



DAU's STRATEGIC PLAN 2023-2027

DAU © 2023



STRATEGIC PLAN OF DAR AL ULOOM UNIVERSITY 2023-2027



Developed by

Strategic Plan Office
Planning, Development, and Decision Support Directorate

Tuesday, May 30, 2023

Contents

DAU's President Message	6
Strategic Plan Development Team's Message	7
List of Abbreviations	8
1. DAU: An Overview.....	9
1.1 About the University	9
1.2 DAU's Organizational Chart.....	11
1.3 DAU's Strategic Plan 2017-2022: In Retrospect	12
1.4 Prospective view on DAU's Strategic Plan 2023-2027	14
2. Strategic Planning Methodology.....	15
3. SWOT ANALYSIS.....	17
3.1. Internal Environment Analysis of DAU: Strengths and Weaknesses	17
3.2. External Environment Analysis of DAU: Opportunities and Threats	19
3.2.1 Macro Environment Analysis: PESTEL Analysis	19
A. Political Factors	19
B. Economic Factors	20
C. Sociocultural Factors	21
D. Technological factors	22
E. Environmental factors	23
F. Legal factors.....	24
3.2.2 Industry Analysis: Porter's Five Forces	25
A. Industry Rivalry.....	25
B. Threat of New Entrants	26
C. Bargaining Power of Buyers.....	27
D. The Threat of Substitutes.....	28
E. Bargaining Power of Suppliers	29
3.3 SWOT Matrix.....	30
4. DAU's Strategy Attributes.....	34
4.1 Strategy Attributes: Key points.....	34
4.2 Strategy Attributes: Statements	35
4.2.1 DAU's Vision	35
4.2.2 DAU's Mission	35
4.2.3 DAU's Values	35

4.3 Strategy Attributes: Validation with stakeholders	35
4.3.1 Overall Stakeholders Satisfaction with the Proposed Strategy attributes	36
4.3.2 Internal Stakeholders Satisfaction with the Proposed Strategy attributes	36
4.3.3 External Stakeholders Satisfaction	38
5. Balanced Scorecard Approach to DAU’s Strategic Planning	38
5.1 A New Approach in HEIs Performance Evaluation: The Balanced Scorecard	38
5.1.1 Balanced Scorecard’s Four Perspectives in HEIs	38
5.1.2 Strategy Map of the Balanced Scorecard Framework in HEIs	39
5.2 DAU’s SWOT Analysis by BSC perspectives	41
5.2.1 SWOT Matrix: Learning and Growth perspective.....	41
5.2.2 SWOT Matrix: Internal Process perspective.....	42
5.2.3 SWOT Matrix: Stakeholder perspective.....	43
5.2.4 SWOT Matrix: Financial perspective	44
5.3 DAU’s TOWS Analysis: Strategic Alternatives Generation	45
5.3.1 Learning and Growth perspective TOWS.....	46
5.3.2 Internal Process perspective TOWS.....	47
5.3.3 Stakeholder perspective TOWS	48
5.3.4 Financial perspective TOWS	49
6. DAU’s Strategic Priorities: Generating Goals, Objectives, and Initiatives	50
6.1 Learning & Growth Perspective Strategic Priorities.....	50
6.2 Internal Process Perspective Strategic Priorities	52
6.3 Stakeholder Perspective Strategic Priorities.....	54
6.4 Financial Perspective Strategic Priorities	56
6.5 DAU’s Strategic Goals, Objectives, and Initiatives: A summarized view	57
6.5.1 Learning & Growth Perspective Strategic Goal.....	57
6.5.2 Internal Process Perspective Strategic Goal.....	58
6.5.3 Stakeholder Perspective Strategic Goal	59
6.5.4 Financial Perspective Strategic Goal	60
7. Alignment of DAU’s strategic plan with Saudi Vision 2030.....	61
8. Strategic Plan 2023-2027: Initiatives, actions, and KPIs	62
8.1. Perspective 1: Goal, Objectives, Initiatives, Actions, and KPIs.....	63
8.2. Perspective 2: Goal, Objectives, Initiatives, Actions, and KPIs.....	84
8.3. Perspective 3: Goal, Objectives, Initiatives, Actions, and KPIs.....	115
8.4. Perspective 4: Goal, Objectives, Initiatives, Actions, and KPIs.....	136

9. DAU’s Strategy Map and Balanced Scorecard	144
9.1. DAU’s Strategy Map.....	144
9.2. DAU’s BSC	146
9.2.1 Perspective 1 (Learning & Growth) BSC	146
9.2.2 Perspective 2 (Internal Process) BSC	148
9.2.3 Perspective 3 (Stakeholders) BSC.....	151
9.2.4 Perspective 4 (Financial) BSC.....	153
10. Methodology for implementation of the BSC in DAU	154
10.1 Cascading Key Points	154
10.2 DAU’s Cascading Tiers.....	155
11. DAU’s BSC Automating.....	159
Key Performance Indicator Sheets	160

DAU's President Message



Prof. Khaled A. Al- Hamoudi
DAU's President

It is my greatest pleasure to present to you the Strategic Plan 2023-2027 of DAU in which series of strategic goals and objectives will guide us through the next five years. This came after a successful achievement of the first five-year strategic plan (2017-2022) laying the groundwork for academic programs quality improvements. Our success was reflected in obtaining full institutional accreditation from the Education and Training Evaluation Commission (ETEC-NCAAA), and the accreditation of the great majority of DAU's programs by ETEC-NCAAA. The remaining programs will be completing their accreditation process soon.

The time is ripe for us to map out DAU's future by taking stock of its inherent strengths and latent weaknesses and raising our awareness of the emerging threats and opportunities in academia. The thrust of this Strategic Plan 2023-2027 was inspired from an ambitious vision, that of being a world-class university and was developed in alignment with the transformative and deeply ambitious Kingdom's Vision 2030. The thrust of this Strategic Plan centers on providing our students with knowledge and skills that enhance both their professional and personal lives, research, and community engagement in response to the growing demands of economy.

The Strategic Plan 2023-2027 articulates DAU's 5-year vision, mission, core values, and strategy map that will shape and guide the University's approach to establish appropriate systems and processes that will build the foundations for the envisaged prospective for excellence. Moreover, using detailed KPIs to measure progress and performance makes it possible to implement, manage, and monitor our strategic goals more efficiently and effectively.

