students' participation in workshops about using of LMS and new platform	≥ 50%
KPI018	Percentage of students who take multiple "stop-outs" delaying graduation	≤ 75%
KPI019 (KPI S4.5)	Proportion of students entering undergraduate programs who complete those programs in minimum time.	≥ 15%
KPI020	Number of class, workshop, seminar, and conference presentations organized by COB	2
KPI021	Number of capstone projects in collaboration with local business completed by graduate students	2

KPI022	Percentage of Students' participation in recreational activities, cultural activities, clubs, societies, arts, and competitive sports.	$\geq 35\%$
KPI023	Employers overall evaluation on the HRM graduates regarding their efficiency and quality of work performance	4
KPI024	Percentage of learning outcomes achievement in cooperative learning	$\geq 85\%$
KPI025	Number of agreements Signed with companies willing to receive students	15
KPI026 (KPI4.3)	Proportion of teaching staff with verified doctoral qualifications.	$\geq 90\%$
KPI027	Proportion of Saudi staff teaching in COB	$> 35\%$
KPI028 (KPI4.1)	Ratio of students to teaching staff. (Based on full time equivalents).	$\leq 25:1$
KPI029	The average of COB programs teaching load	12 – 15 hours
KPI030	Average overall rating of adequacy of facilities and equipment in a survey of teaching staff.	4.5
KPI031	Percentage of students registered in the updated study plans	100%
KPI032	Proportion of "faculties who acquire higher educational qualification"	$\geq 10\%$
KPI033	Satisfaction rate of Stakeholders on the performance of COB programs	4.5
KPI034	Percentage of faculties' participation in workshops designed to help them use the learning and teaching platform (LMS, CENGAGE)	100%
KPI035	The using rate of learning and teaching platform for COB department courses	100%
KPI036	The satisfaction rate of students of the learning and teaching platform	4.5
KPI037	The satisfaction rate of faculty members of the learning and teaching platform	4.5
KPI038	The using rate of students of the learning and teaching platform	90%
KPI039	COB reputation rate	National Rank
KPI040	Proportion of full time member of teaching staff with at least one refereed publication during the previous year.	≥ 0.5
KPI041 (KPI10.1)	Number of refereed publications in the previous year per full time equivalent member of teaching staff.	≥ 0.5
KPI042	Percentage of HRM program faculties' participation in workshop/ conference/ colloquia regarding research and publication	20%
KPI043	Percentage of COB programs courses reviewed by internal peer reviewers	100%
KPI044	Percentage of COB programs courses reviewed by external peer reviewers	100%
KPI045	Percentage of the NCAAA reports updated concerning all COB programs	100%
KPI046	Average overall rating of adequacy of library resources in a survey of teaching staff.	4.5
KPI047	The satisfaction rate of students of the learning resources adequacy	4.5
KPI048	The satisfaction rate of faculty members of the learning resources adequacy	4.5
KPI049	Execution percentage of partnership action plan	100%
KPI050 (KPI11.1)	Proportion of full time teaching and other staff actively engaged in community service activities.	1
KPI051	Number of community service events in which faculty and students participated	10
KPI052	Proportion of students participating in specific extra-curricular activities	35%
KPI053	Percentage of alumni/alumnae participation in COB Departments activities	$\geq 10\%$

3. Implementation Plan

Strategic Area 1: Organizational Development

DAU Goal 1: Transform DAU to become more streamlined, agile and dynamic that enhances governance and management.

COB Goal 1.1: Build a collaborative and engaging work environment through an effective and an inspiring leadership that promotes sense of responsibility, integrity and transparency in managing all the COB activities.

COB Objective 1.1.1: Possess an updated organizational structure with duties and responsibilities to ensure delegation of authorities and coordination among the COB units.

Initiative	KPI	Responsible(s)	Start	End	Required resources	Notes
1.1.1.1 Conduct workshop to ensure the awareness faculties with faculty handbook	KPI001	IMC	06/09/2019	28/11/2019	Faculty Handbook	

COB Objective 1.1.2: Provide an effective and responsible leadership for continuous development and improvement of COB.

Initiative	KPI	Responsible(s)	Start	End	Required resources	Notes
1.1.2.1 Conduct periodic consultation meetings with faculty and administration staff regarding quality assurance and continuous improvement	KPI002	Dean of COB	Annually	Annually	None	
1.1.2.2 Organize continuous professional development program to Department and unit heads on leadership and accountability.	KPI003	IMC DAU Quality Unit	Annually	Annually	None	

COB Objective 1.1.3: Review and update administrative policies and procedures for academic and administrative COB staff.						
Initiative	KPI	Responsible(s)	Start	End	Required resources	Notes
1.1.3.1 Review, update, and implement faculty policies and procedures particularly on: <ol style="list-style-type: none"> 1. Staffing and employment 2. Promotion/Ranking 3. Workloads 4. Performance evaluations 5. Professional development 6. Reporting on performance 	KPI004	IMC	2020 - onwards		DAU and College documentation concerning HRM	

COB Objective 1.1.4: Apply an efficient and effective recruitment process at COB.						
Initiative	KPI	Responsible(s)	Start	End	Required resources	Notes
1.1.4.1 Appoint a committee at the COB to assist hiring authorities in the recruitment and selection processes		Dean of COB	27/12/2016		None	
1.1.4.2 Maintain an efficient and effective faculty recruitment process	KPI005	IMC	As necessary	As necessary	Recruitment Manual	
1.1.4.3 Support the retention of most outstanding faculty	KPI006	IMC	Annually	Annually	Reasons for leaving Number of applicants	

COB Objective 1.1.5: Establish an effective and efficient communication system with internal and external constituents of COB.						
Initiative	KPI	Responsible(s)	Start	End	Required resources	Notes
1.1.5.1 Review, update and implement the system of communication between college, departments, academic units, and administrative units	KPI007	CC	2020 - onwards		None	
1.1.5.2 Ensure an effective and efficient dissemination of updated policies and procedures regarding internal and external communication systems to all stakeholders and organizational entities within in COB					None	
1.1.5.3 Evaluation of the efficiency and effectiveness of communication systems within COB					None	

COB Objective 1.1.6: Emphasize and reward the value faculty scholarship both intellectually and as it contributes to excellence in teaching of all faculties and staff of COB.						
Initiative	KPI	Responsible(s)	Start	End	Required resources	Notes
1.1.6.1 Development of faculty annual review guidelines and evaluation criteria	KPI008	IMC	25/08/2019	10/10/2019	None	
1.1.6.2 Conduct annual performance evaluation of teaching staff to address areas for improvement in faculty performance		IMC	Annually	Annually	Faculty annual review guidelines and evaluation criteria	

COB Objective 1.1.7: Provide continuous professional development for academic and administrative staff of COB.						
Initiative	KPI	Responsible(s)	Start	End	Required resources	Notes
1.1.7.1 Establishment and execution of an academic development program for faculty members	KPI009	IMC	Annually	Annually	Quality Unit Culture Program	

Strategic Area 2: Student Success

DAU Goal 2: Recruitment, nurturing, retention and graduation of competent students who are intellectually active, morally adept, socially caring and globally aware in an Innovation-driven knowledge economy and global society through enriched student experiences.

COB Goal 2.2: Engage in a holistic development of high quality students and graduates who are formed intellectually, morally, and socially to become active participants in the business community and leaders in society for the 21st century.

COB Objective 2.2.1: Possess a Student Recruitment and Retention Working Group to explore data and make recommendations related to factors associated with COB student success.

Initiative	KPI	Responsible(s)	Start	End	Required resources	Notes
2.2.1.1 Development and execution of a program for attracting highly qualified students to join the COB programs	KPI010	Head of COB Departments AHQSC	Annually	Annually	High School Database	
2.2.1.2 Enhance system and quality of student advising.	KPI011 KPI012 KPI013	AC	Annually	Annually	None	
2.2.1.3 Appoint a committee at the COB to evolve the COB culture to promote positive student behaviors oriented to motivation and compliance		Dean of COB	27/12/2016		None	
2.2.1.4 Promote positive student behaviors	KPI014 KPI015 KPI016	CCC	Semiannually	Semiannually	None	

COB Objective 2.2.2: Increase student success and identify new methods of delivering the programs by establishing a LMS which include courses and instructor website.						
Initiative	KPI	Responsible(s)	Start	End	Required resources	Notes
2.2.2.1 Appoint a committee at the COB to Evaluate & redesign the existing study plans		Dean of COB	27/12/2016		None	
2.2.2.2 Evaluation of MBA and MIS programs		SPEC	1 st semester -2017-onwards		None	
2.2.2.3 Reviewing of access criteria to MBA and MIS programs			2 nd semester -2017-onwards		None	
2.2.2.4 Organizing workshops for students about using of LMS and new platform	KPI017	AC	Annually	Annually	None	
2.2.2.5 Reduction of students who take multiple “stop-outs” delaying graduation and/or completion.	KPI018	AC	Annually toward the end of the first and second semesters	Annually	Graduate Database	
2.2.2.6 Review and updating the existing curricula according to feedback received and benchmarking with selected local peer colleges	KPI019	SPEC	Annually	Annually	None	

COB Objective 2.2.3: Create additional opportunities for student throughout their academic careers to acquire professional business skills and hands-on experience.						
Initiative	KPI	Responsible(s)	Start	End	Required resources	Notes
2.2.3.1 Class and conference presentations	KPI020	Head of COB Departments DAU Quality Unit	Annually	Annually	None	
2.2.3.2 Capstone projects in collaboration with other departments or local business	KPI021		Annually	Annually	None	

COB Objective 2.2.4: Provide a wide range of extra-curricular activities for the students.						
Initiative	KPI	Responsible(s)	Start	End	Required resources	Notes
2.2.4.1 Continuously enhance participation of students in recreational activities, cultural activities, clubs, societies, arts, and competitive sports.	KPI022	CSC	2017	2022	None	

COB Objective 2.2.5: Develop internship with businesses and government agencies in the area that can supplement the academic experience of student and enhance life skills needed for success upon graduation.						
Initiative	KPI	Responsible(s)	Start	End	Required resources	Notes
2.2.5.1 Develop and manage experiential learning program for Coop students	KPI023 KPI024	CTC	Annually	Annually	Cooperative Program Guidelines (old version)	
2.2.5.2 Establish affiliations with professional organizations	KPI025		Annually	Annually	Experiential learning companies database	

Strategic Area 3: Educational Excellence

DAU Goal 3: Ensure teaching and learning excellence and assuring quality education that creates and sustains a culture of scholarship, and creativity thus enhancing DAU's national and international stature.

COB Goal 3.3: Deliver an excellent teaching and learning environment that ensures quality of business education at the COB.

COB Objective 3.3.1: Hire and maintain sufficient number of highly qualified teaching staff at the COB.

Initiative	KPI	Responsible(s)	Start	End	Required resources	Notes
3.3.1.1 Appoint a committee at the COB to address issues relating to recruitment, retention, training & development, rewards, and job satisfaction of faculty.		Dean of COB	20/12/2016	27/12/2016	None	
3.3.1.2 Recruitment sufficient number of highly qualified teaching staff	KPI026 KPI027 KPI028	Dean of COB Head of Departments	Annually	Annually	Teaching staff and students statistics	
3.3.1.3 Reduce teaching load	KPI029	IMC	Annually	Annually	None	
3.3.1.4 Satisfy the prerequisites of effective teaching	KPI008	IMC	Annually	Annually	None	
3.3.1.5 Motivate academic staff	KPI030	IMC	Annually	Annually	None	

COB Objective 3.3.2: Develop, review and update the COB academic programs curricula integrating teaching, research and community engagement.						
Initiative	KPI	Responsible(s)	Start	End	Required resources	Notes
3.3.2.1 Appoint a committee at the COB to evaluate and redesign the study plans		Dean of COB	20/12/2016	27/12/2016	None	
3.3.2.2 Review and update the existing curricula of COB academic programs (Bachelor and master programs)	KPI031	SPEC	01/01/2017	03/06/2018	None	
3.3.2.3 Reopen the Accounting program for bachelors program			01/01/2017	03/06/2018	None	
3.3.2.4 Develop a new Arabic curricula of COB academic programs			01/01/2017	03/06/2018	None	
3.3.2.5 Open new master programs in Project Management			02/9/2018	01/05/2019	None	
3.3.2.6 The roll out of reviewed and updated study plans			2 nd semester -2018-onwards	None		

COB Objective 3.3.3: Monitor COB teaching staff to update and upgrade their performance, qualifications, and skills.						
Initiative	KPI	Responsible(s)	Start	End	Required resources	Notes
3.3.3.1 Arrange in-house faculty development programs offered by internal and/or external experts, based on a needs assessment.	KPI032	RC	Annually	Annually	None	
3.3.3.2 Encourage and support teaching staff with exemplary performance and commitment to: - Acquire new or higher educational qualification and/or - Conduct research and/or produce other intellectual/creative contribution for the university.		RC	Annually	Annually	None	

COB Objective 3.3.4: Provide a high quality instruction to COB students and increase both their professional competence and employment prospects.						
Initiative	KPI	Responsible(s)	Start	End	Required resources	Notes
3.3.4.1 Obtaining feedback from stakeholders who will include: - Undergraduates - Graduates - Employers - Program Advisory Committee	KPI033	SPEC DAU Quality unit	Annually	Annually	None	
3.3.4.2 Review and updating the existing curricula according to feedback received and benchmarking with selected local peer colleges			Annually	Annually	None	

COB Objective 3.3.5: Integrate innovative learning and teaching technologies into a learner centered environment.						
Initiative	KPI	Responsible(s)	Start	End	Required resources	Notes
3.3.5.1 Incorporate technology as a tool for learning and teaching	KPI034	ILTTC	Annually	Annually	None	
3.3.5.2 Evaluating the use of technology in learning and teaching	KPI035		Annually	Annually	Quality Unit Culture Report	
	KPI036					
	KPI037 KPI038					

COB Objective 3.3.6: Extend links with regional, national and international institutions to plan joint activities involving COB teaching staff and students.						
Initiative	KPI	Responsible(s)	Start	End	Required resources	Notes
3.3.6.1 Strengthen ties with local and international corporations/schools/agencies /establishments, etc.	KPI039	CC	Annually	Annually	None	
3.3.6.2 Hold cooperation agreements between the COB and local/international institutions to carry our high quality training for customers.			Annually	Annually	None	
3.3.6.3 Periodically update DAU website on programs and activities.			Annually	Annually	None	
3.3.6.4 Conduct periodic survey on COB reputation in the local and other relevant communities.			Annually	Annually	None	

Strategic Area 4: Advancing Scientific Researches and Creative Works

DAU Goal 4: Develop sources of discovery, creativity, innovation and entrepreneur that underpin DAU's education programs and its intellectual, social, and economic capital contribution to society.

COB Goal 4.4: Disseminate notable and timely research to the academic, business, and governmental communities.

COB Objective 4.4.1: Establish a strategic vision for research in COB.

Initiative	KPI	Responsible(s)	Start	End	Required resources	Notes
4.4.1.1 Establish a strategic plan for research based on the COB mission	KPI040	RC	2020 - onwards		None	
4.4.1.2 Seek approval of the research strategic plan from the top management			2020 - onwards		None	

COB Objective 4.4.2: Increase the number of refereed publications in COB.

Initiative	KPI	Responsible(s)	Start	End	Required resources	Notes
4.4.2.1 Increase the number of refereed publications	KPI041	RC	Annually	Annually	None	
4.4.2.2 Enhance and expand workshop facilities supportive of research	KPI042		Annually	Annually	Quality Unit Culture Program Workshop/ Conference/ colloquium announcements	

Strategic Area 5: Accreditation

DAU Goal 5: Develop, facilitate and nurture a supportive quality environment and support services that are relevant to DAU community.

COB Goal 5.5: Enhance and ensure institutional quality assurance processes for accreditation.

COB Objective 5.5.1: Enhance and ensure COB commitment to quality improvement.

Initiative	KPI	Responsible(s)	Start	End	Required resources	Notes
5.5.1.1 Ensure program quality assurance processes	KPI043 KPI044	COB Quality Unit	25/08/2019	31/05/2020	None	
5.5.1.2 Improve the peer review process		QC	Annually	Annually	Exam Peer Reviewing Form	

COB Objective 5.5.2: Establish benchmarks for evaluating quality of performance in COB against local and international peers.