The dedication and passion of all DAU's academic and administrative staff to the vision, mission, and strategies makes our success story much more impactful.

Thank you

Prof. Khaled A. Al- Hamoudi

Strategic Plan Development Team's Message



Prof. Abdulrahman M. Alsultan
Chair of Strategic Plan Office
Planning, Development, and Decision Support Director
a.alsultan@dau.edu.sa

DAU's first strategic plan (2017-2022) aimed to improve academic standards and promote the community outreach of the University and the development of its institutional priorities. Therefore, we are now more able to undertake more ambitious strategic planning to improve performance across all university levels and make DAU the preferred destination for students.

The strategic plan 2023-2027 is developed in the Balanced Scorecard framework (BSC), an instrument that we deliberately adopted to project our long-term planning across a balanced set of objectives covering four perspectives: finance, stakeholders, internal processes, and learning & growth. The BSC relates the strategic objectives, KPIs, and initiatives and provides a complete map of DAU's strategic plan, through which the action plans are defined. The dashboard, extracted from the BSC, visually represents the cause-and-effect relationships between different strategic objectives and provides a powerful framework for communicating DAU's strategies to all stakeholders.

The development of DAU's strategic plan 2023-2027 was conducted through an elaborate strategic review process that involved an array of DAU's stakeholders, including faculty, staff, academic leaders, students, alumni, and all major external stakeholders to ensure proper participation in this important future shaping project.

For an ambitious positioning of Dar Al Uloom University, we build on our existing strengths and opportunities focusing on enhancing student learning experiences, community engagement, strategic partnerships, institutional governance, and enhancing DAU's perception and sustainability.

As Planning, Development, and Decision Support Director I would like to acknowledge the dedication and insightful contributions of all our colleagues at the Strategic Plan Office, with Special thanks to Dr. Taoufik Radouche and Dr. Mohammad Samir Abdel-Haq for their outstanding contributions to this strategic plan's deep analysis and technical writing.

Thank you

Prof. Abdulrahman M. Alsultan

List of Abbreviations

AA&CGU	: Alumni Affairs & Career Guidance Unit
AY	: Academic Year
BSC	: Balanced Scorecard
CEI&KT	: Center for Entrepreneurship, Innovation & Knowledge Transfer
CEU	: Community Engagement Unit
DAR&SA	: Deanship of Admission, Registration & Student Affairs
DAU	: Dar Al Uloom University
DQA	: Directorate of Quality Assurance
DLS&L	: Directorate of Learning Sources & Libraries
ETEC-NCAAA	: Education and Training Evaluation Commission
FD	: Finance Department
GDPD&QA	: General Directorate of Planning, Development & Quality Assurance
HEI	: Higher Educational Institutions
HRD	: Human Resource Directorate
IAU	: Internal Audit Unit
ITD	: IT Department
O&M	: Operations & Maintenance
PMD	: Projects Management Department
PR&M	: Public Relations & Marketing
RMC	: Risk Management Committee
RSU	: Research Support Unit
SP&ESC	: Study Plans & Educational System Committee
TBD	: To Be Determined
T&LU	: Teaching & Learning Unit
T&PDU	: Training & Professional Development Unit
UP	: University President
UV-P	: University Vice-President

1. DAU: An Overview

1.1 About the University

Dar Al Uloom University was established in 2008 with five colleges as one of the first private universities in the Kingdom, with facilities that meet all requirements of a modern university, including well equipped study halls, laboratories, sports halls, and other facilities, in two identical campuses, one for male students and the other for female students.

Until the end of the academic year 2021-2022, the number of DAU graduates reached 5,763 male and female students, of whom 4,033 graduated with a bachelor's degree and 1,730 with a master's degree.

Currently, DAU has six colleges that offer distinguished academic programs at the undergraduate and postgraduate levels (see table below). All programs are aligned with the requirements of the Kingdom Vision 2030, the labor market, and the National Transformation Program.

Colleges at DAU and their academic programs are as follows:

1. **College of Medicine:** The college offers a Bachelor degree of Medicine and is distinguished by having a university hospital (Riyadh Hospital) that provides a wide range of medical services, which include all general specialties and sub-specialties, with a capacity of 200 beds and 50 beds for critical care. The hospital has state-of-the-art facilities and equipment that meet local and international standards, catering to the needs of patients and supporting the educational process.
2. **College of Dentistry:** The college offers a Bachelor degree of Dentistry including six Saudi fellowships (Orthodontics, Dental Repair, Root Canal Treatment, Prosthodontics, Family Dentistry, and Advanced Dentistry), all accredited by the Commission for Health Specialties. Moreover, the College of Dentistry at DAU is accredited by the Commission as a training center for the Dental Assistants Diploma.
3. **College of Pharmacy and Applied Medical Sciences:** Two undergraduate programs are currently offered: Bachelor of Nursing and Bachelor of Respiratory Therapy.
4. **College of Architecture and Digital Design:** The college has three undergraduate programs: the Architecture Program, the Interior Design Program, and the Graphic Design Program. The College is expected to start offering three postgraduate programs next academic year: Master of Architecture, Master of Interior Design, and Master of Graphic Design.
5. **College of Business Administration:** At the undergraduate level, the college offers four bachelor's programs: Marketing, Finance and Banking, Human Resources Management, and Accounting. At the postgraduate level, three programs are offered: Master of Business Administration, Master of Management Information Systems, and Master of Project Management.
6. **College of Law:** DAU's College of Law is the first private law college in the Kingdom. At the undergraduate level, the college offers a Bachelor of Law. At the postgraduate level two programs are offered: Master of Public Law and Master of Private Law.

Among the most notable achievements is DAU's success in obtaining full institutional accreditation from the ETEC-NCAAA and attaining accreditation by the commission for the majority of the programs. All remaining undergraduate and postgraduate programs will begin the accreditation process as soon as they demonstrate conformity with the Standards. These distinguished achievements are not only notable among private universities, but also among all of the Kingdom's universities.

International accreditation is also a priority for DAU. Indeed, the Bachelor of Law program is accredited by the French Supreme Council for the Evaluation of Research and Higher Education and the Bachelor of Architecture program has the American equivalent accreditation NAAB.

Academic collaborations and partnerships with reputable international universities are also a priority for the university. The Bachelor of Nursing program is a joint program with the British University of Liverpool John Moores, and the Bachelor of Respiratory Therapy program is in partnership with Georgia State University in the USA.

Regarding local collaborations and partnerships, there are 8 cooperation agreements with universities and colleges to exchange performance indicators and benchmarking, and 9 cooperation agreements with medical city hospitals to train students at DAU's Medical Colleges. There are also agreements signed with King Saud University to adopt its Study Plans for four programs at DAU, Bachelor of Medicine, Bachelor of Law, Master of Public Law, and Master of Private Law. Another important agreement is signed with the Saudi Commission for Health Specialties. This agreement offers DAU Dental College a dental assistant qualification program for bachelor's degree holders.

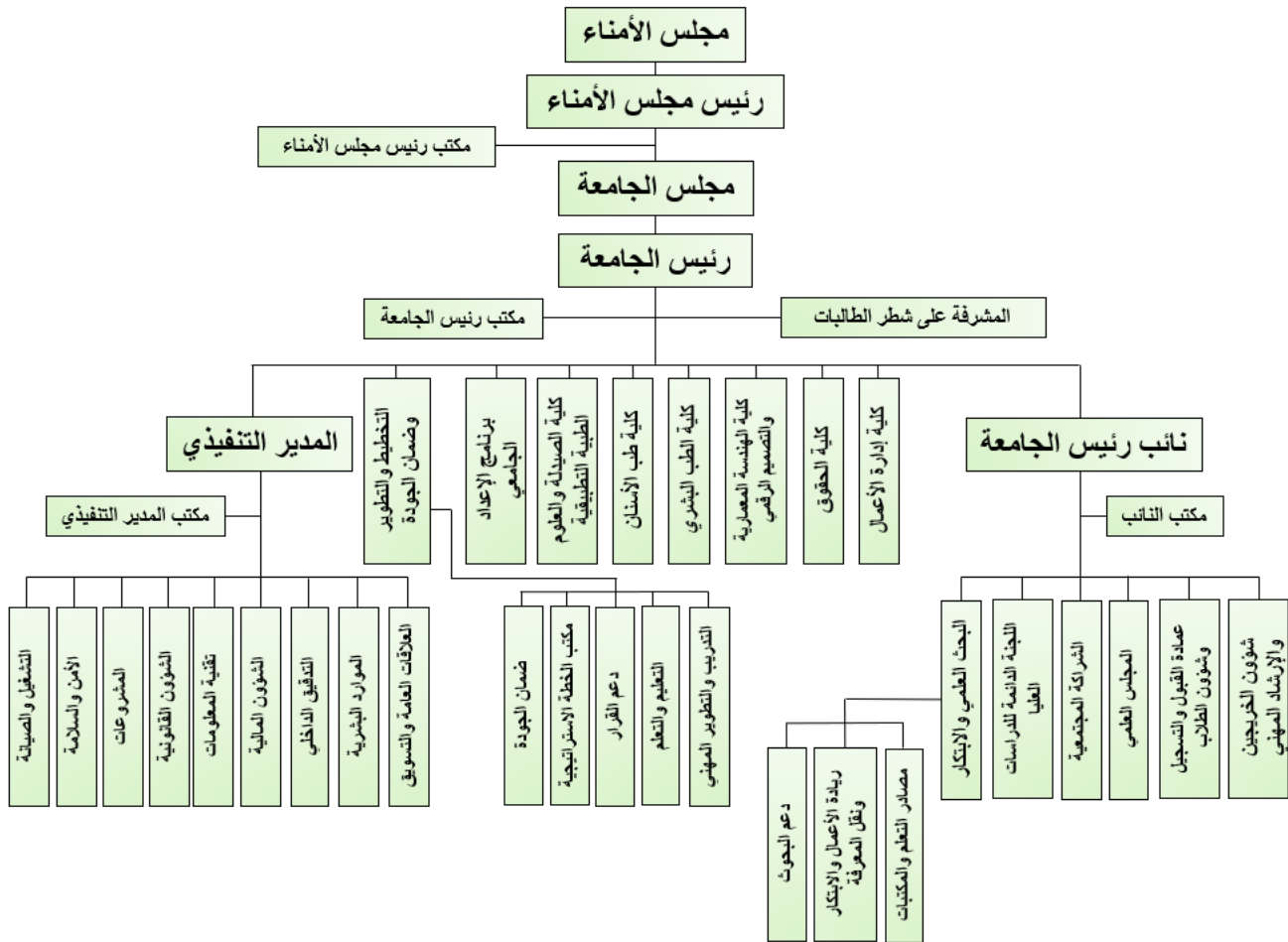
DAU's Colleges and Academic Programs

A. Undergraduate Programs	
College of Business Administration	Bachelor of Marketing
	Bachelor of Human Resources Management
	Bachelor of Finance & Banking
	Bachelor of Accounting
College of LAW	Bachelor of Law
College of Architectural Engineering and Digital Design	Bachelor of Architectural Engineering
	Bachelor of Interior Design
	Bachelor of Graphic Design
College of Medicine	Bachelor of Medicine
College of Dentistry	Bachelor of Dentistry
College of Pharmacy and Applied Medical Sciences	Bachelor of Nursing
	Bachelor of Respiratory Therapy
B. Graduate Programs	
College of Business Administration	Master of Business Administration
	Master of Management Information System
	Master of Project Management
College of LAW	Master of Public Law
	Master of Private Law