Initiative	KPI	Responsible(s)	Start	End	Required resources	Notes
5.5.2.1 Verification phase for the programs accreditation	KPI045	AAC	12/08/2019	14/12/2019	NCAAA Documentation	
5.5.2.2 External Review visit phase for the programs accreditation			12/01/2020	30/01/2020	None	
5.5.2.3 Accreditation decision phase for the programs accreditation			14/02/2020	07/07/2020	None	

Strategic Area 6: Resources and Operational Efficiency and Effectiveness

DAU Goal 6: Ensure efficiencies and effectiveness of supports, services and resources development and management to support all aspects of the institution.

COB Goal 6.6: Provide high quality learning resources and support services in all academic programs for an effective learning, teaching and research.

COB Objective 6.6.1: Establish plan to ensure that COB resources and services needed to support student learning, teaching and research are appropriate.

Initiative	KPI	Responsible(s)	Start	End	Required resources	Notes
6.6.1.1 Development of library and learning resources	KPI046	DAU Quality unit Central Library	Annually	Annually	None	
6.6.1.2 Disseminate new and/or updated policies/ rules/ regulations/ procedures, plans and tools according to feedback received from departments, units, faculty, staff, and students			Annually	Annually	Evaluation reports from DAU Unit Quality	

COB Objective 6.6.2: Enhance and maintain the quality and adequacy of new and existing COB facilities and equipment for learning, teaching, and extracurricular activities.

Initiative	KPI	Responsible(s)	Start	End	Required resources	Notes
6.6.2.1 Increasing the efficiency of the use of all the learning resources	KPI047	ILTTC	25/08/2019	31/05/2020	None	
6.6.2.2 Evaluation of the efficiency of learning resources	KPI048		Annually	Annually	None	

Strategic Area 7: Expanding Engagement and Outreach

DAU Goal 7: Engage and enhance national and international partnerships with academic, industry, community and other partners and values for societal and sustainable development.

COB Goal 7.7: Strengthen partnership between the COB and business communities, professional organizations, and industry to explore opportunities for partnerships and improve niche programs.

COB Objective 7.7.1: Constitute a task force or working group to explore opportunities for partnership and prepare plans for this purpose.

Initiative	KPI	Responsible(s)	Start	End	Required resources	Notes
7.7.1.1 Development and implementation of action plan ensuring the effective and social engagement of the COB and its stakeholders in enrichment and enhancing educational system	KPI049	CSC	Annually	Annually	None	

COB Objective 7.7.2: Provide public and private sectors in the community with training and consultancy.

Initiative	KPI	Responsible(s)	Start	End	Required resources	Notes
7.7.2.1 Continuously identify community (public and private sectors) needs for training.	KPI050	CSC	Annually	Annually	None	
7.7.2.2 Arrange with COB academic departments and other units for conducting training courses/workshop to cover community needs.			Annually	Annually	None	
7.7.2.3 Activate consultancy contracts with public and private sectors.			Annually	Annually	None	

COB Objective 7.7.3: Engage COB students and faculty members in social activities within Riyadh and KSA.

Initiative	KPI	Responsible(s)	Start	End	Required resources	Notes
7.7.3.1 Enhance organization of the Community Service at the level of COB departments	KPI051	CSC	25/08/2019	30/09/2019	None	
7.7.3.2 Evaluation of the effectiveness of extra-curricular activities for the students	KPI052		Annually	Annually	None	

COB Objective 7.7.4: Interact with the national and international business community and relevant governmental agencies in the area in ways that reinforce course content and research partnership.

Initiative	KPI	Responsible(s)	Start	End	Required resources	Notes
7.7.4.1 Enhance involvement of alumni/alumnae in COB Department activities	KPI053	CSC	25/08/2019	30/04/2020	Alumni/ alumnae Database	
7.7.4.2 Evaluation of the effectiveness of alumni/alumnae participation			Annually	Annually	None	

4. Key Performance Indicators :

KPI001 KPI Processing Environment																						
Quantitative KPI Percentage of new faculties' participation in workshops on rights and obligations of faculty members.		Data Needed for Number of new faculties who participate in workshops on rights and obligations of faculty members Total number of new faculty members		Data Source Quality Unit - COB		Frequency of computation Annually at end of academic year		Computation Platform COB Department Platform for all levels of the programs, college & institution		Usage Level Used for informed decisions making and actions by the program, college & institution												
KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target																
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022												
COB	%	The purpose of these workshops is to acknowledge the fundamental rights and responsibilities of faculty members. The participation of faculty members in these workshops help them to exercise their rights responsibly and to meet their obligations fully as professionals.	= [The number of new faculties who participate in workshops on their rights and obligations / Total number of new faculties] × 100		IMC			100%	100%	100%												
KPI Data required for means average computation						KPI Criteria (Levels equivalence based on means average of survey)																
<ul style="list-style-type: none"> The number of new faculties who participate in workshops about their fundamental rights and responsibilities. Total number of new faculty members are all those who have a full time status with the COB or administrative units. 						<table border="1"> <tr> <td>Level 1</td> <td><input checked="" type="checkbox"/> 0% < 10% achievement</td> </tr> <tr> <td>Level 2</td> <td><input checked="" type="checkbox"/> 10% < 20% achievement</td> </tr> <tr> <td>Level 3</td> <td><input checked="" type="checkbox"/> 20% < 30% achievement</td> </tr> <tr> <td>Level 4</td> <td><input checked="" type="checkbox"/> 30% < 50% achievement</td> </tr> <tr> <td>Level 5</td> <td><input checked="" type="checkbox"/> 50% < 75% achievement</td> </tr> <tr> <td>Level 6</td> <td><input checked="" type="checkbox"/> 75% ≤ 100% achievement</td> </tr> </table>					Level 1	<input checked="" type="checkbox"/> 0% < 10% achievement	Level 2	<input checked="" type="checkbox"/> 10% < 20% achievement	Level 3	<input checked="" type="checkbox"/> 20% < 30% achievement	Level 4	<input checked="" type="checkbox"/> 30% < 50% achievement	Level 5	<input checked="" type="checkbox"/> 50% < 75% achievement	Level 6	<input checked="" type="checkbox"/> 75% ≤ 100% achievement
Level 1	<input checked="" type="checkbox"/> 0% < 10% achievement																					
Level 2	<input checked="" type="checkbox"/> 10% < 20% achievement																					
Level 3	<input checked="" type="checkbox"/> 20% < 30% achievement																					
Level 4	<input checked="" type="checkbox"/> 30% < 50% achievement																					
Level 5	<input checked="" type="checkbox"/> 50% < 75% achievement																					
Level 6	<input checked="" type="checkbox"/> 75% ≤ 100% achievement																					

KPI002

KPI Processing Environment

Quantitative KPI		Data Needed for	Data Source	Frequency of computation	Computation Platform	Usage Level				
Percentage of faculty and administration staff participation in consultation meetings		Number of faculty and administration staff who participated in consultation meet Total number of faculty and administration staff	COB Council Secretary	Annually at end of academic year	COB Department Platform for all levels of the programs, college & institution	Used for informed decisions making and actions by the program, college & institution				
KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target				
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
COB	%	The consultation meetings are considered as a series of faculty members-consultant problem-solving meetings for leadership development that would lead to their staff's improved quality of teaching, involved in research and community service activities.	= [Number of faculty and administration staff who participated in consultation meetings / Total number of faculty and administration staff] × 100		IMC			50%	67%	80%
KPI Data required for means average computation						KPI Criteria (Levels equivalence based on means average of survey)				
<ul style="list-style-type: none"> The number of faculty and administration staff who participated in consultation meetings include all faculty members and administration staff who participated in meetings organized by the COB to improve the student experience, review and develop the College structures, outline the College's staffing plan, etc. The total number of teaching staff and administration staff of COB are all those who have a full time status with the COB departments or administrative units. 						Level 1	<input checked="" type="checkbox"/> 0% < 20% achievement			
						Level 2	<input checked="" type="checkbox"/> 20% < 40% achievement			
						Level 3	<input checked="" type="checkbox"/> 40% < 50% achievement			
						Level 4	<input checked="" type="checkbox"/> 50% < 70% achievement			
						Level 5	<input checked="" type="checkbox"/> 70% < 90% achievement			
						Level 6	<input checked="" type="checkbox"/> 90% ≤ 100% achievement			

KPI003

KPI Processing Environment

Quantitative KPI		Data Needed for	Data Source	Frequency of computation	Computation Platform	Usage Level
Department and unit heads' participation in professional development program		Number of department and unit heads who participated in professional development program Total number of department and unit heads	Directorate of Quality – DAU	Annually at end of academic year	COB Department Platform for all levels of the programs, college & institution	Used for informed decisions making and actions by the program, college & institution

KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target				
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
COB	%	Professional development program aims to improve the behavioral and technical skills of department and unit heads through a variety of tools such as training programs, seminars, and coaching.	= [Number of department and unit heads who participated in professional development program / Total number of department and unit heads] × 100		IMC DAU Quality Unit			50%	75%	100%

KPI Data required for means average computation		KPI Criteria (Levels equivalence based on means average of survey)	
<ul style="list-style-type: none"> The number of department and unit heads who participated in professional development program include all COB department and unit heads who participated in training programs in order to develop their leadership performance and their decision making skills. The total number of department and unit heads are all those who have a responsibility of COB departments or administrative units. 		Level 1	<input checked="" type="checkbox"/> 0% < 20% achievement
		Level 2	<input checked="" type="checkbox"/> 20% < 40% achievement
		Level 3	<input checked="" type="checkbox"/> 40% < 50% achievement
		Level 4	<input checked="" type="checkbox"/> 50% < 70% achievement
		Level 5	<input checked="" type="checkbox"/> 70% < 90% achievement
		Level 6	<input checked="" type="checkbox"/> 90% ≤ 100% achievement

KPI004

KPI Processing Environment

KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target					
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
COB	%	The administrative policies and procedures provides guidance on the implementation of COB policies and procedures concerning faculty and administrative staff.	= [Number of implemented administrative policies and procedures / Total of administrative policies and procedures] × 100		IMC			33%	67%	100%	
KPI Data required for means average computation						KPI Criteria (Levels equivalence based on means average of survey)					
<ul style="list-style-type: none"> The number of implemented administrative policies and procedures include those applied to the COB issues during the academic year. The total number of administrative policies and procedures cover all college administrative decision-making processes including the processes of planning and performance review. COB Deanship and each Department and administrative unit Head are responsible for completing the unit's institutional effectiveness Plan and update, conducting performance reviews and evaluations of faculty and staff. 						Level 1	<input checked="" type="checkbox"/> 0% < 20% achievement				
						Level 2	<input checked="" type="checkbox"/> 20% < 40% achievement				
						Level 3	<input checked="" type="checkbox"/> 40% < 50% achievement				
						Level 4	<input checked="" type="checkbox"/> 50% < 70% achievement				
						Level 5	<input checked="" type="checkbox"/> 70% < 90% achievement				
						Level 6	<input checked="" type="checkbox"/> 90% ≤ 100% achievement				

KPI005 (KPIS9.1) KPI Processing Environment										
Quantitative KPI	Data Needed for	Data Source	Frequency of computation	Computation Platform	Usage Level					
Proportion of teaching staff leaving the institution in the past year for reasons other than age retirement.	Number of COB teaching staff leaving the college in the past year for other reasons than age retirement Number of teaching staff of COB	HRM Section – DAU	Annually at end of academic year	COB Department Platform for all levels of the programs, college & institution	Used for informed decisions making and actions by the program, college & institution					
KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target				
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
NCAAA	Proportion	This KPI measures degree of job satisfaction for teaching staff. It is used to assess the effectiveness of the COB policy and instruments used to attract and retain a high quality faculties, rewarding system, and human development programs participating to the social stability.	= Number of COB teaching staff leaving the college in the past year for other reasons than age retirement / Total number of teaching staff of COB		IMC	≤ 0.2	≤ 0.1	≤ 0.1	≤ 0.1	≤ 0.1
KPI Data required for means average computation					KPI Criteria (Levels equivalence based on means average of survey)					
<ul style="list-style-type: none"> The number of COB teaching staff leaving the COB in the past academic year for reasons other than age retirement is those who have resigned, transferred to other institutions, dismissed, left for personal or health reasons, etc. The total number of teaching staff of COB are all those who have a full time status with the COB departments or administrative units. 					Level 1	☑ 0.60 < 1.00 achievement				
					Level 2	☑ 0.5 < 0.60 achievement				
					Level 3	☑ 0.40 < 0.50 achievement				
					Level 4	☑ 0.30 < 0.20 achievement				
					Level 5	☑ 0.20 < 0.10 achievement				
					Level 6	☑ 10 and above achievement				

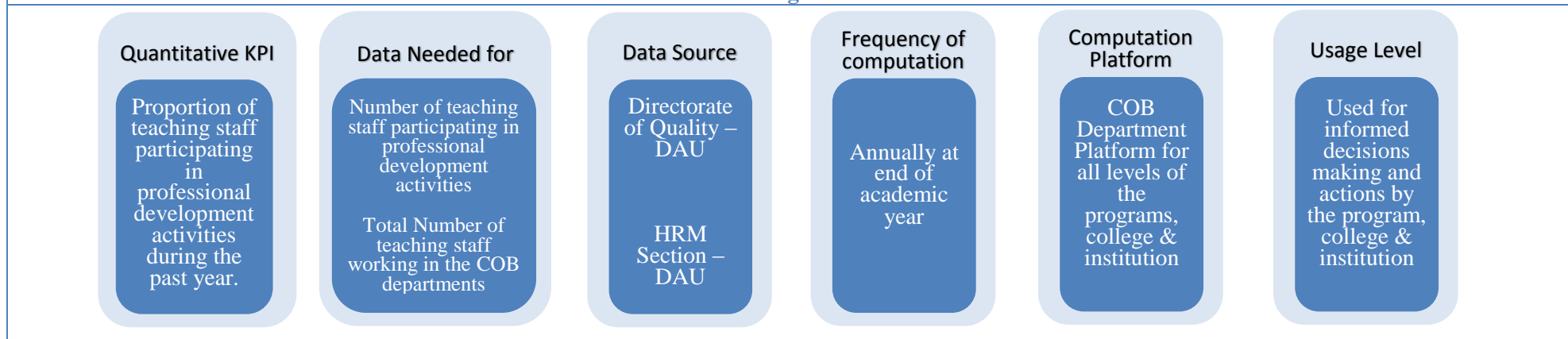
KPI006										
KPI Processing Environment										
Quantitative KPI		Data Needed for		Data Source		Frequency of computation		Computation Platform		Usage Level
Number of applicants in response to COB employment advertisements		Sum of applicants in response to COB employment advertisements		Dean of COB		Annually at end of academic year		COB Department Platform for all levels of the programs, college & institution		Used for informed decisions making and actions by the program, college & institution
KPI Source	Unit	Description	Computation	Evidence	KPI respon- sible(s)	KPI Target				
						2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
COB	Number	Number of applicants in response to COB employment advertisements is considered as a measure for how the COB is able to attract more faculty members. Increase this KPI means the efficiency of the recruitment process in its searching step.	Continuing the sum of applicants in response to COB employment advertisements		IMC	≥40	≥40	≥40	≥40	≥40
KPI Data required for means average computation						KPI Criteria (Levels equivalence based on means average of survey)				
<ul style="list-style-type: none"> The sum of applicants in response to COB employment advertisements is the total of applicants who field a faculty member job application to the COB Dean or Department heads directly or through DAU website. 						Level 1	<input checked="" type="checkbox"/> 0 < 10 achievement			
						Level 2	<input checked="" type="checkbox"/> 10 < 15 achievement			
						Level 3	<input checked="" type="checkbox"/> 15 < 20 achievement			
						Level 4	<input checked="" type="checkbox"/> 20 < 30 achievement			
						Level 5	<input checked="" type="checkbox"/> 30 < 40 achievement			
						Level 6	<input checked="" type="checkbox"/> 40 and above achievement			

KPI007 KPI Processing Environment										
Quantitative KPI		Data Needed for	Data Source	Frequency of computation	Computation Platform	Usage Level				
Number of distribution of general communication to internal and external stakeholders about development in college and issues that are being addressed		Sum of general communication distributed to internal and external stakeholders	Dean of COB	Annually at end of academic year	COB Department Platform for all levels of the programs, college & institution	Used for informed decisions making and actions by the program, college & institution				
KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target				
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
COB	Number	Counting the number of distribution of general communication to internal and external stakeholders is essential to ensuring that the COB provides informations through a number of channels including traditional media and through digital channels.	Continuing the sum of general communication distributed to internal and external stakeholders		CC	4	4	6	8	10
KPI Data required for means average computation						KPI Criteria (Levels equivalence based on means average of survey)				
<ul style="list-style-type: none"> The sum of general communication distributed to internal and external stakeholders includes all types of stakeholder communication that are needed in an effective stakeholder management. To this end, COB produces a communication plan and set up a liaison committee. 						Level 1	<input checked="" type="checkbox"/> 0 < 5 achievement			
						Level 2	<input checked="" type="checkbox"/> 5 < 10 achievement			
						Level 3	<input checked="" type="checkbox"/> 10 < 15 achievement			
						Level 4	<input checked="" type="checkbox"/> 15 < 20 achievement			
						Level 5	<input checked="" type="checkbox"/> 20 < 25 achievement			
						Level 6	<input checked="" type="checkbox"/> 25 and above achievement			