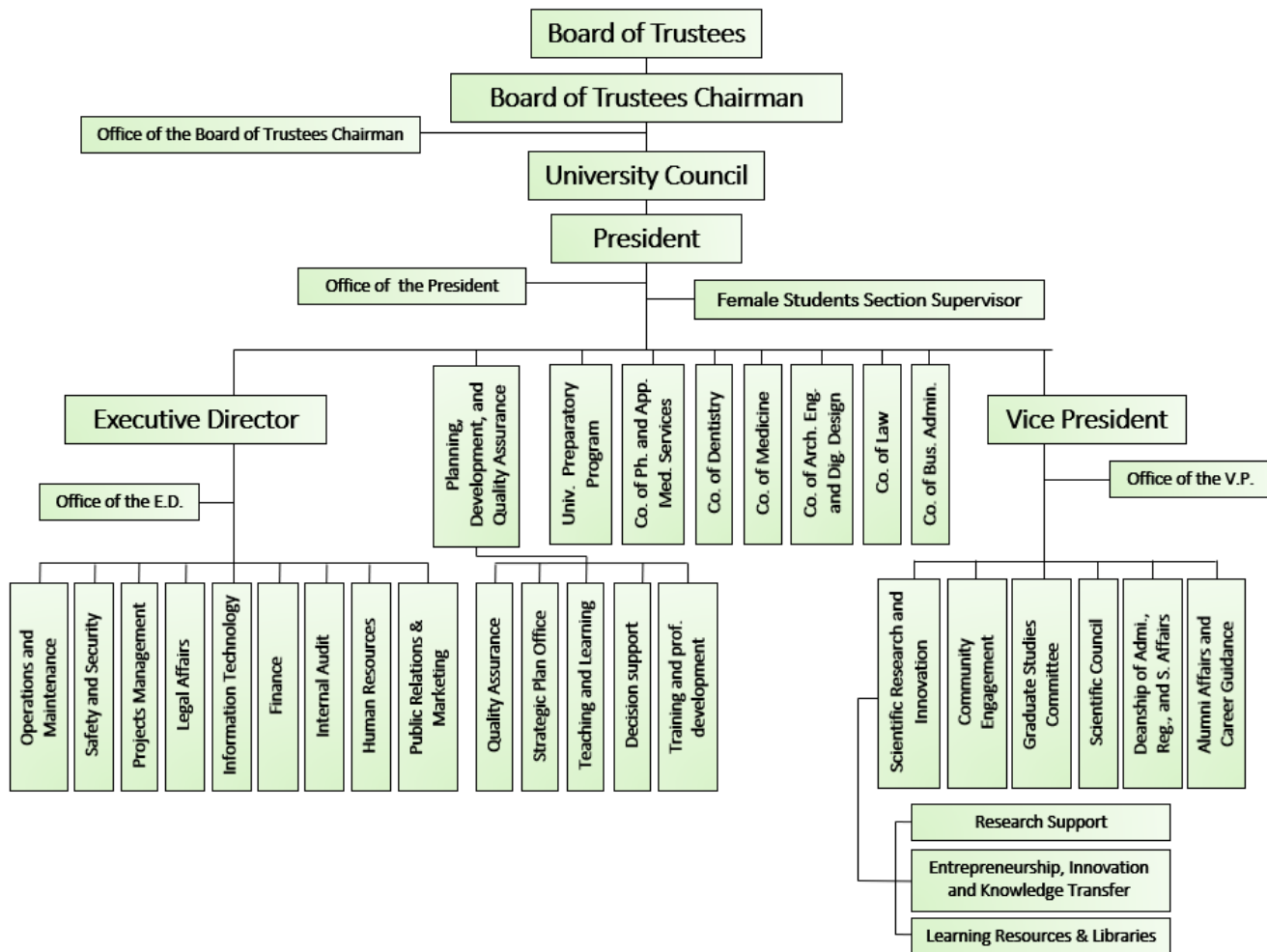
1.2 DAU's Organizational Chart

As part of DAU's Strategic Planning process for 2023-2027, an updated organizational structure chart was developed by incorporating newly created units reflecting the current organizational structure. The objective is to ensure compatibility and interdependence between academic and administrative practices and activities, thereby maximizing DAU's efficiency and effectiveness. In parallel, an organizational guideline was developed to organize and manage individuals and units effectively, including job descriptions, responsibilities, authority levels, and instructions flowing down from upper management to lower levels of workers. Below are Arabic and English versions of DAU's organizational chart.

DAU's Organization Structure 2023 (Arabic)



DAU's Organization Structure 2023 (English)



1.3 DAU's Strategic Plan 2017-2022: In Retrospect

Since its founding in 2008, DAU strives to achieve educational and academic excellence, contribute to research fields, and create a supportive environment for community partnerships. To achieve this, short-and long-term goals, plans, and projects were developed. Over the course of its strategic plan 2017-2022, DAU has achieved outstanding results in relation to the university's strategic goals and mission. One of the most important achievements of the First Strategic Plan 2017-2022 is institutional and program accreditation by the ETEC. The university received full institutional academic accreditation for the period of November 2017 to October 2024. Program accreditation was also achieved for most of DAU's bachelor's academic programs eligible for accreditation. The following table lists accredited programs and the year they were accredited.

DAU's accredited programs by ETEC-NCAAA

No.	Academic Program	Year
1.	Bachelor of Marketing	2021
2.	Bachelor of Human Resources Management	2021
3.	Bachelor of Finance & Banking	2021
4.	Bachelor of Law	2022
5.	Bachelor of Architectural Engineering	2022
6.	Bachelor of Interior Design	2022
7.	Bachelor of Graphic Design	2022
8.	Bachelor of Medicine	2022

The university places a great deal of value on international accreditations and partnerships. The Bachelor of Law program achieved international accreditation from the French Supreme Council for the Evaluation of Research and Higher Education between 2015 and 2020, and this accreditation was renewed from 2021 to 2026. The Bachelor of Architecture program is accredited by the National Architectural Accrediting Board (NAAB) for six years from 2018 to 2024. DAU's internationally accredited programs are listed in table below.

DAU's internationally accredited programs

No.	Academic Program	International Accreditation	Years
1.	Bachelor of Law	The French Supreme Council for the Evaluation of Research and Higher Education	2015 to 2020 2021 to 2026
2.	Bachelor of Architectural Engineering	National Architectural Accrediting Board - NAAB	2018 to 2024

1.4 Prospective view on DAU's Strategic Plan 2023-2027

Continuing our first strategic plan, DAU's Second Strategic Plan (2023-2027) focuses on improving academic and administrative processes, procedures, and activities. A set of pillars guides our strategy planning, including national trends manifested through the Kingdom's vision 2030, academic accreditation attainment and quality assurance, as well as meeting labor market requirements. To provide graduates with knowledge, skills, and values, we aim to continually improve the learning and teaching processes, with plans, curricula, tools, resources, teaching methods, and assessments. We strive to have an educational system that develops students scientifically, culturally, and socially, with a sense of responsibility for their homelands and a commitment to lifelong learning.