KPI008										
KPI Processing Environment										
Quantitative KPI		Data Needed for		Data Source		Frequency of computation		Computation Platform		Usage Level
Faculty member performance evaluation average score		Scores of teaching staff performance Total Number of teaching staff working in the COB		COB All COB Departments		Annually at end of academic year		COB Department Platform for all levels of the programs, college & institution		Used for informed decisions making and actions by the program, college & institution
KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target				
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
COB	Average Score	The evaluation of faculty members' performance provides valuable insights into improving teaching, learning and research, and will eventually lead to sustainable curricula.	= Sum of scores of teaching staff performance / The total number of teaching staff working in the HRM department		IMC	≥5	≥5	≥5	≥6	≥6
KPI Data required for means average computation						KPI Criteria (Levels equivalence based on means average of survey)				
<ul style="list-style-type: none"> Performance Evaluation is one of the most important aspects of faculty member development. The main objective of performance evaluation is to provide an opportunity to the teaching staff and their respective supervisor (Dean of COB, Head of department) for the discussion of their job performance, their expectations and accomplishments, professional development and establishing goals and objectives for supporting to the department's mission. The total number of teaching staff working in the COB are all those who have a full time status with the COB Departments or administrative units. 						Level 1	<input checked="" type="checkbox"/> Below 1			
						Level 2	<input checked="" type="checkbox"/> 1-2 (Weak)			
						Level 3	<input checked="" type="checkbox"/> 3-4 (Acceptable)			
						Level 4	<input checked="" type="checkbox"/> 5-6 (Good)			
						Level 5	<input checked="" type="checkbox"/> 7-8 (V. Good)			
						Level 6	<input checked="" type="checkbox"/> 9-10 (Excellent)			

KPI009 (KPIS9.2)

KPI Processing Environment



KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target				
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
NCAAA	%	This KPI measures 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 COB departments in the same academic year. This KPI reflects the efforts provided by the COB departments to encourage and support the faculty members to attend professional development sessions nationally and internationally to refresh and update their knowledge	= Number of teaching staff participating in professional development activities / The Total Number of teaching staff working in the COB		IMC	100%	100%	100%	100%	100%

KPI Data required for means average computation

- The teaching staff participating in professional development activities include the pursuit of developmental programs like short-term professional courses, seminars or attending conferences or presenting academic papers or research papers locally and internationally. This does not include the scholarship for pursuit of advanced degree at the Masters or doctoral level.
- The Total Number of teaching staff working in the COB are all those who have a full time status with the COB departments or administrative units.

KPI Criteria (Levels equivalence based on means average of survey)

Level 1	<input checked="" type="checkbox"/> 0% < 20% range
Level 2	<input checked="" type="checkbox"/> 20% < 30% range
Level 3	<input checked="" type="checkbox"/> 30% < 50% range
Level 4	<input checked="" type="checkbox"/> 50% < 75% range
Level 5	<input checked="" type="checkbox"/> 75% < 100% range
Level 6	<input checked="" type="checkbox"/> 100% and above achievement

KPI010

KPI Processing Environment

KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target																
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022												
COB	%	Percentage of highly qualified students that entered the COB programs is considered as a measure for how the COB programs develop and review annually a plan that focuses on the attracting and retention of qualified students.	= [The number of highly qualified students registered in COB programs / Total enrolments in COB Programs] × 100		Heads of COB Departments AHQSC	2%	2%	3%	4%	5%												
KPI Data required for means average computation						KPI Criteria (Levels equivalence based on means average of survey)																
<ul style="list-style-type: none"> The number of highly qualified students registered in COB programs includes high school students who have GPA ≥ 75 in the year concerned. The total number of enrolments in COB Programs in the year concerned. 						<table border="1"> <tr> <td>Level 1</td> <td><input checked="" type="checkbox"/> 0.01 < 0.02 achievement</td> </tr> <tr> <td>Level 2</td> <td><input checked="" type="checkbox"/> 0.02 < 0.04 achievement</td> </tr> <tr> <td>Level 3</td> <td><input checked="" type="checkbox"/> 0.04 < 0.07 achievement</td> </tr> <tr> <td>Level 4</td> <td><input checked="" type="checkbox"/> 0.07 < 0.1 achievement</td> </tr> <tr> <td>Level 5</td> <td><input checked="" type="checkbox"/> 0.1 < 0.25 achievement</td> </tr> <tr> <td>Level 6</td> <td><input checked="" type="checkbox"/> 0.25 ≤ 1.00 achievement</td> </tr> </table>					Level 1	<input checked="" type="checkbox"/> 0.01 < 0.02 achievement	Level 2	<input checked="" type="checkbox"/> 0.02 < 0.04 achievement	Level 3	<input checked="" type="checkbox"/> 0.04 < 0.07 achievement	Level 4	<input checked="" type="checkbox"/> 0.07 < 0.1 achievement	Level 5	<input checked="" type="checkbox"/> 0.1 < 0.25 achievement	Level 6	<input checked="" type="checkbox"/> 0.25 ≤ 1.00 achievement
Level 1	<input checked="" type="checkbox"/> 0.01 < 0.02 achievement																					
Level 2	<input checked="" type="checkbox"/> 0.02 < 0.04 achievement																					
Level 3	<input checked="" type="checkbox"/> 0.04 < 0.07 achievement																					
Level 4	<input checked="" type="checkbox"/> 0.07 < 0.1 achievement																					
Level 5	<input checked="" type="checkbox"/> 0.1 < 0.25 achievement																					
Level 6	<input checked="" type="checkbox"/> 0.25 ≤ 1.00 achievement																					

KPI011 (KPI5.3)

KPI Processing Environment

KPI Processing Environment										
Qualitative KPI	Data Needed for	Data Source	Frequency of computation	Computation Platform	Usage Level					
Student evaluation of academic and career counselling.	Scores of students to the adequacy of academic and career counselling Number of students who responded to the survey	Student Experience Survey	Annually at end of academic year	COB Department Platform for all levels of the programs, college & institution	Used for informed decisions making and actions by the program, college & institution					
KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target				
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
NCAAA	Average rating	This KPI measures the capacity of COB departments to allocate enough number of faculty member to provide several educational assistance to students in different tracks	= Sum of scores of students to the adequacy of academic and career counselling / Total number of students who responded to the survey		AC	≥4	≥4	≥4	≥4	≥4
KPI Data required for means average computation						KPI Criteria (Levels equivalence based on means average of survey)				
<ul style="list-style-type: none"> The academic and career counseling services evaluation is part of the perception surveys of the Student Experience Survey that is a standardized perception evaluation of degree of satisfaction from academic and career counseling services as perceived by the students of the COB. This is normally scaled on a 5-point Likert Scale to get the means average score of the students' perception. The aim of this KPI is to ensure that the students are supported efficiently and effectively with a systematic counseling system that supports and supplement their academic endeavors. The number of students is all the students who are enrolled in COB programs and have active status. 						Level 1	<input checked="" type="checkbox"/>	Below 2.49		
						Level 2	<input checked="" type="checkbox"/>	2.5 – 2.99		
						Level 3	<input checked="" type="checkbox"/>	3.0 – 3.49		
						Level 4	<input checked="" type="checkbox"/>	3.5 – 3.99		
						Level 5	<input checked="" type="checkbox"/>	4.0 – 4.49		
						Level 6	<input checked="" type="checkbox"/>	4.5 – 5.0		

KPI012

KPI Processing Environment

KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target																
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022												
COB	Percentage	The participation of new faculties in advising workshop session plays a critical role in improvement of the quality of student advising.	= [The number of new faculties who participate in advising workshop sessions / Total number of new faculties] × 100		AC	≥70%	≥70%	≥80%	≥80%	≥90%												
KPI Data required for means average computation						KPI Criteria (Levels equivalence based on means average of survey)																
<ul style="list-style-type: none"> The number of new faculty members' who participate in advising workshop sessions are those who are hired the year concerned and participated in the workshops sessions organized by DAU Directorate of Quality. The total number of teaching staff of COB programs are all those who were hired the year concerned. 						<table border="1"> <tr> <td>Level 1</td> <td><input checked="" type="checkbox"/> 0% < 5% achievement</td> </tr> <tr> <td>Level 2</td> <td><input checked="" type="checkbox"/> 5% < 10% achievement</td> </tr> <tr> <td>Level 3</td> <td><input checked="" type="checkbox"/> 10% < 25% achievement</td> </tr> <tr> <td>Level 4</td> <td><input checked="" type="checkbox"/> 25% < 50% achievement</td> </tr> <tr> <td>Level 5</td> <td><input checked="" type="checkbox"/> 50% < 75% achievement</td> </tr> <tr> <td>Level 6</td> <td><input checked="" type="checkbox"/> 75% ≤ 100% achievement</td> </tr> </table>					Level 1	<input checked="" type="checkbox"/> 0% < 5% achievement	Level 2	<input checked="" type="checkbox"/> 5% < 10% achievement	Level 3	<input checked="" type="checkbox"/> 10% < 25% achievement	Level 4	<input checked="" type="checkbox"/> 25% < 50% achievement	Level 5	<input checked="" type="checkbox"/> 50% < 75% achievement	Level 6	<input checked="" type="checkbox"/> 75% ≤ 100% achievement
Level 1	<input checked="" type="checkbox"/> 0% < 5% achievement																					
Level 2	<input checked="" type="checkbox"/> 5% < 10% achievement																					
Level 3	<input checked="" type="checkbox"/> 10% < 25% achievement																					
Level 4	<input checked="" type="checkbox"/> 25% < 50% achievement																					
Level 5	<input checked="" type="checkbox"/> 50% < 75% achievement																					
Level 6	<input checked="" type="checkbox"/> 75% ≤ 100% achievement																					

KPI013

KPI Processing Environment

KPI Processing Environment																						
Quantitative KPI	Data Needed for	Data Source	Frequency of computation	Computation Platform	Usage Level																	
Utilization rate of SIS to submit meeting appointment requests by students	Number of students who submitted meeting appointment requests by SIS Total number of COB students	Deanship of Admission Registration and Students Affairs SIS HRM Section - DAU	Annually at end of academic year	COB Department Platform for all levels of the programs, college & institution	Used for informed decisions making and actions by the program, college & institution																	
KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target																
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022												
COB	Percentage	The utilization rate of SIS to submit meeting appointment requests reflects the quality of student advising which is directly related to student retention and success.	= [The number of students who submitted meeting appointment requests by SIS / Total number of students] × 100		AC		≥10%	≥10%	≥10%	≥10%												
KPI Data required for means average computation						KPI Criteria (Levels equivalence based on means average of survey)																
<ul style="list-style-type: none"> The number of students who submitted meeting appointment requests by SIS are those who used SIS to contact to their advisor. The total number of students is all the students who are enrolled in COB programs and have active status. 						<table border="1"> <tr> <td>Level 1</td> <td><input checked="" type="checkbox"/> 0% < 5% achievement</td> </tr> <tr> <td>Level 2</td> <td><input checked="" type="checkbox"/> 5% < 10% achievement</td> </tr> <tr> <td>Level 3</td> <td><input checked="" type="checkbox"/> 10% < 25% achievement</td> </tr> <tr> <td>Level 4</td> <td><input checked="" type="checkbox"/> 25% < 50% achievement</td> </tr> <tr> <td>Level 5</td> <td><input checked="" type="checkbox"/> 50% < 75% achievement</td> </tr> <tr> <td>Level 6</td> <td><input checked="" type="checkbox"/> 75% ≤ 100% achievement</td> </tr> </table>					Level 1	<input checked="" type="checkbox"/> 0% < 5% achievement	Level 2	<input checked="" type="checkbox"/> 5% < 10% achievement	Level 3	<input checked="" type="checkbox"/> 10% < 25% achievement	Level 4	<input checked="" type="checkbox"/> 25% < 50% achievement	Level 5	<input checked="" type="checkbox"/> 50% < 75% achievement	Level 6	<input checked="" type="checkbox"/> 75% ≤ 100% achievement
Level 1	<input checked="" type="checkbox"/> 0% < 5% achievement																					
Level 2	<input checked="" type="checkbox"/> 5% < 10% achievement																					
Level 3	<input checked="" type="checkbox"/> 10% < 25% achievement																					
Level 4	<input checked="" type="checkbox"/> 25% < 50% achievement																					
Level 5	<input checked="" type="checkbox"/> 50% < 75% achievement																					
Level 6	<input checked="" type="checkbox"/> 75% ≤ 100% achievement																					

KPI014

KPI Processing Environment

KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target																
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022												
COB	Percentage	The student absenteeism rate in exams reflects the students exam readiness skills for students to succeed in exams	$= \left[\frac{\text{The number of absences in exams}}{\text{Sum of students appearing in the exam lists}} \right] \times 100$		CCC	≤10%	≤10%	≤7%	≤7%	≤5%												
KPI Data required for means average computation						KPI Criteria (Levels equivalence based on means average of survey)																
<ul style="list-style-type: none"> The number of absences in exams include all students who were absent in exams. The Sum of students appearing in the exam lists is all the students who are enrolled in COB programs and have active status. 						<table border="1"> <tr> <td>Level 1</td> <td><input checked="" type="checkbox"/> 10% and above</td> </tr> <tr> <td>Level 2</td> <td><input checked="" type="checkbox"/> 10% < 5% achievement</td> </tr> <tr> <td>Level 3</td> <td><input checked="" type="checkbox"/> 5% < 3% achievement</td> </tr> <tr> <td>Level 4</td> <td><input checked="" type="checkbox"/> 3% < 2% achievement</td> </tr> <tr> <td>Level 5</td> <td><input checked="" type="checkbox"/> 2% < 1% achievement</td> </tr> <tr> <td>Level 6</td> <td><input checked="" type="checkbox"/> 1% and below achievement</td> </tr> </table>					Level 1	<input checked="" type="checkbox"/> 10% and above	Level 2	<input checked="" type="checkbox"/> 10% < 5% achievement	Level 3	<input checked="" type="checkbox"/> 5% < 3% achievement	Level 4	<input checked="" type="checkbox"/> 3% < 2% achievement	Level 5	<input checked="" type="checkbox"/> 2% < 1% achievement	Level 6	<input checked="" type="checkbox"/> 1% and below achievement
Level 1	<input checked="" type="checkbox"/> 10% and above																					
Level 2	<input checked="" type="checkbox"/> 10% < 5% achievement																					
Level 3	<input checked="" type="checkbox"/> 5% < 3% achievement																					
Level 4	<input checked="" type="checkbox"/> 3% < 2% achievement																					
Level 5	<input checked="" type="checkbox"/> 2% < 1% achievement																					
Level 6	<input checked="" type="checkbox"/> 1% and below achievement																					