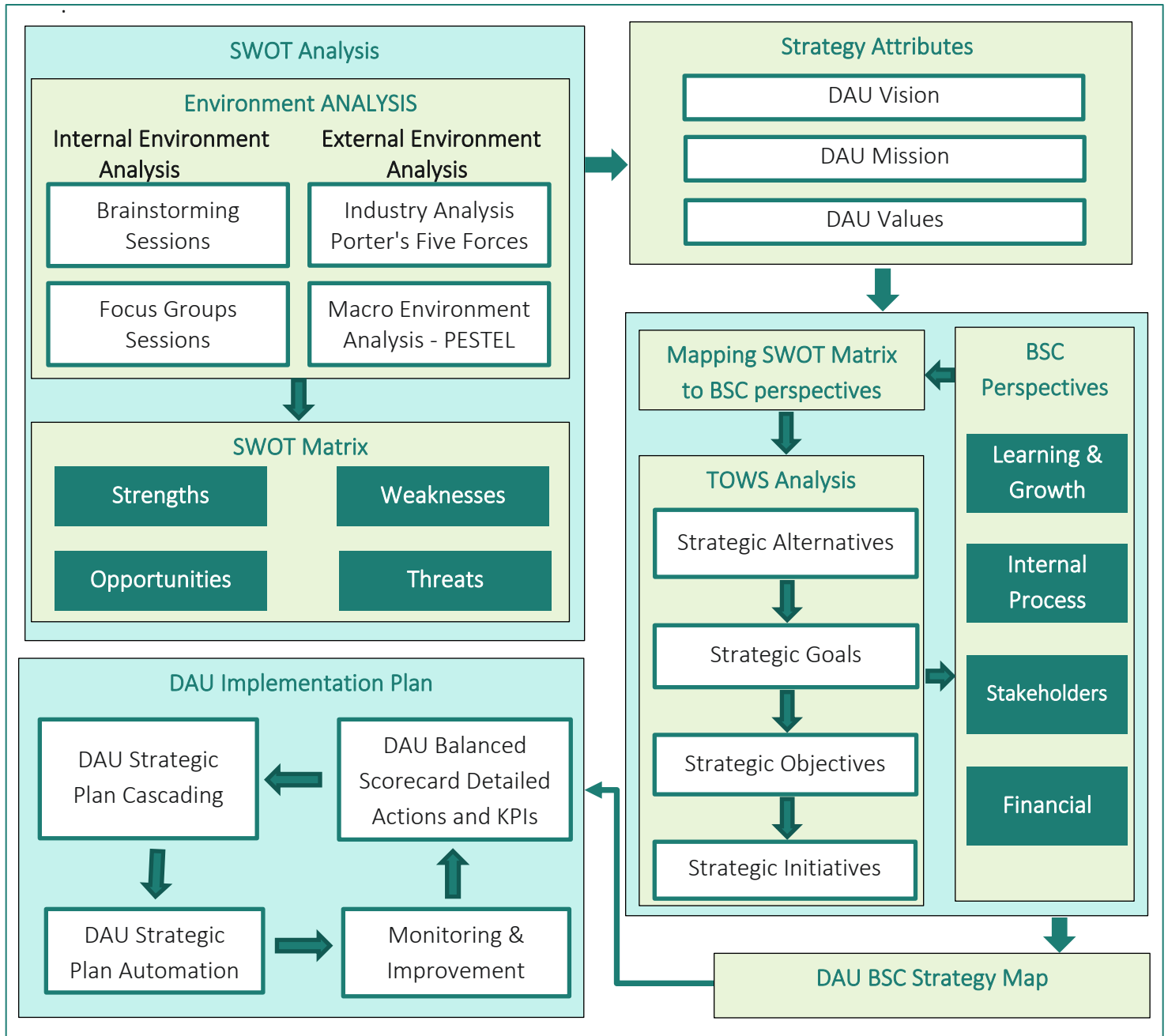
In the following section we will provide a brief overview of our methodology for developing DAU's Second Strategic Plan 2023-2027. In the next section, SWOT analysis will be used to identify DAU's strengths, weaknesses, opportunities, and threats. In section 4, we will develop DAU's strategy attributes, namely its Vision, Mission, and Values, based on our SWOT analysis. In section 5, we will introduce our strategic planning methodology, the Balanced Scorecard Approach, and generate our strategic alternatives using an extension of SWOT analysis, namely TOWS analysis. In Section 6, we will use the results of our TOWS analysis to generate strategic priorities, from which we derive our strategic goals, objectives, and initiatives. DAU's strategic goals, strategic objectives, and initiatives are mapped according to the Kingdom's Vision 2030 in section 7 to ensure consistency with this important national trend. In section 8, we will describe specific actions to be taken for each initiative to achieve our strategic objectives, along with Key Performance Indicators (KPIs) to monitor progress. In section 9, we will present DAU's strategy map and DAU's BSC for each perspective. Two important extensions of this work will be briefly discussed in the following two sections: cascading DAU's strategic plan to units' levels and automating strategic plan execution.

2. Strategic Planning Methodology

To build a realistic plan that would meet the needs of our internal and external stakeholders, DAU's second strategic plan (2023-2027) was developed using a variety of strategic analysis tools. The SWOT analysis identifies and analyses internal strengths and weaknesses as well as external opportunities and threats. To identify strengths and weaknesses, we conducted many brainstorming sessions and focus groups with internal and external stakeholders. To identify opportunities and threats, we rely on Porter's Five Forces framework, which identifies and analyses the five competitive forces shaping the private higher education industry in Riyadh, and on the PESTEL framework for analyzing macro-environmental factors affecting the industry holistically. The SWOT analysis, however, provides no guidance, prioritizes issues, or suggests strategic alternatives because it only provides a snapshot of a firm at a particular moment in time. Taking a SWOT analysis, a step further, we created the TOWS Matrix, which, unlike SWOT, offers an advanced analysis that generates possible strategic alternatives by matching internal strengths and weaknesses with external opportunities and threats.

The strategic planning methodology adopted is the Balanced Scorecard framework (BSC), a strategic planning and performance management framework, allowing an organization to track financial and non-financial metrics and aligning its vision, mission, and values with all activities. The BSC approach organizes goals and objectives into four perspectives: financial, stakeholders, internal processes, and learning and growth. Figure below illustrates DAU's overall strategic planning methodology.

Diagram of DAU's Strategic Plan Methodology



3. SWOT ANALYSIS

SWOT analysis is employed to identify strengths and weaknesses in DAU's internal environment and opportunities and threats in its external environment.

3.1. Internal Environment Analysis of DAU: Strengths and Weaknesses

DAU's Strategic Plan Office team conducted 18 focus groups and 36 brainstorming sessions to identify the strengths and weaknesses of its internal environment. The participants included academic leaders, faculty members, staff, students, alumni, employers, parents, and high school students. Following are the identified strengths and weaknesses.

N	Strengths
1.	Using electronic learning systems and global electronic platforms to provide comprehensive digital content for the educational process.
2.	Faculty members who are capable and competent to achieve excellence and creativity.
3.	DAU has a quick admissions process, which appeals to some students.
4.	Reducing costs and rationalizing consumption by utilizing modern technology.
5.	DAU's unique geographical location attracts students and encourages faculty and staff members to work in.
6.	A key to DAU's success and continuity has been the personal and caring relationships between staff and students.
7.	The possibility to develop undergraduate and graduate programs in specializations that meet the new demands of the labor market like programs and specializations related to technology, artificial intelligence, cyber security, and modern communication methods.
8.	Success of DAU in obtaining academic accreditation from the Education & Training Evaluation Commission (ETEC) for most of its programs should reflect positively on its branding and image in the market and improve chances for a successful repositioning strategy emphasizing quality enhancement.
9.	The pursuit of Academic Accreditation has increased the university's interest in promoting scientific research and community engagement at DAU.
10.	An appropriate infrastructure as well as human and material resources are available to implement community service programs that enhance DAU's image.
11.	An organizational climate that encourages faculty cooperation.
12.	Implementation of quality system and academic accreditation standards.
13.	DAU's faculty and staff members are culturally and professionally diverse.
14.	DAU has financial and human resources that can be utilized to attract students.
15.	Academic and administrative operations are governed by appropriate policies and procedures.
16.	Suitable infrastructure and facilities.

N	Weaknesses
1.	Colleges, deanships, and departments do not receive a specific annual budget.
2.	A lack of awareness of the investment opportunities, coupled with the absence of an entity focused on studying investment opportunities limits DAU's ability to diversify its income sources.
3.	Insufficient use of modern marketing techniques (for example: exhibitions and social media) to attract new students.
4.	Lack of enhanced admission requirements and performance standards to attract high-quality students.
5.	Underutilization of DAU's facilities (theaters, halls, sports facilities, etc.).
6.	In the absence of an installment payment system, some students delay registering.
7.	The overemphasis on meeting students' preferences sometimes adversely affects educational standards.
8.	Students and faculty members find the university library uncomfortable, lacking learning resources, and poorly serviced, including printing services.
9.	Students find a lack of DAU's social life, extracurricular activities, and support services compared to other private universities.
10.	Insufficient communication with alumni, resulting in alumni's low participation in DAU's activities and lack of learning and development opportunities.
11.	Faculty members' high teaching loads and academic responsibilities negatively impact their teaching, research, and academic performance.
12.	No clear community partnership strategy at DAU.
13.	Lack of an updated organizational structure and guidelines to define responsibilities and coordinate the activities of departments and units across DAU.
14.	Lack of infrastructure, culture, and programs that facilitate scientific research and data analysis.
15.	The limited social and cultural activities weaken the students' attachment to DAU and their sense of belonging.
16.	DAU's Internet network is very weak, and the university's digital infrastructure is outdated.
17.	An ineffective performance monitoring system weakens the financial and moral motivation of distinguished employees.
18.	The organizational environment is not conducive to nurturing a sense of belonging.

3.2. External Environment Analysis of DAU: Opportunities and Threats

To identify external opportunities and threats, DAU's external environment was analyzed using PESTEL and Porter's 5 Forces models. While PESTEL framework was used to understand the impact of external environment on the organization and its industry. Porter's Five Forces was used for analyzing the industry where the organization operates. PESTEL and Porter's Five Forces techniques, therefore, were combined to obtain a better and more detailed view of DAU's situation. However, relying on only one technique can cause knowledge and understanding gaps.

3.2.1 Macro Environment Analysis: PESTEL Analysis

It is important for DAU to recognize and anticipate any potential change in the external environment. PESTEL analysis is used to analyze the macro environment that DAU operates within. The analysis considers both the present situation and the likely future developments of political, economic, sociocultural, technological, environmental, and legal factors that will affect the Saudi higher education institutions in general and DAU in particular. Since Saudi Vision 2030 is a major factor that brings a fundamental change in the Saudi macro environment and considering the education sector as a fundamental building block of Saudi Vision 2030, PESTEL analysis has been developed with a focus on Saudi Vision 2030 programs, such as Privatization Programs, Human Capability Development Programs and National Transformation Programs, which set educational goals.

Long-term goals for the education sector include raising standards, improving efficiency, and assisting at least five Saudi universities to break into the top-200 universities worldwide. Moreover, according to the Saudi Vision 2030, the country's economic diversification plan, emphasizes shifting education expenditures to the private sector and integrating technology to create an education system that meets the demands of a sustainable economy and achieves the government's ambitious targets for the sector. In a sector where higher education is undergoing rapid transformation, these changes will present potential opportunities and threats to DAU. PESTEL is employed to assess both the positive and negative effects on DAU. In this way, DAU can formulate strategies that make it more adaptable, responsive, and sustainable in the face of a dynamic macroenvironment. In the following tables, the university's PESTEL analysis results with estimated importance and likelihood for each opportunity and threat are presented.

A. Political Factors

There are 24 specific goals set out in Vision 2030 for the Kingdom in terms of its economic, political, and social development. There are 18 commitments in Vision 2030 to achieve these goals - in areas such as renewable energy, manufacturing, education, e-governance, and entertainment and culture. The goal is to increase the private sector's contribution to Gross Domestic Product from 40 to 65 percent. According to the National Transformation Program, public higher education institutions continue to dominate enrollment, but non-government enrollment is expected to jump from 6% to 15% in the future. DAU will be able to increase its capacity to attract students by utilizing this factor to add value.

As shown in the table below, each political factor affecting DAU has been ranked according to its importance and likelihood.