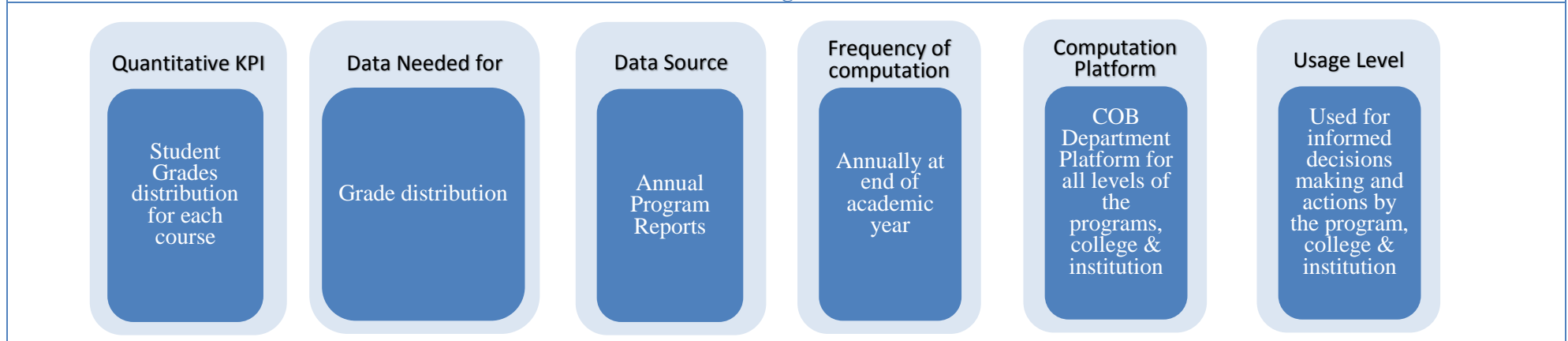
KPI015

KPI Processing Environment

KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target																
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022												
COB	Percentage	The percentage of students who were denied entry to final exams reflects the seriousness of students during the semester	= [The number of students who were denied entry to final exams / Sum of students appearing in the exam lists] × 100		CCC	≤10%	≤10%	≤7%	≤7%	≤5%												
KPI Data required for means average computation						KPI Criteria (Levels equivalence based on means average of survey)																
<ul style="list-style-type: none"> The number of students who were denied entry to final exams include all students who were denied for any reason. The Sum of students appearing in the exam lists is all the students who are enrolled in COB programs and have active status. 						<table border="1"> <tr> <td>Level 1</td> <td><input checked="" type="checkbox"/> 10% and above</td> </tr> <tr> <td>Level 2</td> <td><input checked="" type="checkbox"/> 10% < 5% achievement</td> </tr> <tr> <td>Level 3</td> <td><input checked="" type="checkbox"/> 5% < 3% achievement</td> </tr> <tr> <td>Level 4</td> <td><input checked="" type="checkbox"/> 3% < 2% achievement</td> </tr> <tr> <td>Level 5</td> <td><input checked="" type="checkbox"/> 2% < 1% achievement</td> </tr> <tr> <td>Level 6</td> <td><input checked="" type="checkbox"/> 1% and below achievement</td> </tr> </table>					Level 1	<input checked="" type="checkbox"/> 10% and above	Level 2	<input checked="" type="checkbox"/> 10% < 5% achievement	Level 3	<input checked="" type="checkbox"/> 5% < 3% achievement	Level 4	<input checked="" type="checkbox"/> 3% < 2% achievement	Level 5	<input checked="" type="checkbox"/> 2% < 1% achievement	Level 6	<input checked="" type="checkbox"/> 1% and below achievement
Level 1	<input checked="" type="checkbox"/> 10% and above																					
Level 2	<input checked="" type="checkbox"/> 10% < 5% achievement																					
Level 3	<input checked="" type="checkbox"/> 5% < 3% achievement																					
Level 4	<input checked="" type="checkbox"/> 3% < 2% achievement																					
Level 5	<input checked="" type="checkbox"/> 2% < 1% achievement																					
Level 6	<input checked="" type="checkbox"/> 1% and below achievement																					

KPI016

KPI Processing Environment

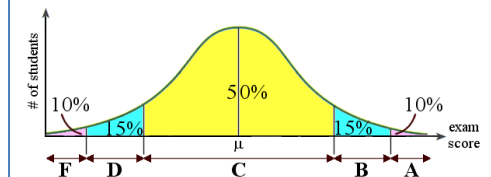


KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target				
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
COB	Curve	Place students on a Curved Grading Scale help the assessment of professional practices that may lead to improved educational success for students.	Place students on a Curved Grading Scale based upon the 'average' student's performance during the semester.		CCC	Normal Distribution	Normal Distribution	Normal Distribution	Normal Distribution	Normal Distribution

KPI Data required for means average computation

- In COB, grading on a bell curve is a method of assigning grades designed to yield a desired distribution of grades among the students in a class. Strictly speaking, grading "on a bell curve" refers to the assigning of grades according to the frequency distribution known as the Normal distribution (also called the Gaussian distribution), whose graphical representation is referred to as the Normal curve or the bell curve.

Standard Normal Distribution: A Modified Grading Curve



KPI017

KPI Processing Environment

KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target																
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022												
COB	Percentage	The using of LMS and learning platform by students can help to improve student success, increase student retention and encourage greater enrolment numbers.	= [The number of students who participate in workshops about using of LMS and new platform / Total number of students] × 100		AC		≥10%	≥20%	≥40%	≥50%												
KPI Data required for means average computation						KPI Criteria (Levels equivalence based on means average of survey)																
<ul style="list-style-type: none"> The number of students who participate in workshops about using of LMS and new platform includes all students who joined in sessions organized by COB and focused on the access to the course materials and the using of online collaboration typically incorporating more communication tools, such as chat, open discussion boards, polls, multimedia content and social media. The total number of students is all the students who are enrolled in COB programs and have active status. 						<table border="1"> <tr> <td>Level 1</td> <td><input checked="" type="checkbox"/> 0% < 15% achievement</td> </tr> <tr> <td>Level 2</td> <td><input checked="" type="checkbox"/> 15% < 30% achievement</td> </tr> <tr> <td>Level 3</td> <td><input checked="" type="checkbox"/> 30% < 50% achievement</td> </tr> <tr> <td>Level 4</td> <td><input checked="" type="checkbox"/> 50% < 65% achievement</td> </tr> <tr> <td>Level 5</td> <td><input checked="" type="checkbox"/> 65% < 80% achievement</td> </tr> <tr> <td>Level 6</td> <td><input checked="" type="checkbox"/> 80% ≤ 100% achievement</td> </tr> </table>					Level 1	<input checked="" type="checkbox"/> 0% < 15% achievement	Level 2	<input checked="" type="checkbox"/> 15% < 30% achievement	Level 3	<input checked="" type="checkbox"/> 30% < 50% achievement	Level 4	<input checked="" type="checkbox"/> 50% < 65% achievement	Level 5	<input checked="" type="checkbox"/> 65% < 80% achievement	Level 6	<input checked="" type="checkbox"/> 80% ≤ 100% achievement
Level 1	<input checked="" type="checkbox"/> 0% < 15% achievement																					
Level 2	<input checked="" type="checkbox"/> 15% < 30% achievement																					
Level 3	<input checked="" type="checkbox"/> 30% < 50% achievement																					
Level 4	<input checked="" type="checkbox"/> 50% < 65% achievement																					
Level 5	<input checked="" type="checkbox"/> 65% < 80% achievement																					
Level 6	<input checked="" type="checkbox"/> 80% ≤ 100% achievement																					

KPI018

KPI Processing Environment

KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target																
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022												
COB	Percentage	This KPI is considered as a measure for when COB intervenes to reduce the number of students who take multiple “stop-outs” delaying graduation and/or completion.	= [The number of students who take multiple “stop-outs” / Total number of students] × 100		AC	≤80%	≤80%	≤75%	≤75%	≤75%												
KPI Data required for means average computation						KPI Criteria (Levels equivalence based on means average of survey)																
<ul style="list-style-type: none"> The number of students who take multiple “stop-outs” includes all students who apply for temporary withdrawal from enrollment at a COB. The total number of students is all the students who are enrolled in COB programs and have active status. 						<table border="1"> <tr> <td>Level 1</td> <td><input checked="" type="checkbox"/> 90% and above</td> </tr> <tr> <td>Level 2</td> <td><input checked="" type="checkbox"/> 90% < 80% achievement</td> </tr> <tr> <td>Level 3</td> <td><input checked="" type="checkbox"/> 80% < 70% achievement</td> </tr> <tr> <td>Level 4</td> <td><input checked="" type="checkbox"/> 70% < 50% achievement</td> </tr> <tr> <td>Level 5</td> <td><input checked="" type="checkbox"/> 50% < 25% achievement</td> </tr> <tr> <td>Level 6</td> <td><input checked="" type="checkbox"/> 25% and below achievement</td> </tr> </table>					Level 1	<input checked="" type="checkbox"/> 90% and above	Level 2	<input checked="" type="checkbox"/> 90% < 80% achievement	Level 3	<input checked="" type="checkbox"/> 80% < 70% achievement	Level 4	<input checked="" type="checkbox"/> 70% < 50% achievement	Level 5	<input checked="" type="checkbox"/> 50% < 25% achievement	Level 6	<input checked="" type="checkbox"/> 25% and below achievement
Level 1	<input checked="" type="checkbox"/> 90% and above																					
Level 2	<input checked="" type="checkbox"/> 90% < 80% achievement																					
Level 3	<input checked="" type="checkbox"/> 80% < 70% achievement																					
Level 4	<input checked="" type="checkbox"/> 70% < 50% achievement																					
Level 5	<input checked="" type="checkbox"/> 50% < 25% achievement																					
Level 6	<input checked="" type="checkbox"/> 25% and below achievement																					

KPI019 (KPIS4.5)

KPI Processing Environment

Quantitative KPI

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

Data Needed for

Number of undergraduate students graduated on time
Number of undergraduate students enrolled

Data Source

Deanship of Admission Registration and Student Affairs (SIS)

Frequency of computation

Annually at end of academic year

Computation Platform

COB Department Platform for all levels of the programs, college & institution

Usage Level

Used for informed decisions making and actions by the program, college & institution

KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target				
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
NCAAA	Proportion	This KPI allows to find the weakness of student performances, and propose solutions for the student problems to complete COB programs in minimum time.	= Total number of undergraduate students successfully completing the COB programs in minimum time / Total number of undergraduate students enrolled in the COB programs in a specified year or enrolment batch		SPEC	≥20%	≥30%	≥40%	≥50%	≥50%

KPI Data required for means average computation

- The number of undergraduate students graduated on minimum time is those who successfully succeed in all courses required to get their academic degree, in 4.5 academic years.
- The total number of enrolled students is all students who 4.5 years (9 semesters) have passed since they have first registered.

KPI Criteria (Levels equivalence based on means average of survey)

Level 1	<input checked="" type="checkbox"/> 0.01 < 0.15 achievement
Level 2	<input checked="" type="checkbox"/> 0.15 < 0.30 achievement
Level 3	<input checked="" type="checkbox"/> 0.30 < 0.45 achievement
Level 4	<input checked="" type="checkbox"/> 0.45 < 0.60 achievement
Level 5	<input checked="" type="checkbox"/> 0.60 < 0.80 achievement
Level 6	<input checked="" type="checkbox"/> 0.80 ≤ 1.00 achievement

KPI020

KPI Processing Environment

KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target				
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
COB	Number	The class, workshop, seminar, and conference presentations organized by COB constitute opportunities for students to develop new skills outside the study plan	Counting the number of class, workshop, seminar, and conference presentations organized by COB		Head of COB Departments DAU Quality Unit	1	1	2	2	2
KPI Data required for means average computation						KPI Criteria (Levels equivalence based on means average of survey)				
<ul style="list-style-type: none"> The number of class, workshop, seminar, and conference presentations organized by COB imparting some skills or knowledge to the participants. 						Level 1	<input checked="" type="checkbox"/> 1 < 2 achievement			
						Level 2	<input checked="" type="checkbox"/> 2 < 3 achievement			
						Level 3	<input checked="" type="checkbox"/> 3 < 4 achievement			
						Level 4	<input checked="" type="checkbox"/> 4 < 5 achievement			
						Level 5	<input checked="" type="checkbox"/> 5 < 6 achievement			
						Level 6	<input checked="" type="checkbox"/> 6 and above achievement			

KPI021

KPI Processing Environment

Quantitative KPI		Data Needed for	Data Source	Frequency of computation	Computation Platform	Usage Level				
Number of capstone projects in collaboration with local business completed by graduate students		Number of capstone projects in collaboration with local business completed by graduate students	COB Departments	Annually at end of academic year	COB Department Platform for all levels of the programs, college & institution	Used for informed decisions making and actions by the program, college & institution				
KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target				
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
COB	Number	Capstone projects constitute an opportunity for students to acquire new skills that responding to today's company challenges.	Counting the number of capstone projects in collaboration with local business completed by graduate students		Head of COB Departments DAU Quality Unit			1	2	2
KPI Data required for means average computation						KPI Criteria (Levels equivalence based on means average of survey)				
<ul style="list-style-type: none"> The capstone projects in collaboration with local business completed by graduate students are hands-on projects that let students apply what they have learned in a Specialization to a practical question or problem related to the Specialization topic. 						Level 1	<input checked="" type="checkbox"/> 1 < 2 achievement			
						Level 2	<input checked="" type="checkbox"/> 2 < 3 achievement			
						Level 3	<input checked="" type="checkbox"/> 3 < 4 achievement			
						Level 4	<input checked="" type="checkbox"/> 4 < 5 achievement			
						Level 5	<input checked="" type="checkbox"/> 5 < 6 achievement			
						Level 6	<input checked="" type="checkbox"/> 6 and above achievement			

KPI022

KPI Processing Environment

KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target				
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
COB	Percentage	Recreational activities, cultural activities, clubs, societies, arts, and competitive sports constitute extra-curricular activities and essential element of the university experience	= [The number of students who participate in recreational activities, cultural activities, clubs, societies, arts, and competitive sports. / Total number of students] × 100		CSC	15%	20%	30%	35%	35%
KPI Data required for means average computation						KPI Criteria (Levels equivalence based on means average of survey)				
<ul style="list-style-type: none"> Computing the number of students who participate in recreational activities, cultural activities, clubs, societies, arts, and competitive sports is very important because participating in recreational activities has shown to have important effects on personal development as well as physical and mental health. The total number of students is all the students who are enrolled in COB programs and have active status. 						Level 1	<input checked="" type="checkbox"/> 0% < 5% achievement			
						Level 2	<input checked="" type="checkbox"/> 5% < 10% achievement			
						Level 3	<input checked="" type="checkbox"/> 10% < 15% achievement			
						Level 4	<input checked="" type="checkbox"/> 15% < 25% achievement			
						Level 5	<input checked="" type="checkbox"/> 25% < 50% achievement			
						Level 6	<input checked="" type="checkbox"/> 50% and above achievement			

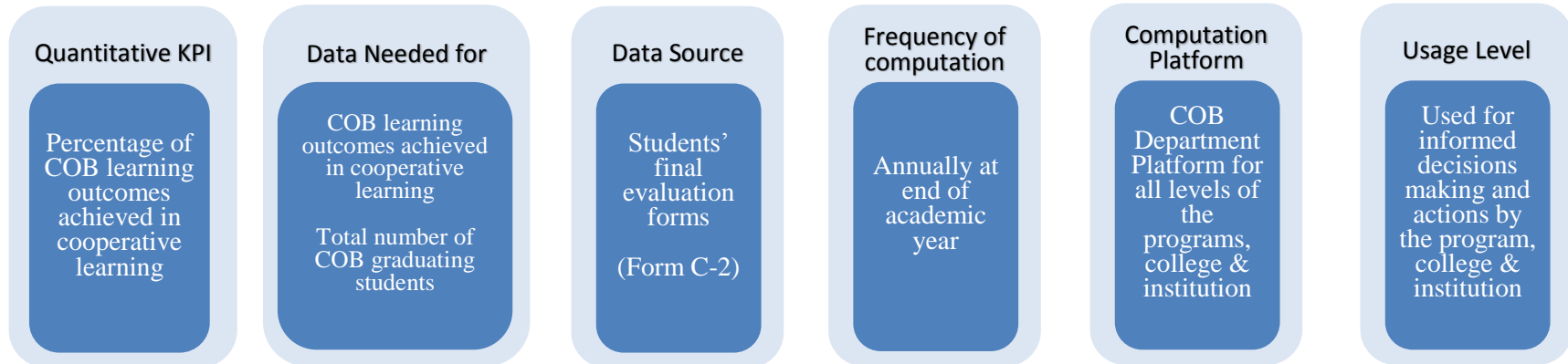
KPI023

KPI Processing Environment

KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target																
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022												
COB	Average rating	Employers' feedback on the performance of COB programs graduates is an important piece of information that COB programs consider to determine the relevance and responsiveness of the program.	= Sum of scores in the Employers evaluation of COB graduates survey /Total number of employers who responded to the survey		CTC	≥75%	≥75%	≥80%	≥80%	≥80%												
KPI Data required for means average computation						KPI Criteria (Levels equivalence based on means average of survey)																
<ul style="list-style-type: none"> The Employers Evaluation of COB graduates survey is a standardized perception evaluation of degree of satisfaction from knowledge, skills and competencies as perceived by employers who hired COB graduates. This is normally scaled on a 5-point Likert Scale to get the means average score of the employers' perception. The total number of employers who responded to the survey is the number of employers participated on the Employers evaluation of COB graduates survey. 						<table border="1"> <tr> <td>Level 1</td> <td><input checked="" type="checkbox"/> Below 2.49</td> </tr> <tr> <td>Level 2</td> <td><input checked="" type="checkbox"/> 2.5 – 2.99</td> </tr> <tr> <td>Level 3</td> <td><input checked="" type="checkbox"/> 3.0 – 3.49</td> </tr> <tr> <td>Level 4</td> <td><input checked="" type="checkbox"/> 3.5 – 3.99</td> </tr> <tr> <td>Level 5</td> <td><input checked="" type="checkbox"/> 4.0 – 4.49</td> </tr> <tr> <td>Level 6</td> <td><input checked="" type="checkbox"/> 4.5 – 5.0</td> </tr> </table>					Level 1	<input checked="" type="checkbox"/> Below 2.49	Level 2	<input checked="" type="checkbox"/> 2.5 – 2.99	Level 3	<input checked="" type="checkbox"/> 3.0 – 3.49	Level 4	<input checked="" type="checkbox"/> 3.5 – 3.99	Level 5	<input checked="" type="checkbox"/> 4.0 – 4.49	Level 6	<input checked="" type="checkbox"/> 4.5 – 5.0
Level 1	<input checked="" type="checkbox"/> Below 2.49																					
Level 2	<input checked="" type="checkbox"/> 2.5 – 2.99																					
Level 3	<input checked="" type="checkbox"/> 3.0 – 3.49																					
Level 4	<input checked="" type="checkbox"/> 3.5 – 3.99																					
Level 5	<input checked="" type="checkbox"/> 4.0 – 4.49																					
Level 6	<input checked="" type="checkbox"/> 4.5 – 5.0																					

KPI024

KPI Processing Environment



KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target					
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
COB	Percentage	Percentage of COB learning outcomes achieved in cooperative learning reflects the success of the coop work by acquisition of practical skills	= [The COB learning outcomes achieved in cooperative learning / Total number of COB graduating students] × 100		CTC	≥75%	≥75%	≥80%	≥85%	≥85%	
KPI Data required for means average computation						KPI Criteria (Levels equivalence based on means average of survey)					
<ul style="list-style-type: none"> The COB learning outcomes achieved in cooperative learning is the Sum of scores after examining committee evaluation. Total number of graduating students are the students who successfully completed their coop in the concerned year. 						Level 1	<input checked="" type="checkbox"/> 0% < 25% achievement				
						Level 2	<input checked="" type="checkbox"/> 25% < 40% achievement				
						Level 3	<input checked="" type="checkbox"/> 40% < 50% achievement				
						Level 4	<input checked="" type="checkbox"/> 50% < 75% achievement				
						Level 5	<input checked="" type="checkbox"/> 75% < 90% achievement				
						Level 6	<input checked="" type="checkbox"/> 90% < 100% achievement				

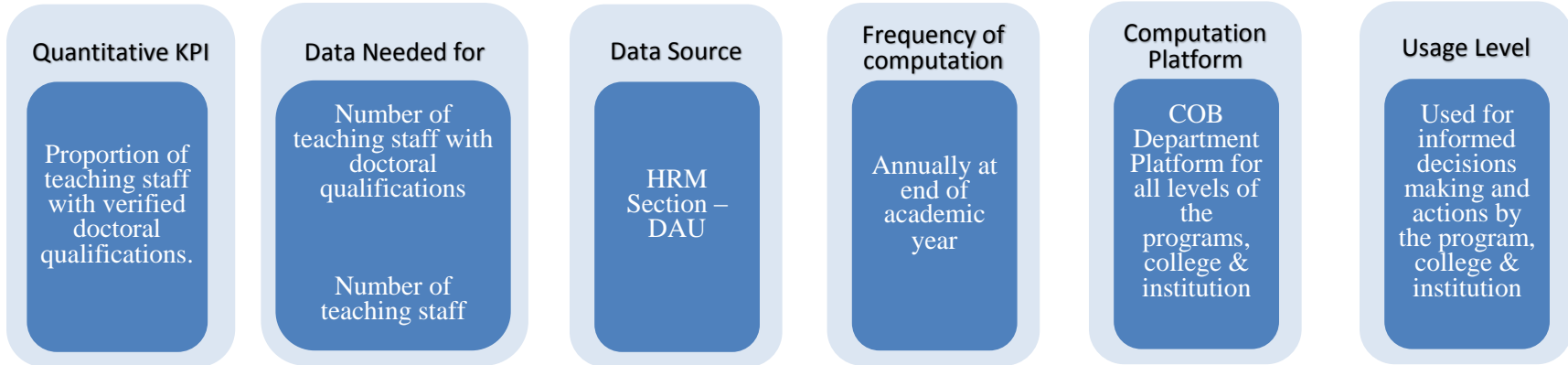
KPI025

KPI Processing Environment

KPI Processing Environment											
Quantitative KPI	Data Needed for	Data Source	Frequency of computation	Computation Platform	Usage Level						
Number of agreements Signed with companies willing to receive students	Number of agreements Signed with companies willing to receive students	COB Cooperative Training Unit	Annually at end of academic year	COB Department Platform for all levels of the programs, college & institution	Used for informed decisions making and actions by the program, college & institution						
KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target					
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
COB	Number	The number of agreements Signed with companies willing to receive students reflects the open nature of COB and gives chance for students to choose the adequate employer	Counting the number of agreements Signed with companies willing to receive students		CTC			5	10	15	
KPI Data required for means average computation						KPI Criteria (Levels equivalence based on means average of survey)					
<ul style="list-style-type: none"> The number of agreements Signed with companies willing to receive students and ensuring commitment to the terms of the training program. 						Level 1	<input checked="" type="checkbox"/> 1 < 5 achievement				
						Level 2	<input checked="" type="checkbox"/> 5 < 10 achievement				
						Level 3	<input checked="" type="checkbox"/> 10 < 15 achievement				
						Level 4	<input checked="" type="checkbox"/> 15 < 20 achievement				
						Level 5	<input checked="" type="checkbox"/> 20 < 25 achievement				
						Level 6	<input checked="" type="checkbox"/> 25 and above achievement				

KPI026 (KPIS4.3)

KPI Processing Environment



KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target				
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
NCAAA	%	Highly qualified teaching faculty with verified doctoral qualification ensure that students get the absolute most out of their courses.	= [The number of teaching staff with doctoral qualifications / Total number of teaching staff]×100		Dean of COB Heads of COB Departments	≥75%	≥75%	≥75%	≥75%	≥75%

KPI Data required for means average computation

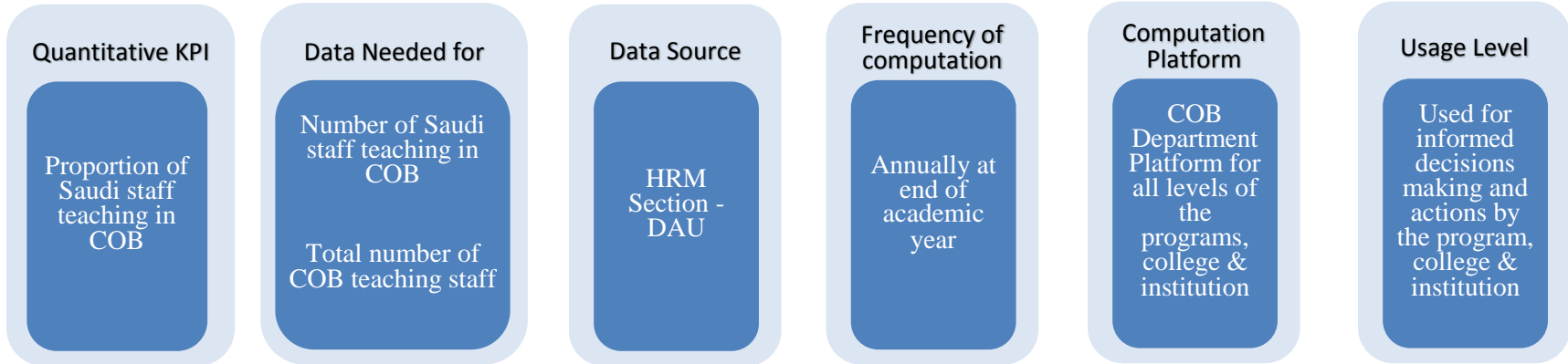
- The Number of teaching staff with a Doctoral qualification are those faculty members and teaching staffs who have a full time status with the COB Departments and have a doctoral degree as issued by a recognized higher education institution.
- The Total number of teaching staff is all faculty members who have a full time status with the COB departments or administrative units.

KPI Criteria (Levels equivalence based on means average of survey)

Level 1	<input checked="" type="checkbox"/> 0% < 30% achievement
Level 2	<input checked="" type="checkbox"/> 30% < 45% achievement
Level 3	<input checked="" type="checkbox"/> 45% < 65% achievement
Level 4	<input checked="" type="checkbox"/> 65% < 75% achievement
Level 5	<input checked="" type="checkbox"/> 75% < 90% achievement
Level 6	<input checked="" type="checkbox"/> 90% ≤ 100% achievement

KPI027

KPI Processing Environment



KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target				
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
COB	Percentage	Proportion of Saudi staff teaching in COB is considered as a measure for stability in a part of teaching staff.	= [The number of Saudi staff teaching in COB / Total number of COB teaching staff] × 100		IMC	>35%	>35%	>35%	>35%	>35%

KPI Data required for means average computation

- The Number of Saudi staff teaching in COB are those who have Saudi nationality.
- The total number of teaching staff of COB are all those who have a full time status with the COB departments or administrative units.

KPI Criteria (Levels equivalence based on means average of survey)

Level 1	<input checked="" type="checkbox"/> 0% < 5% achievement
Level 2	<input checked="" type="checkbox"/> 5% < 10% achievement
Level 3	<input checked="" type="checkbox"/> 10% < 25% achievement
Level 4	<input checked="" type="checkbox"/> 25% < 35% achievement
Level 5	<input checked="" type="checkbox"/> 35% < 50% achievement
Level 6	<input checked="" type="checkbox"/> 50% ≤ 100% achievement

KPI028 (KPIS4.1)

KPI Processing Environment

Quantitative KPI

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

Data Needed for

Total number of students enrolled in the COB programs
Total number of full time teaching staff working in the COB

Data Source

Deanship of Admission Registration and Student Affairs
HRM Section – DAU

Frequency of computation

Annually at end of academic year

Computation Platform

COB Department Platform for all levels of the programs, college & institution

Usage Level

Used for informed decisions making and actions by the program, college & institution

KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target				
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
NCAAA	Ratio	Ratio of students to teaching staff measures the number of students per faculty member. It reflects faculty member workload and the availability of faculty members' services to their students.	= Total number of students enrolled in the COB programs / Total number of full time teaching staff working in the COB in the same academic year.		Dean of COB Heads of COB Departments	≤30:1	≤30:1	≤25:1	≤25:1	≤25:1

KPI Data required for means average computation

KPI Criteria (Levels equivalence based on means average of survey)

- The number of students registered in the COB programs is all the students who are enrolled and completed UPP program, and have active status.
- The Total number of teaching staff is all faculty members who have a full time or part time status with the COB departments or administrative units.

Level 1	<input checked="" type="checkbox"/> 75 : 1
Level 2	<input checked="" type="checkbox"/> 60 : 1
Level 3	<input checked="" type="checkbox"/> 45 : 1
Level 4	<input checked="" type="checkbox"/> 35 : 1
Level 5	<input checked="" type="checkbox"/> 25 : 1
Level 6	<input checked="" type="checkbox"/> 15 : 1

KPI029

KPI Processing Environment

KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target																
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022												
COB	Average	The average of COB programs teaching load ensures that teachers are available to participate in curricular and extracurricular, community service, and research activities.	= [Sum of COB programs teaching hours / Total number of COB teaching staff] × 100		IMC	15-18 hours	15-18 hours	12-15 hours	12-15 hours	12-15 hours												
KPI Data required for means average computation						KPI Criteria (Levels equivalence based on means average of survey)																
<ul style="list-style-type: none"> The Sum of COB programs teaching hours is the total load of all teaching staff working in the COB departments. The total number of teaching staff working in the COB departments are all those who have a full time status with the COB departments or administrative units. 						<table border="1"> <tr> <td>Level 1</td> <td><input checked="" type="checkbox"/> 22 < 20 hours</td> </tr> <tr> <td>Level 2</td> <td><input checked="" type="checkbox"/> 20 < 18 hours</td> </tr> <tr> <td>Level 3</td> <td><input checked="" type="checkbox"/> 18 < 15 hours</td> </tr> <tr> <td>Level 4</td> <td><input checked="" type="checkbox"/> 15 < 12 hours</td> </tr> <tr> <td>Level 5</td> <td><input checked="" type="checkbox"/> 12 < 10 hours</td> </tr> <tr> <td>Level 6</td> <td><input checked="" type="checkbox"/> 10 and less</td> </tr> </table>					Level 1	<input checked="" type="checkbox"/> 22 < 20 hours	Level 2	<input checked="" type="checkbox"/> 20 < 18 hours	Level 3	<input checked="" type="checkbox"/> 18 < 15 hours	Level 4	<input checked="" type="checkbox"/> 15 < 12 hours	Level 5	<input checked="" type="checkbox"/> 12 < 10 hours	Level 6	<input checked="" type="checkbox"/> 10 and less
Level 1	<input checked="" type="checkbox"/> 22 < 20 hours																					
Level 2	<input checked="" type="checkbox"/> 20 < 18 hours																					
Level 3	<input checked="" type="checkbox"/> 18 < 15 hours																					
Level 4	<input checked="" type="checkbox"/> 15 < 12 hours																					
Level 5	<input checked="" type="checkbox"/> 12 < 10 hours																					
Level 6	<input checked="" type="checkbox"/> 10 and less																					

KPI030

KPI Processing Environment

Quantitative KPI		Data Needed for		Data Source		Frequency of computation		Computation Platform		Usage Level													
Average overall rating of adequacy of facilities and equipment in a survey of teaching staff.		Scores given by the teaching staff who responded to the particular item in survey Total number of teaching staff filled the survey		Directorate of Quality – DAU		Annually at end of academic year		COB Department Platform for all levels of the programs, college & institution		Used for informed decisions making and actions by the program, college & institution													
KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target																	
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022													
NCAAA	Average rating	This KPI measures the satisfaction degree of the teaching staff belonging to the COB with the facilities and equipment provided to perform their job in an effective manner.	= Sum of the scores given by the teaching staff who responded to the adequacy of facilities and equipment / Total number of teaching staff filled the survey		IMC	4	4	4	4.5	4.5													
KPI Data required for means average computation						KPI Criteria (Levels equivalence based on means average of survey)																	
<ul style="list-style-type: none"> The Teaching Staff Satisfaction Survey is a standardized overall rating of adequacy of work environment, scientific research, support for teaching and learning resources, educational material, facilities, and equipment as perceived by the teaching staff. This is normally scaled on a 5-point Likert Scale to get the means average score of the instructors' perception. The aim of this KPI is to ensure that the instructors are supported efficiently and effectively with the university environment that supports and supplement their responsibilities. The total number of teaching staff who responded to the survey is the total number of teaching staff having a full time status with the COB departments or administrative units and responded to the survey. 						<table border="1"> <tr> <td>Level 1</td> <td><input checked="" type="checkbox"/> Below 2.49</td> </tr> <tr> <td>Level 2</td> <td><input checked="" type="checkbox"/> 2.5 – 2.99</td> </tr> <tr> <td>Level 3</td> <td><input checked="" type="checkbox"/> 3.0 – 3.49</td> </tr> <tr> <td>Level 4</td> <td><input checked="" type="checkbox"/> 3.5 – 3.99</td> </tr> <tr> <td>Level 5</td> <td><input checked="" type="checkbox"/> 4.0 – 4.49</td> </tr> <tr> <td>Level 6</td> <td><input checked="" type="checkbox"/> 4.5 – 5.0</td> </tr> </table>						Level 1	<input checked="" type="checkbox"/> Below 2.49	Level 2	<input checked="" type="checkbox"/> 2.5 – 2.99	Level 3	<input checked="" type="checkbox"/> 3.0 – 3.49	Level 4	<input checked="" type="checkbox"/> 3.5 – 3.99	Level 5	<input checked="" type="checkbox"/> 4.0 – 4.49	Level 6	<input checked="" type="checkbox"/> 4.5 – 5.0
Level 1	<input checked="" type="checkbox"/> Below 2.49																						
Level 2	<input checked="" type="checkbox"/> 2.5 – 2.99																						
Level 3	<input checked="" type="checkbox"/> 3.0 – 3.49																						
Level 4	<input checked="" type="checkbox"/> 3.5 – 3.99																						
Level 5	<input checked="" type="checkbox"/> 4.0 – 4.49																						
Level 6	<input checked="" type="checkbox"/> 4.5 – 5.0																						