Force N	Political factors: Opportunities	Importance			Likelihood		
		H	M	L	H	M	L
1.	Saudi Arabia's political stability encourages more investment in education and creates more business opportunities.	✓			✓		
2.	Saudi Arabia's openness of higher education to private investment promotes the development and sustainability of the private higher education sector.	✓				✓	
3.	With the growth of non-government education, the private education sector has more opportunities to expand.	✓				✓	
4.	The government's privatization initiatives across sectors provide opportunities for private institutions to acquire public universities.		✓			✓	
5.	Private education gains investment opportunities through government support for Public Private Partnerships (PPPs).		✓			✓	
6.	Saudi Nationalization Scheme creates an increase in demand for skilled national workers.	✓				✓	
Force N	Political factors: Threats	Importance			Likelihood		
		H	M	L	H	M	L
1.	Due to Saudi Arabia's opening of the higher education sector to foreign investment, foreign universities may open branches in the kingdom. As a result, private universities may find it harder to attract students.		✓			✓	
2.	Companies may face higher HR costs and lower productivity as more-qualified foreign employees shoulder the workload due to the Saudi Nationalization Scheme.		✓			✓	

B. Economic Factors

It is crucial that economic factors be considered by organizations when doing business and determining their profitability. It is possible to consider several economic factors as opportunities or threats for higher education institutions. Due to the shift in education policy toward cutting funding for public colleges and universities, the expansion of private higher education remains viable from a business opportunities perspective. Government funding reductions, however, will lead to increased competition between higher education institutions, as public universities now seek other income sources.

As shown in the table below, each economic factor affecting DAU has been ranked according to its importance and likelihood.

Force N	Economic Factors: Opportunities	Importance			Likelihood		
		H	M	L	H	M	L
1.	It is possible to explore more investment opportunities in the education sector with the existence of incentive and stimulating regulatory environments.		✓			✓	
2.	The reduction in government funding for public universities reduces their capacity to absorb students, opening the door for private universities to expand their enrollments.		✓			✓	
3.	A changing labor market creates new job specialties that require different skills. By updating and launching new programs, private universities can take advantage of this opportunity.	✓			✓		
4.	The affordability of Saudi Arabian families continues to make it attractive for them to spend more on their children's education.		✓			✓	
5.	Supply shortages in the public education sector require more investment to meet unmet demand.	✓			✓		
Force N	Economic Factors: Threats	Importance			Likelihood		
		H	M	L	H	M	L
1.	Inflation places a premium on education and increases fees that are already considered high for many households with low to mid-incomes. This is considered an obstacle to increasing the enrollment of students and increasing private universities' share of the market.		✓			✓	
2.	The reduction of government funding increases competition between universities, as public universities must find new revenue sources to remain competitive.	✓			✓		

C. Sociocultural Factors

In Saudi Arabia, the socio-cultural factors play a vital role in the higher education institutions market, especially DAU. The sociocultural factors were examined based on the following dimensions:

- Demographic trends.
- Career/education attitudes & expectations.
- Level of education in KSA and students' preferences.
- The impact of Media on the mental image.
- Globalization trends.

As shown in the table below, each sociocultural factor affecting DAU has been ranked according to its importance and likelihood.

Force N	Sociocultural factors: Opportunities	Importance			Likelihood		
		H	M	L	H	M	L
1.	In Saudi Arabia, there is a high proportion of youth, which creates an opportunity to increase university enrollments.	✓			✓		
2.	Having a large Saudi population and affluent families living in Riyadh creates a greater potential demand for private universities in the city.	✓			✓		
3.	With the growing demand for practical skills and entrepreneurship, and a wide range of specialties, private universities have the opportunity to introduce programs to help meet this need.	✓			✓		
4.	To meet society's changing demands, postgraduate programs and collaborations with public and private sectors are developed to meet research needs.		✓			✓	
5.	By leveraging social media, private universities can increase their visibility and reputation and attract more students.		✓			✓	
6.	Global education enables private universities to develop online programs that meet international standards, enhance collaborations with international universities, and develop student exchange programs.	✓				✓	
Force N	Sociocultural factors: Threats	Importance			Likelihood		
		H	M	L	H	M	L
1.	The lack of community awareness of the importance of collaboration in research hinders the ability of research to meet changing community needs.		✓			✓	
2.	Some students/parents may prefer to study abroad at foreign universities, public universities, or private universities that have joint programs with foreign reputable universities.	✓			✓		
3.	Due to the globalization of education, private universities face increased competition.	✓			✓		

D. Technological factors

To achieve Vision 2030, it is necessary for the education sector to undergo a digital transformation. The shift towards the digitalization of education and training systems has accelerated significantly. It is imperative that higher education institutions transform their existing teaching and learning models to survive and remain competitive. The tendency of the technological environment to grow will result in a rapid development of international activities at the university. By using modern technologies, digitalization in education can add value and increase effectiveness rather than simply being digital. Despite posing various challenges, this emerging trend is more of an opportunity than a threat to higher education.

As shown in the table below, each technological factor affecting DAU has been ranked according to its importance and likelihood.

Force N	Technological factors: Opportunities	Importance			Likelihood		
		H	M	L	H	M	L
1.	Technological advancements can improve private universities' business practices, products, and relationships with stakeholders. Additionally, they can develop innovative products and services.	✓				✓	
2.	Enhancement of the university's Internet through 5G services.	✓				✓	
Force N	Technological factors: Threats	Importance			Likelihood		
		H	M	L	H	M	L
1.	The benefits of advanced technology come with costs, some obvious, others long-term and hidden, create nearly constant, stressful social changes, and are often accompanied by ethical and reliability issues.		✓			✓	

E. Environmental factors

Higher education institutions may be affected by emerging environmental (ecological) policies and a growing awareness of eco-friendly living. As an example, Saudi universities should incorporate the current trend of shifting to a digital and eco-friendly environment into their strategic planning. Sustainable development and the environment will likely be impacted by digital transformation in both positive and negative ways. Among Saudi Arabia's responses to emerging environmental policies is the Saudi Green Initiative. Various eco-friendly practices are being promoted in Saudi universities by the Ministry of Education to achieve sustainability. The university can capitalize on this trend by creating a sustainable environment, educating students on sustainability, and increasing intellectual and scientific production to offset its consumption of natural resources. In order to support sustainable development goals, DAU will need to invest more in an efficient and reliable infrastructure.

As shown in the table below, each environmental factor affecting DAU has been ranked according to its importance and likelihood.