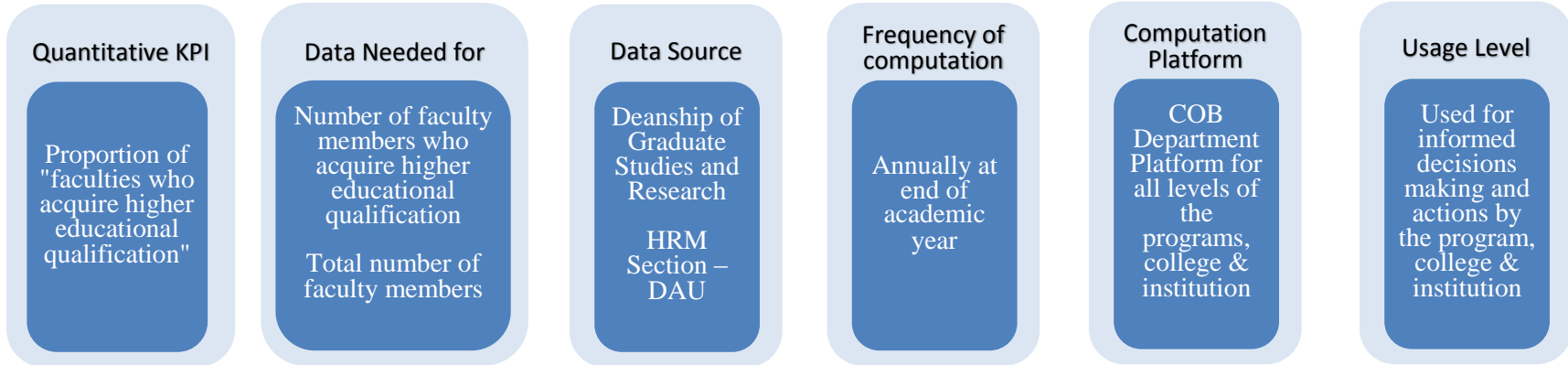
KPI031

KPI Processing Environment

KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target				
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
COB	Percentage	Percentage of students registered in the reviewed study plans demonstrates their proper implementation	= [The number of students registered in the updated study plans / Total number of students] × 100		SPEC		25%	50%	75%	100%
KPI Data required for means average computation						KPI Criteria (Levels equivalence based on means average of survey)				
<ul style="list-style-type: none"> The Number of students registered in the updated study plans: HRM, FIN, MKT, and ACCT. The total number of students are all the students who are enrolled in COB Bachelor programs and have active status. 						Level 1	<input checked="" type="checkbox"/> 0% < 5% achievement			
						Level 2	<input checked="" type="checkbox"/> 5% < 10% achievement			
						Level 3	<input checked="" type="checkbox"/> 10% < 25% achievement			
						Level 4	<input checked="" type="checkbox"/> 25% < 50% achievement			
						Level 5	<input checked="" type="checkbox"/> 50% < 75% achievement			
						Level 6	<input checked="" type="checkbox"/> 75% ≤ 100% achievement			

KPI032

KPI Processing Environment



KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target				
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
COB	Percentage	The proportion of "faculties who acquire higher educational qualification" reflects the improvement of qualification and skills among faculty members	= [The number of faculty members who acquire higher educational qualification / Total number of faculty members] × 100		RC			≥4%	≥8%	≥10%

KPI Data required for means average computation

KPI Criteria (Levels equivalence based on means average of survey)

- The number of faculty members who acquire higher educational qualification at DAU University.
- Total number of faculty members are all those who have a full time status with the COB departments or administrative units.

Level 1	<input checked="" type="checkbox"/> 0% < 5% achievement
Level 2	<input checked="" type="checkbox"/> 5% < 10% achievement
Level 3	<input checked="" type="checkbox"/> 10% < 25% achievement
Level 4	<input checked="" type="checkbox"/> 25% < 50% achievement
Level 5	<input checked="" type="checkbox"/> 50% < 75% achievement
Level 6	<input checked="" type="checkbox"/> 75% ≤ 100% achievement

KPI033

KPI Processing Environment

KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target																
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022												
COB	Average rating	Satisfaction rate of Stakeholders on the performance of COB programs determines the satisfaction level of stakeholders (employers)	= Sum of scores stakeholders to the satisfaction with performance of COB programs / Total number of employers who responded to the survey		SPEC DAU Quality unit		4.5	4.5	4.5	4.5												
KPI Data required for means average computation						KPI Criteria (Levels equivalence based on means average of survey)																
<ul style="list-style-type: none"> A survey is conducted to assess the employers' evaluation for graduates of the COB. A number of employers participate in the survey. All the questions are measured on a 5 point Likert scale from strongly disagree to strongly agree. This KPI measures the degree of employer satisfaction. Total number of employers who responded to the survey are employers who provide training opportunities in all disciplines for a COB students. 						<table border="1"> <tr> <td>Level 1</td> <td><input checked="" type="checkbox"/> Below 2.49</td> </tr> <tr> <td>Level 2</td> <td><input checked="" type="checkbox"/> 2.5 – 2.99</td> </tr> <tr> <td>Level 3</td> <td><input checked="" type="checkbox"/> 3.0 – 3.49</td> </tr> <tr> <td>Level 4</td> <td><input checked="" type="checkbox"/> 3.5 – 3.99</td> </tr> <tr> <td>Level 5</td> <td><input checked="" type="checkbox"/> 4.0 – 4.49</td> </tr> <tr> <td>Level 6</td> <td><input checked="" type="checkbox"/> 4.5 – 5.0</td> </tr> </table>					Level 1	<input checked="" type="checkbox"/> Below 2.49	Level 2	<input checked="" type="checkbox"/> 2.5 – 2.99	Level 3	<input checked="" type="checkbox"/> 3.0 – 3.49	Level 4	<input checked="" type="checkbox"/> 3.5 – 3.99	Level 5	<input checked="" type="checkbox"/> 4.0 – 4.49	Level 6	<input checked="" type="checkbox"/> 4.5 – 5.0
Level 1	<input checked="" type="checkbox"/> Below 2.49																					
Level 2	<input checked="" type="checkbox"/> 2.5 – 2.99																					
Level 3	<input checked="" type="checkbox"/> 3.0 – 3.49																					
Level 4	<input checked="" type="checkbox"/> 3.5 – 3.99																					
Level 5	<input checked="" type="checkbox"/> 4.0 – 4.49																					
Level 6	<input checked="" type="checkbox"/> 4.5 – 5.0																					

KPI034

KPI Processing Environment

KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target																
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022												
COB	Percentage	The using of LMS and learning platform by faculties can help to enhance the entire learning process	= [The number of faculties who participate in workshops about using of LMS and new platform / Total number of faculties] × 100		ILTTC		50%	75%	90%	100%												
KPI Data required for means average computation						KPI Criteria (Levels equivalence based on means average of survey)																
<ul style="list-style-type: none"> The number of faculties who participate in workshops about using of LMS and new platform helping instructors manage and organize educational materials online and conduct online courses. Total number of faculty members are all those who have a full time status with the COB departments or administrative units. 						<table border="1"> <tr> <td>Level 1</td> <td><input checked="" type="checkbox"/> 0% < 10% achievement</td> </tr> <tr> <td>Level 2</td> <td><input checked="" type="checkbox"/> 10% < 20% achievement</td> </tr> <tr> <td>Level 3</td> <td><input checked="" type="checkbox"/> 20% < 30% achievement</td> </tr> <tr> <td>Level 4</td> <td><input checked="" type="checkbox"/> 30% < 50% achievement</td> </tr> <tr> <td>Level 5</td> <td><input checked="" type="checkbox"/> 50% < 75% achievement</td> </tr> <tr> <td>Level 6</td> <td><input checked="" type="checkbox"/> 75% ≤ 100% achievement</td> </tr> </table>					Level 1	<input checked="" type="checkbox"/> 0% < 10% achievement	Level 2	<input checked="" type="checkbox"/> 10% < 20% achievement	Level 3	<input checked="" type="checkbox"/> 20% < 30% achievement	Level 4	<input checked="" type="checkbox"/> 30% < 50% achievement	Level 5	<input checked="" type="checkbox"/> 50% < 75% achievement	Level 6	<input checked="" type="checkbox"/> 75% ≤ 100% achievement
Level 1	<input checked="" type="checkbox"/> 0% < 10% achievement																					
Level 2	<input checked="" type="checkbox"/> 10% < 20% achievement																					
Level 3	<input checked="" type="checkbox"/> 20% < 30% achievement																					
Level 4	<input checked="" type="checkbox"/> 30% < 50% achievement																					
Level 5	<input checked="" type="checkbox"/> 50% < 75% achievement																					
Level 6	<input checked="" type="checkbox"/> 75% ≤ 100% achievement																					

KPI035

KPI Processing Environment

Quantitative KPI

The using rate of learning and teaching platform for COB programs courses

Data Needed for

Number of COB programs courses taught by using new platform (CENGAGE) Total
Total number of COB programs courses

Data Source

Quality unit – COB Departments

Frequency of computation

Annually at end of academic year

Computation Platform

COB Department Platform for all levels of the programs, college & institution

Usage Level

Used for informed decisions making and actions by the program, college & institution

KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target																
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022												
COB	Percentage	The usage rate of learning and teaching platform measures the extent of adoption of new technology in COB programs	= [The number of COB programs courses taught by using new platform (CENGAGE) / Total number of COB programs courses] × 100		ILTTC		15%	50%	80%	100%												
KPI Data required for means average computation						KPI Criteria (Levels equivalence based on means average of survey)																
<ul style="list-style-type: none"> The number of COB programs courses taught by using new platform (CENGAGE) includes all courses taught by COB departments teaching staff and by using CENGAGE platform. The total Number of COB programs courses taught by COB departments teaching staff. 						<table border="1"> <tr> <td>Level 1</td> <td><input checked="" type="checkbox"/> 0% < 20% range</td> </tr> <tr> <td>Level 2</td> <td><input checked="" type="checkbox"/> 20% < 30% range</td> </tr> <tr> <td>Level 3</td> <td><input checked="" type="checkbox"/> 30% < 50% range</td> </tr> <tr> <td>Level 4</td> <td><input checked="" type="checkbox"/> 50% < 75% range</td> </tr> <tr> <td>Level 5</td> <td><input checked="" type="checkbox"/> 75% < 100% range</td> </tr> <tr> <td>Level 6</td> <td><input checked="" type="checkbox"/> 100% and above achievement</td> </tr> </table>					Level 1	<input checked="" type="checkbox"/> 0% < 20% range	Level 2	<input checked="" type="checkbox"/> 20% < 30% range	Level 3	<input checked="" type="checkbox"/> 30% < 50% range	Level 4	<input checked="" type="checkbox"/> 50% < 75% range	Level 5	<input checked="" type="checkbox"/> 75% < 100% range	Level 6	<input checked="" type="checkbox"/> 100% and above achievement
Level 1	<input checked="" type="checkbox"/> 0% < 20% range																					
Level 2	<input checked="" type="checkbox"/> 20% < 30% range																					
Level 3	<input checked="" type="checkbox"/> 30% < 50% range																					
Level 4	<input checked="" type="checkbox"/> 50% < 75% range																					
Level 5	<input checked="" type="checkbox"/> 75% < 100% range																					
Level 6	<input checked="" type="checkbox"/> 100% and above achievement																					

KPI036

KPI Processing Environment

KPI Processing Environment																						
Quantitative KPI	Data Needed for	Data Source	Frequency of computation	Computation Platform	Usage Level																	
The satisfaction rate of students of the learning and teaching platform	Sum of scores students to the satisfaction with learning and teaching platform (CENGAGE) Total number of Students who responded to the survey	Quality unit – COB Departments	Annually at end of academic year	COB Department Platform for all levels of the programs, college & institution	Used for informed decisions making and actions by the program, college & institution																	
KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target																
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022												
COB	Average rating	This KPI allows to know the satisfaction level of students with the learning and teaching platform (CENGAGE) in terms of acquisition and absorption of knowledge	= Sum of scores students to the satisfaction with learning and teaching platform (CENGAGE) / Total number of Students who responded to the survey		ILTTC		4.0	4.0	4.5	4.5												
KPI Data required for means average computation						KPI Criteria (Levels equivalence based on means average of survey)																
<ul style="list-style-type: none"> The satisfaction survey of students with the learning and teaching platform (CENGAGE) is a standardized perception evaluation of degree of satisfaction in terms of in terms of acquisition and absorption of knowledge as perceived by the students of the COB. This is normally scaled on a 5-point Likert Scale to get the means average score of the students' perception. The aim of this KPI is to ensure that the students are supported efficiently and effectively with the learning and teaching platform (CENGAGE). The number of students is all the students who are enrolled in COB programs and participated in satisfaction survey of students with the learning and teaching platform (CENGAGE). 						<table border="1"> <tr> <td>Level 1</td> <td><input checked="" type="checkbox"/> Below 2.49</td> </tr> <tr> <td>Level 2</td> <td><input checked="" type="checkbox"/> 2.5 – 2.99</td> </tr> <tr> <td>Level 3</td> <td><input checked="" type="checkbox"/> 3.0 – 3.49</td> </tr> <tr> <td>Level 4</td> <td><input checked="" type="checkbox"/> 3.5 – 3.99</td> </tr> <tr> <td>Level 5</td> <td><input checked="" type="checkbox"/> 4.0 – 4.49</td> </tr> <tr> <td>Level 6</td> <td><input checked="" type="checkbox"/> 4.5 – 5.0</td> </tr> </table>					Level 1	<input checked="" type="checkbox"/> Below 2.49	Level 2	<input checked="" type="checkbox"/> 2.5 – 2.99	Level 3	<input checked="" type="checkbox"/> 3.0 – 3.49	Level 4	<input checked="" type="checkbox"/> 3.5 – 3.99	Level 5	<input checked="" type="checkbox"/> 4.0 – 4.49	Level 6	<input checked="" type="checkbox"/> 4.5 – 5.0
Level 1	<input checked="" type="checkbox"/> Below 2.49																					
Level 2	<input checked="" type="checkbox"/> 2.5 – 2.99																					
Level 3	<input checked="" type="checkbox"/> 3.0 – 3.49																					
Level 4	<input checked="" type="checkbox"/> 3.5 – 3.99																					
Level 5	<input checked="" type="checkbox"/> 4.0 – 4.49																					
Level 6	<input checked="" type="checkbox"/> 4.5 – 5.0																					

KPI037

KPI Processing Environment

KPI Processing Environment																						
Quantitative KPI	Data Needed for	Data Source	Frequency of computation	Computation Platform	Usage Level																	
The satisfaction rate of faculty members of the learning and teaching platform	Sum of scores faculties to the satisfaction with learning and teaching platform (CENGAGE) Total number of faculties who responded to the survey	Quality unit – COB Departments	Annually at end of academic year	COB Department Platform for all levels of the programs, college & institution	Used for informed decisions making and actions by the program, college & institution																	
KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target																
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022												
COB	Average rating	This KPI allows to know the satisfaction level of faculty members with the learning and teaching platform (CENGAGE) in terms of achievement of learning outcomes	= Sum of scores faculties to the satisfaction with learning and teaching platform (CENGAGE) / Total number of faculties who responded to the survey		ILTTC		4.0	4.5	4.5	4.5												
KPI Data required for means average computation						KPI Criteria (Levels equivalence based on means average of survey)																
<ul style="list-style-type: none"> The satisfaction survey of faculties with the learning and teaching platform (CENGAGE) is a standardized perception evaluation of degree of satisfaction in terms of in terms of acquisition and absorption of knowledge as perceived by the faculties of the COB. This is normally scaled on a 5-point Likert Scale to get the means average score of the faculties' perception. The aim of this KPI is to ensure that the faculties are supported efficiently and effectively with the learning and teaching platform (CENGAGE). The number of faculties is all faculties who are enrolled in COB programs and participated in satisfaction survey of faculties with the learning and teaching platform (CENGAGE). 						<table border="1"> <tr> <td>Level 1</td> <td><input checked="" type="checkbox"/> Below 2.49</td> </tr> <tr> <td>Level 2</td> <td><input checked="" type="checkbox"/> 2.5 – 2.99</td> </tr> <tr> <td>Level 3</td> <td><input checked="" type="checkbox"/> 3.0 – 3.49</td> </tr> <tr> <td>Level 4</td> <td><input checked="" type="checkbox"/> 3.5 – 3.99</td> </tr> <tr> <td>Level 5</td> <td><input checked="" type="checkbox"/> 4.0 – 4.49</td> </tr> <tr> <td>Level 6</td> <td><input checked="" type="checkbox"/> 4.5 – 5.0</td> </tr> </table>					Level 1	<input checked="" type="checkbox"/> Below 2.49	Level 2	<input checked="" type="checkbox"/> 2.5 – 2.99	Level 3	<input checked="" type="checkbox"/> 3.0 – 3.49	Level 4	<input checked="" type="checkbox"/> 3.5 – 3.99	Level 5	<input checked="" type="checkbox"/> 4.0 – 4.49	Level 6	<input checked="" type="checkbox"/> 4.5 – 5.0
Level 1	<input checked="" type="checkbox"/> Below 2.49																					
Level 2	<input checked="" type="checkbox"/> 2.5 – 2.99																					
Level 3	<input checked="" type="checkbox"/> 3.0 – 3.49																					
Level 4	<input checked="" type="checkbox"/> 3.5 – 3.99																					
Level 5	<input checked="" type="checkbox"/> 4.0 – 4.49																					
Level 6	<input checked="" type="checkbox"/> 4.5 – 5.0																					

KPI038

KPI Processing Environment

KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target				
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
COB	Percentage	The using rate of students of the learning and teaching platform is considered as an indicator measuring the percentage of students more excite to learn with new platform and acquire new technology skills	= [The number of students who used the learning and teaching platform (CENGAGE) / Total number of students] × 100		ILTTC		30%	50%	70%	90%
KPI Data required for means average computation						KPI Criteria (Levels equivalence based on means average of survey)				
<ul style="list-style-type: none"> The number of students who used the learning and teaching platform (CENGAGE) are all students registered in courses taught by CENGAGE platform. The total number of students are all the students who are enrolled in COB Bachelor programs and have active status. 						Level 1	<input checked="" type="checkbox"/> 0% < 20% range			
						Level 2	<input checked="" type="checkbox"/> 20% < 30% range			
						Level 3	<input checked="" type="checkbox"/> 30% < 50% range			
						Level 4	<input checked="" type="checkbox"/> 50% < 75% range			
						Level 5	<input checked="" type="checkbox"/> 75% < 100% range			
						Level 6	<input checked="" type="checkbox"/> 100% and above achievement			

KPI039

KPI Processing Environment

KPI Processing Environment										
Quantitative KPI	Data Needed for	Data Source	Frequency of computation	Computation Platform	Usage Level					
COB reputation rate	The number of students who used the learning and teaching platform (CENGAGE) Total number of students	Quality unit – COB Departments	Annually at end of academic year	COB Department Platform for all levels of the programs, college & institution	Used for informed decisions making and actions by the program, college & institution					
KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target				
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
COB	Classification	COB reputation rate facilitates joint activities projects with regional, national and international institutions	Find the rank of COB_DAU referring to international classification		CC					To be ranked in International Classification of Higher Education
KPI Data required for means average computation						KPI Criteria (Levels equivalence based on means average of survey)				
<ul style="list-style-type: none"> The international classification is based on performance indicators that measure an institution's performance across teaching, research, and knowledge transfer. There are lot advantages that this classification offer to COB. 										

KPI040

KPI Processing Environment

KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target				
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
NCAAA	Proportion	This KPI measures the increasing of the faculty members who have the full time status with the COB and have a number of refereed publications. It focuses on the importance of the improvement of the research and publications.	= The total number of faculty members with a least one refereed publications in the previous year / Number of full time faculty members of that academic year		RC	≥0.1	≥0.1	≥0.2	≥0.35	≥0.35
KPI Data required for means average computation						KPI Criteria (Levels equivalence based on means average of survey)				
<ul style="list-style-type: none"> The number of refereed publications includes those empirical researches, academic research and creative or innovative academic works that are published in a peer reviewed journal or proceeding at the national or international. These must be published within the academic internal audit and assessment cycle. The Total number of teaching staff working in the COB are all those who have a full time status with the COB or administrative units. 						Level 1	<input checked="" type="checkbox"/> 0.0 < 0.1 achievement			
						Level 2	<input checked="" type="checkbox"/> 0.1 < 0.2 achievement			
						Level 3	<input checked="" type="checkbox"/> 0.2 < 0.3 achievement			
						Level 4	<input checked="" type="checkbox"/> 0.3 < 0.4 achievement			
						Level 5	<input checked="" type="checkbox"/> 0.4 < 0.5 achievement			
						Level 6	<input checked="" type="checkbox"/> 0.5 - 1.00 achievement			

KPI041 (KPIS10.1)

KPI Processing Environment

Quantitative KPI

Number of refereed publications in the previous year per full time equivalent member of teaching staff.

Data Needed for

Number of refereed publications in previous year
Number of fulltime teaching staff

Data Source

Deanship of Graduate Studies and Research
HRM Section – DAU

Frequency of computation

Annually at end of academic year

Computation Platform

COB Department Platform for all levels of the programs, college & institution

Usage Level

Used for informed decisions making and actions by the program, college & institution

KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target				
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
NCAAA	Proportion	This KPI measures the increase in the refereed publications indexed in international indexing systems as scopus, ISI, ... over the years, and the efforts provided by the COB departments to improve further publications in highly peer reviewed journals	= The total number of refereed publications in previous year / The total number of fulltime teaching staff in COB programs		RC	≥0,5	≥0,5	=1	=1	=1

KPI Data required for means average computation

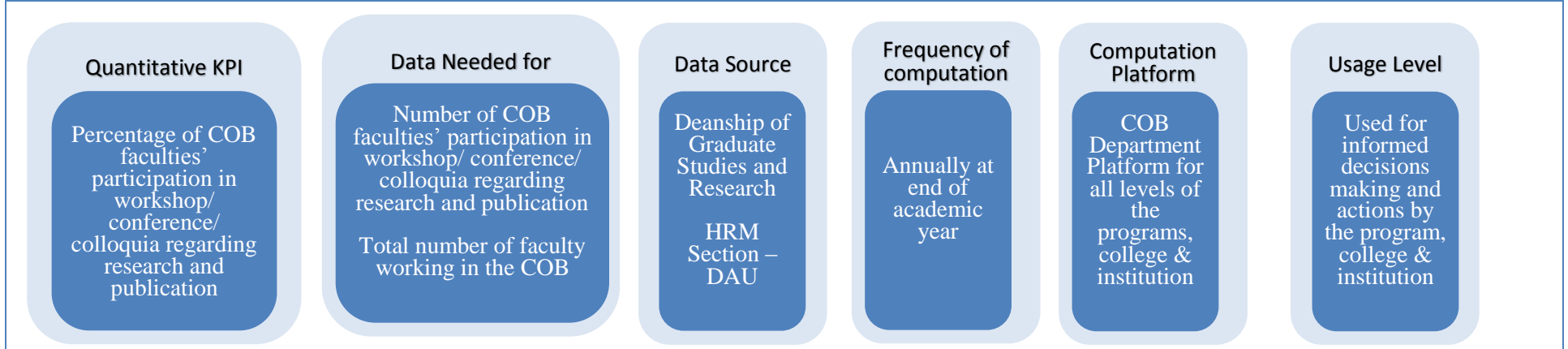
KPI Criteria (Levels equivalence based on means average of survey)

- The number of refereed publications includes those empirical researches, academic research and creative or innovative academic works that are published in a peer reviewed journal or proceeding at the national or international. These must be published within the academic internal audit and assessment cycle.
- The total number of teaching staff working in the COB departments are all those who have a full time status with the COB departments or administrative units.

Level 1	<input checked="" type="checkbox"/> 0.0 < 0.1 achievement
Level 2	<input checked="" type="checkbox"/> 0.1 < 0.2 achievement
Level 3	<input checked="" type="checkbox"/> 0.2 < 0.3 achievement
Level 4	<input checked="" type="checkbox"/> 0.3 < 0.4 achievement
Level 5	<input checked="" type="checkbox"/> 0.4 < 0.5 achievement
Level 6	<input checked="" type="checkbox"/> 0.5 - 1.00 achievement

KPI042

KPI Processing Environment



KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target				
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
COB	Percentage	This KPI measures the number of COB faculties' participation in workshop/ conference/ colloquia regarding research and publication	= Number of COB faculties' participation in workshop/ conference/ colloquia regarding research and publication / Total number of faculty working in the COB		RC	≥10%	≥10%	≥20%	≥20%	≥20%

KPI Data required for means average computation	KPI Criteria (Levels equivalence based on means average of survey)
<ul style="list-style-type: none"> The total number COB faculties' participation in workshop/conference/ colloquia regarding research and publication in the academic year is all COB faculty members who presented empirical researches, academic research and creative or innovative academic works in national or international workshop, conference, colloquia, or seminars. The total Number of teaching staff working in the COB are all those who have a full time status with the COB Departments or administrative units. 	Level 1 <input checked="" type="checkbox"/> 0.0 < 0.1 achievement
	Level 2 <input checked="" type="checkbox"/> 0.1 < 0.2 achievement
	Level 3 <input checked="" type="checkbox"/> 0.2 < 0.3 achievement
	Level 4 <input checked="" type="checkbox"/> 0.3 < 0.4 achievement
	Level 5 <input checked="" type="checkbox"/> 0.4 < 0.5 achievement
	Level 6 <input checked="" type="checkbox"/> 0.5 - 1.00 achievement

KPI043

KPI Processing Environment

KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target																
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022												
COB	Percentage	The percentage of COB programs courses reviewed by internal peer reviewers measures the success of interventions between departments to support course coordinators, to improve the quality of courses, and to increase their chances of learning outcomes achievement	= [The number of COB programs courses reviewed by internal peer reviewers / Total number of COB programs courses] × 100		QC	100%	25%	50%	75%	100%												
KPI Data required for means average computation						KPI Criteria (Levels equivalence based on means average of survey)																
<ul style="list-style-type: none"> The number of COB programs courses reviewed by internal peer reviewers is the sum of courses reviewed between departments of COB. Total number of COB programs courses is the sum of courses taught by COB Departments. 						<table border="1"> <tr> <td>Level 1</td> <td><input checked="" type="checkbox"/> 0% < 25% achievement</td> </tr> <tr> <td>Level 2</td> <td><input checked="" type="checkbox"/> 25% < 40% achievement</td> </tr> <tr> <td>Level 3</td> <td><input checked="" type="checkbox"/> 40% < 50% achievement</td> </tr> <tr> <td>Level 4</td> <td><input checked="" type="checkbox"/> 50% < 75% achievement</td> </tr> <tr> <td>Level 5</td> <td><input checked="" type="checkbox"/> 75% < 90% achievement</td> </tr> <tr> <td>Level 6</td> <td><input checked="" type="checkbox"/> 90% < 100% achievement</td> </tr> </table>					Level 1	<input checked="" type="checkbox"/> 0% < 25% achievement	Level 2	<input checked="" type="checkbox"/> 25% < 40% achievement	Level 3	<input checked="" type="checkbox"/> 40% < 50% achievement	Level 4	<input checked="" type="checkbox"/> 50% < 75% achievement	Level 5	<input checked="" type="checkbox"/> 75% < 90% achievement	Level 6	<input checked="" type="checkbox"/> 90% < 100% achievement
Level 1	<input checked="" type="checkbox"/> 0% < 25% achievement																					
Level 2	<input checked="" type="checkbox"/> 25% < 40% achievement																					
Level 3	<input checked="" type="checkbox"/> 40% < 50% achievement																					
Level 4	<input checked="" type="checkbox"/> 50% < 75% achievement																					
Level 5	<input checked="" type="checkbox"/> 75% < 90% achievement																					
Level 6	<input checked="" type="checkbox"/> 90% < 100% achievement																					

KPI044

KPI Processing Environment

Quantitative KPI

Percentage of COB programs courses reviewed by external peer reviewers

Data Needed for

Number of COB programs courses reviewed by external peer reviewers
Total number of COB programs courses

Data Source

COB Departments – COB Quality Unit
COB Study Plans

Frequency of computation

Annually at end of academic year

Computation Platform

COB Department Platform for all levels of the programs, college & institution

Usage Level

Used for informed decisions making and actions by the program, college & institution

KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target				
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
COB	Percentage	The percentage of COB programs courses reviewed by external peer reviewers measures the success of other institution interventions from outside the COB to support course coordinators, to improve the quality of courses, and to increase their chances of learning outcomes achievement	= [The number of COB programs courses reviewed by external peer reviewers / Total number of COB programs courses] × 100		QC	100%	25%	50%	75%	100%

KPI Data required for means average computation

- The number of COB programs courses reviewed by external peer reviewers is the sum of courses reviewed by other institution interventions from outside the COB.
- Total number of COB programs courses is the sum of courses taught by COB Departments.

KPI Criteria (Levels equivalence based on means average of survey)

Level 1	<input checked="" type="checkbox"/> 0% < 25% achievement
Level 2	<input checked="" type="checkbox"/> 25% < 40% achievement
Level 3	<input checked="" type="checkbox"/> 40% < 50% achievement
Level 4	<input checked="" type="checkbox"/> 50% < 75% achievement
Level 5	<input checked="" type="checkbox"/> 75% < 90% achievement
Level 6	<input checked="" type="checkbox"/> 90% < 100% achievement

KPI045

KPI Processing Environment

KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target																
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022												
COB	Percentage	The percentage of the NCAAA reports updated measures the progress of reviewing and adaptation work of NCAAA standards concerning COB programs on a regular basis to achieve continuous improvements.	= [The number of NCAAA reports updated concerning COB programs / Total number of reports expected by the NCAAA] × 100		AAC			100%														
KPI Data required for means average computation						KPI Criteria (Levels equivalence based on means average of survey)																
<ul style="list-style-type: none"> The number of NCAAA reports updated concerning COB programs allows to make sure that certain requirements are met. These requirements relate to core elements in the standards for quality assurance and accreditation. Total number of reports expected by the NCAAA is the total number of NCAAA requirements. 						<table border="1"> <tr> <td>Level 1</td> <td><input checked="" type="checkbox"/> 0% < 25% achievement</td> </tr> <tr> <td>Level 2</td> <td><input checked="" type="checkbox"/> 25% < 40% achievement</td> </tr> <tr> <td>Level 3</td> <td><input checked="" type="checkbox"/> 40% < 50% achievement</td> </tr> <tr> <td>Level 4</td> <td><input checked="" type="checkbox"/> 50% < 75% achievement</td> </tr> <tr> <td>Level 5</td> <td><input checked="" type="checkbox"/> 75% < 90% achievement</td> </tr> <tr> <td>Level 6</td> <td><input checked="" type="checkbox"/> 90% < 100% achievement</td> </tr> </table>					Level 1	<input checked="" type="checkbox"/> 0% < 25% achievement	Level 2	<input checked="" type="checkbox"/> 25% < 40% achievement	Level 3	<input checked="" type="checkbox"/> 40% < 50% achievement	Level 4	<input checked="" type="checkbox"/> 50% < 75% achievement	Level 5	<input checked="" type="checkbox"/> 75% < 90% achievement	Level 6	<input checked="" type="checkbox"/> 90% < 100% achievement
Level 1	<input checked="" type="checkbox"/> 0% < 25% achievement																					
Level 2	<input checked="" type="checkbox"/> 25% < 40% achievement																					
Level 3	<input checked="" type="checkbox"/> 40% < 50% achievement																					
Level 4	<input checked="" type="checkbox"/> 50% < 75% achievement																					
Level 5	<input checked="" type="checkbox"/> 75% < 90% achievement																					
Level 6	<input checked="" type="checkbox"/> 90% < 100% achievement																					

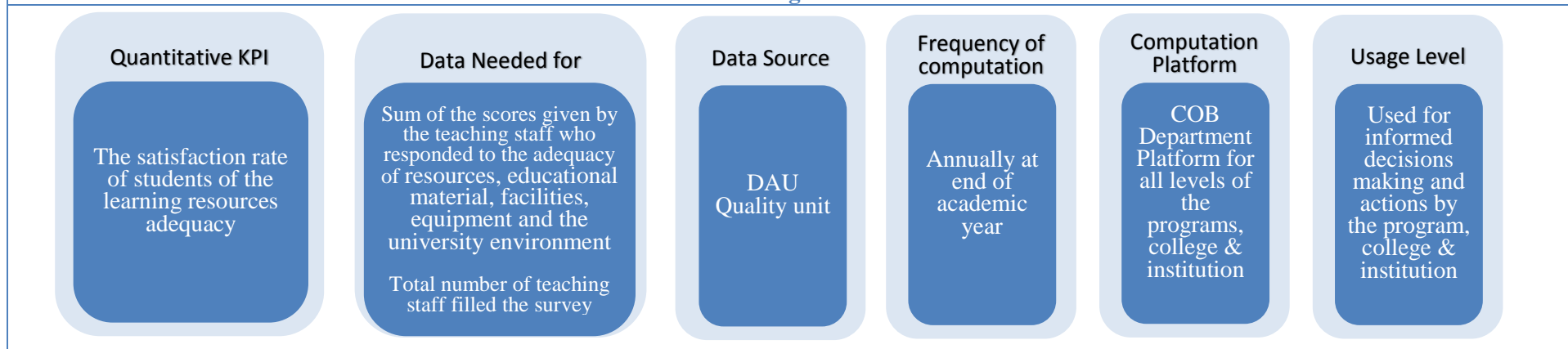
KPI046

KPI Processing Environment

KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target																
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022												
NCAAA	Average rating	This KPI measures the satisfaction degree of the teaching staff with library resources needed to support student learning, teaching and research	= Sum of the scores given by the teaching staff who responded to the adequacy of library resources / Total number of teaching staff filled the survey		DAU Quality unit Central library	3.5	3.5	4	4	4.5												
KPI Data required for means average computation						KPI Criteria (Levels equivalence based on means average of survey)																
<ul style="list-style-type: none"> The satisfaction survey of teaching staff with the library resources is a standardized overall rating of adequacy of library resources (books and e-books, journals, databases, articles and media). This is normally scaled on a 5-point Likert Scale to get the means average score of the instructors' perception. The aim of this KPI is to ensure that the instructors are supported efficiently and effectively with the library resources. The total number of teaching staff filled the survey is the total number of teaching staff having a full time status with the COB departments or administrative units and responded to the survey. 						<table border="1"> <tr> <td>Level 1</td> <td><input checked="" type="checkbox"/> Below 2.49</td> </tr> <tr> <td>Level 2</td> <td><input checked="" type="checkbox"/> 2.5 – 2.99</td> </tr> <tr> <td>Level 3</td> <td><input checked="" type="checkbox"/> 3.0 – 3.49</td> </tr> <tr> <td>Level 4</td> <td><input checked="" type="checkbox"/> 3.5 – 3.99</td> </tr> <tr> <td>Level 5</td> <td><input checked="" type="checkbox"/> 4.0 – 4.49</td> </tr> <tr> <td>Level 6</td> <td><input checked="" type="checkbox"/> 4.5 – 5.0</td> </tr> </table>					Level 1	<input checked="" type="checkbox"/> Below 2.49	Level 2	<input checked="" type="checkbox"/> 2.5 – 2.99	Level 3	<input checked="" type="checkbox"/> 3.0 – 3.49	Level 4	<input checked="" type="checkbox"/> 3.5 – 3.99	Level 5	<input checked="" type="checkbox"/> 4.0 – 4.49	Level 6	<input checked="" type="checkbox"/> 4.5 – 5.0
Level 1	<input checked="" type="checkbox"/> Below 2.49																					
Level 2	<input checked="" type="checkbox"/> 2.5 – 2.99																					
Level 3	<input checked="" type="checkbox"/> 3.0 – 3.49																					
Level 4	<input checked="" type="checkbox"/> 3.5 – 3.99																					
Level 5	<input checked="" type="checkbox"/> 4.0 – 4.49																					
Level 6	<input checked="" type="checkbox"/> 4.5 – 5.0																					

KPI047

KPI Processing Environment

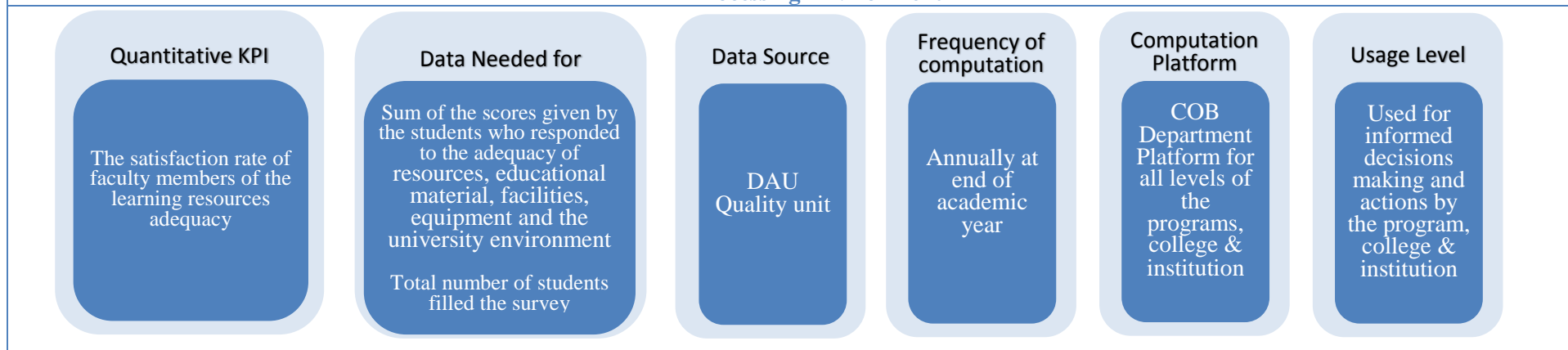


KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target				
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
COB	Average rating	This KPI measures the satisfaction degree of the teaching staff with resources, educational material, facilities, equipment and the university environment to support students and teaching staff	= Sum of the scores given by the teaching staff who responded to the adequacy of resources, educational material, facilities, equipment and the university environment / Total number of teaching staff filled the survey		ILTTC	4	4	4	4	4.5

KPI Data required for means average computation	KPI Criteria (Levels equivalence based on means average of survey)												
<ul style="list-style-type: none"> The adequacy of resources, educational material, facilities, equipment and the university environment as perceived by the faculty members of the college is a component of the Teaching Staff Satisfaction. This is normally scaled on a 5-point Likert Scale to get the means average score of the faculty members' perception. The aim of this KPI is to ensure that the faculty members accomplish their academic endeavors within a set of conducive learning resources. The total number of teaching staff filled the survey is the total number of teaching staff having a full time status with the COB departments or administrative units and responded to the survey. 	<table border="1"> <tr> <td>Level 1</td> <td><input checked="" type="checkbox"/> Below 2.49</td> </tr> <tr> <td>Level 2</td> <td><input checked="" type="checkbox"/> 2.5 – 2.99</td> </tr> <tr> <td>Level 3</td> <td><input checked="" type="checkbox"/> 3.0 – 3.49</td> </tr> <tr> <td>Level 4</td> <td><input checked="" type="checkbox"/> 3.5 – 3.99</td> </tr> <tr> <td>Level 5</td> <td><input checked="" type="checkbox"/> 4.0 – 4.49</td> </tr> <tr> <td>Level 6</td> <td><input checked="" type="checkbox"/> 4.5 – 5.0</td> </tr> </table>	Level 1	<input checked="" type="checkbox"/> Below 2.49	Level 2	<input checked="" type="checkbox"/> 2.5 – 2.99	Level 3	<input checked="" type="checkbox"/> 3.0 – 3.49	Level 4	<input checked="" type="checkbox"/> 3.5 – 3.99	Level 5	<input checked="" type="checkbox"/> 4.0 – 4.49	Level 6	<input checked="" type="checkbox"/> 4.5 – 5.0
Level 1	<input checked="" type="checkbox"/> Below 2.49												
Level 2	<input checked="" type="checkbox"/> 2.5 – 2.99												
Level 3	<input checked="" type="checkbox"/> 3.0 – 3.49												
Level 4	<input checked="" type="checkbox"/> 3.5 – 3.99												
Level 5	<input checked="" type="checkbox"/> 4.0 – 4.49												
Level 6	<input checked="" type="checkbox"/> 4.5 – 5.0												

KPI048

KPI Processing Environment



KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target				
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
COB	Average rating	This KPI measures the satisfaction degree of the students with resources, educational material, facilities, equipment and the university environment to support students and teaching staff	= Sum of the scores given by the students who responded to the adequacy of resources, educational material, facilities, equipment and the university environment / Total number of students filled the survey		ILTTC	4	4	4	4	4.5

KPI Data required for means average computation

KPI Criteria (Levels equivalence based on means average of survey)

- The adequacy of resources, educational material, facilities, equipment and the university environment as perceived by the students of the college is a component of the students Satisfaction. This is normally scaled on a 5-point Likert Scale to get the means average score of the students' perception.
- The total number of students filled the survey is all the students who are enrolled in COB, have active status and responded to the survey.

Level 1	<input checked="" type="checkbox"/> Below 2.49
Level 2	<input checked="" type="checkbox"/> 2.5 – 2.99
Level 3	<input checked="" type="checkbox"/> 3.0 – 3.49
Level 4	<input checked="" type="checkbox"/> 3.5 – 3.99
Level 5	<input checked="" type="checkbox"/> 4.0 – 4.49
Level 6	<input checked="" type="checkbox"/> 4.5 – 5.0

KPI049

KPI Processing Environment

KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target					
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
COB	Percentage	Execution percentage of partnership action plan measures the opportunities for partnership seized by COB	= [Number of partnership opportunities seized / Total of partnership opportunities planned] × 100		CSC			50%	75%	100%	
KPI Data required for means average computation						KPI Criteria (Levels equivalence based on means average of survey)					
<ul style="list-style-type: none"> The number of partnership opportunities seized includes strategic partnerships and agreements signed with a number of key stakeholders (universities, employers, government agencies...). Total of partnership opportunities planned by COB. 						Level 1	<input checked="" type="checkbox"/> 0% < 25% achievement				
						Level 2	<input checked="" type="checkbox"/> 25% < 40% achievement				
						Level 3	<input checked="" type="checkbox"/> 40% < 50% achievement				
						Level 4	<input checked="" type="checkbox"/> 50% < 75% achievement				
						Level 5	<input checked="" type="checkbox"/> 75% < 90% achievement				
						Level 6	<input checked="" type="checkbox"/> 90% < 100% achievement				

KPI050 (KPIS11.1)

KPI Processing Environment

Quantitative KPI

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

Data Needed for

Number of full time faculty members and administrative staff engaged in community service

Number of full - time faculty members and administrative staff

Data Source

COB
Departments
- Quality
Committee

HRM
Section –
DAU

Frequency of computation

Annually at
end of
academic
year

Computation Platform

COB
Department
Platform for
all levels of
the
programs,
college &
institution

Usage Level

Used for
informed
decisions
making and
actions by
the program,
college &
institution

KPI Source	Unit	Description	Computation	Evidence	KPI responsible (s)	KPI Target				
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
NCAAA	Proportion	This KPI measures the number of full time faculty members and administrative staff actively engaged in community service activities for free.	= Number of full time faculty members and administrative staff engaged in community service during the past year / Total Number of full - time faculty members and administrative staff of that academic year		CSC	1	1	1	1	1

KPI Data required for means average computation

- The number of full time faculty and administrative staff actively engaged in community service activities are those who participate in projects serving communities, providing communities services, participate in Media programs, provide volunteer work, ... etc., for free (without payment). This excludes consultation or academic services or provision of services with payments in cash and kinds.
- Number of teaching staff working in the COB departments are all those who have a full time status with the COB programs or administrative units.

KPI Criteria (Levels equivalence based on means average of survey)

Level 1	<input checked="" type="checkbox"/> 0.0 < 0.1 achievement
Level 2	<input checked="" type="checkbox"/> 0.1 < 0.2 achievement
Level 3	<input checked="" type="checkbox"/> 0.2 < 0.3 achievement
Level 4	<input checked="" type="checkbox"/> 0.3 < 0.5 achievement
Level 5	<input checked="" type="checkbox"/> 0.5 < 0.7 achievement
Level 6	<input checked="" type="checkbox"/> 0.7 - 1.00 achievement

KPI051

KPI Processing Environment

Quantitative KPI

Number of community service events in which faculty and students participated

Data Needed for

Number of community service events in which faculty and students participated

Data Source

COB - Quality Unit

Frequency of computation

Annually at end of academic year

Computation Platform

COB Department Platform for all levels of the programs, college & institution

Usage Level

Used for informed decisions making and actions by the program, college & institution

KPI Source	Unit	Description	Computation	Evidence	KPI responsible (s)	KPI Target				
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
NCAAA	Number	The number of community service events in which faculty and students participated reflects the engagement of COB students and faculties in community service activities.	Counting the number of community service events in which faculty and students participated		CSC	5	7	10	10	10

KPI Data required for means average computation

KPI Criteria (Levels equivalence based on means average of survey)

- The number of community service events in which faculty and students participated include all community services projects planned and conducted through working with other organizations and committee members in the COB departments and units to maximize the impact of the charitable projects.

Level 1	<input checked="" type="checkbox"/> 1 < 3 achievement
Level 2	<input checked="" type="checkbox"/> 3 < 5 achievement
Level 3	<input checked="" type="checkbox"/> 5 < 7 achievement
Level 4	<input checked="" type="checkbox"/> 7 < 10 achievement
Level 5	<input checked="" type="checkbox"/> 10 < 15 achievement
Level 6	<input checked="" type="checkbox"/> 15 and above achievement

KPI052

KPI Processing Environment

KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target																
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022												
COB	Percentage	The proportion of students participating in specific extra-curricular activities measures the engagement level of student in social activities helping them to learn about themselves and develop and use their skills and knowledge in different contexts	= [The number of students who participated in specific extra-curricular activities / Total number of students] × 100		CSC	5%	10%	15%	25%	35%												
KPI Data required for means average computation						KPI Criteria (Levels equivalence based on means average of survey)																
<ul style="list-style-type: none"> The number of students who participated in specific extra-curricular activities are those who are actively involved in community services projects through working with other organizations and committee members in the COB departments and units to maximize the impact of the charitable projects The total number of students are all the students who are enrolled in COB Bachelor programs and have active status. 						<table border="1"> <tr> <td>Level 1</td> <td><input checked="" type="checkbox"/> 0% < 10% achievement</td> </tr> <tr> <td>Level 2</td> <td><input checked="" type="checkbox"/> 10% < 25% achievement</td> </tr> <tr> <td>Level 3</td> <td><input checked="" type="checkbox"/> 25% < 40% achievement</td> </tr> <tr> <td>Level 4</td> <td><input checked="" type="checkbox"/> 40% < 50% achievement</td> </tr> <tr> <td>Level 5</td> <td><input checked="" type="checkbox"/> 50% < 75% achievement</td> </tr> <tr> <td>Level 6</td> <td><input checked="" type="checkbox"/> 75% < 100% achievement</td> </tr> </table>					Level 1	<input checked="" type="checkbox"/> 0% < 10% achievement	Level 2	<input checked="" type="checkbox"/> 10% < 25% achievement	Level 3	<input checked="" type="checkbox"/> 25% < 40% achievement	Level 4	<input checked="" type="checkbox"/> 40% < 50% achievement	Level 5	<input checked="" type="checkbox"/> 50% < 75% achievement	Level 6	<input checked="" type="checkbox"/> 75% < 100% achievement
Level 1	<input checked="" type="checkbox"/> 0% < 10% achievement																					
Level 2	<input checked="" type="checkbox"/> 10% < 25% achievement																					
Level 3	<input checked="" type="checkbox"/> 25% < 40% achievement																					
Level 4	<input checked="" type="checkbox"/> 40% < 50% achievement																					
Level 5	<input checked="" type="checkbox"/> 50% < 75% achievement																					
Level 6	<input checked="" type="checkbox"/> 75% < 100% achievement																					

KPI053

KPI Processing Environment

KPI Source	Unit	Description	Computation	Evidence	KPI responsible(s)	KPI Target					
						2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
COB	Percentage	The percentage of alumni/alumnae participation in COB activities measures their involvement in the improvement of programs	= [The number of alumni/ alumnae who participated in COB activities / Total number of alumni/ alumnae] × 100		CSC			5%	7.5%	10%	
KPI Data required for means average computation						KPI Criteria (Levels equivalence based on means average of survey)					
<ul style="list-style-type: none"> The number of alumni/ alumnae who participated in COB activities are those who have relations with departments at COB. The objective of this KPI is to engage more alumni and maximize the value of the COB reunions, receptions, and networking events. The total number of alumni/ alumnae include all COB graduates. 						Level 1	<input checked="" type="checkbox"/> 0% < 10% achievement				
						Level 2	<input checked="" type="checkbox"/> 10% < 25% achievement				
						Level 3	<input checked="" type="checkbox"/> 25% < 40% achievement				
						Level 4	<input checked="" type="checkbox"/> 40% < 50% achievement				
						Level 5	<input checked="" type="checkbox"/> 50% < 75% achievement				
						Level 6	<input checked="" type="checkbox"/> 75% < 100% achievement				