Force N	Environmental Factors: Opportunities	Importance			Likelihood		
		H	M	L	H	M	L
1.	The Saudi Arabia & Middle East Green Initiatives and the 2030 Vision offer opportunities for launching new programs and conducting research on “sustainable development”.			✓		✓	
2.	In response to increasing public awareness and environmental policies, universities have the opportunity to align their governance structures with the sustainable development goals.			✓		✓	
3.	With the shift to a digital environment and an eco-friendly environment, universities have an opportunity to benefit economically as well as meet the increasing expectations of stakeholders in terms of demonstrating environmental responsibility and using clean energy, as well as reducing resources consumed.			✓		✓	
4.	The COVID-19 provided higher education with a unique opportunity for embracing internationalization and experiential learning.			✓		✓	
Force N	Environmental Factors: Threats	Importance			Likelihood		
		H	M	L	H	M	L
1.	Damage to the university’s infrastructure can occur as a result of natural disasters such as floods and fires.		✓				✓
2.	The spread of viral infections resulting in a shift to remote learning can negatively impact the quality of learning and examination processes, particularly for practical courses.			✓			✓

F. Legal factors

The higher education system is regulated and governed by government laws and regulations. Saudi Arabia's government regulates both public and private universities and provides legal structures and recognition for all higher education institutions. As a result, Saudi Arabia is able to ensure commitment to the government's strategic goals and ensure that education is maintained in the Kingdom. Complying with accreditation requirements is another legal factor that influences universities' performance. By meeting national and international accreditation requirements, DAU can increase the quality of its education program and boost public confidence.

As shown in the table below, each legal factor affecting DAU has been ranked according to its importance and likelihood.

Force N	Legal Factors: Opportunities	Importance			Likelihood		
		H	M	L	H	M	L
1.	The National Anti-Corruption Authority (Nazaha) is a very valuable tool to promote integrity and transparency in academia.	✓			✓		
2.	By meeting national and international accreditation requirements, the quality of the education program is improved, and public confidence is increased.	✓			✓		
Force N	Legal Factors: Threat	Importance			Likelihood		
		H	M	L	H	M	L
1.	Private universities operations and performance are impeded by a lack of flexibility given by law to universities related to management, quality, and funding issues.	✓			✓		

3.2.2 Industry Analysis: Porter's Five Forces

Porter's Five Forces analysis is a framework for analyzing the competitive environment of an industry. An organization's profitability is determined by the number and power of its competitors, potential new competitors, suppliers, customers, and substitute products. Based on Porter's Five Forces analysis, DAU faces the following opportunities and threats:

A. Industry Rivalry

Rivalry among existing competitors takes many forms, including price discounting, new product introductions, advertising campaigns, and service improvements. Increasing rivalry limits the profitability of an industry, and Porter suggests that organizations seeking competitive advantage might employ one of three strategies: cost leadership, differentiation, or a focus strategy focusing on a specific group of buyers.

In evaluating industry rivalry, the following factors need to be considered:

- Number of Competitors.
- Diversity of Competitors.
- Industry Concentration.
- Industry Growth.
- Barriers to Exit

The table below summarizes the opportunities and threats associated with industry rivalry that affect DAU. They are ranked according to their importance and likelihood.

Force N	Rivalry Among Existing Competitors: Opportunities	Importance			Likelihood		
		H	M	L	H	M	L
1.	The new educational market requirements have encouraged universities to increase their market share by expanding, diversifying their offerings, and exhibiting strong quality differentiation.	✓				✓	
2.	Private higher education expansion offers opportunities for DAU enrollment to grow.	✓			✓		
3.	A changing labor market creates new job specialties that require different skills. By updating and launching new programs, private universities can take advantage of this opportunity.	✓			✓		
4.	National and international accreditation bodies offer higher education institutions the opportunity to enhance their brand and image.	✓			✓		
Force N	Rivalry Among Existing Competitors: Threats	Importance			Likelihood		
		H	M	L	H	M	L
1.	As public universities offer more tuition-based programs, private universities face increasing competition.	✓			✓		

B. Threat of New Entrants

In an industry, new entrants bring new capacities and a desire to gain market share, which puts pressure on prices, costs, and investment rates. If the barriers to entry remain high, the threat of new entrants is low. In Porter's view, the threat of new entrants is directly related to the barrier to entry. According to Porter, not necessarily does the entry of new competitors that drives competition and affects profitability, it is rather the threat of new entrants to the market. Among the potential entrants are new institutions, international universities opening branches in the kingdom, and duplicates of current institutions.

A threat of new entrants should consider the following factors:

- Barriers to Entry.
- Economies of Scale.
- Brand Loyalty.
- Capital Requirements.
- Government Policies.
- Access to Distribution Channels

The table below summarizes the opportunities and threats associated with new entrants that affect DAU. They are ranked according to their importance and likelihood.

Force N	Threat of New Entrants: Opportunities	Importance			Likelihood		
		H	M	L	H	M	L
1.	The legal and capital requirements for establishing a new university discourage private investment.	✓				✓	
2.	Growth in the private higher education market increases college and class sizes with positive financial results.	✓			✓		
3.	Through brand loyalty, private universities are able to sell premium products, create barriers to entry for competitors, and lower marketing strategy costs.	✓			✓		
4.	Government funding cuts reduce public universities' capacity to absorb students, providing an opportunity for private universities to increase enrollments.		✓			✓	
Force N	Threat of New Entrants: Threats	Importance			Likelihood		
		H	M	L	H	M	L
1.	Due to the globalization of education, private universities face increased competition.	✓				✓	
2.	Local newcomers entering the private higher education.	✓					✓
3.	There are new programs available from existing players that compete directly with current DAU's programs.	✓			✓		
4.	There are some universities that offer low tuition programs and partial scholarships that deter prospective students from enrolling at DAU.	✓			✓		

C. Bargaining Power of Buyers

When powerful customers drive down prices and demand better quality or more service, industry suppliers are forced to compete more aggressively against each other. This is usually at the expense of profitability.

In assessing buyer bargaining power, it is important to consider the following factors:

- Switching Costs.
- A diversified customer base and fragmented buyers.

The table below summarizes the opportunities and threats associated with bargaining power of buyers that affect DAU. They are ranked according to their importance and likelihood.

Force N	Bargaining Power of Buyers: Opportunities	Importance			Likelihood		
		H	M	L	H	M	L
1.	Students' perceptions of switching costs in the education sector include both financial and non-financial factors, such as the loss of friendships or credits lost when switching schools.	✓				✓	
2.	Higher affordability with wider education options	✓			✓		
Force N	Bargaining Power of Buyers: Threats	Importance			Likelihood		
		H	M	L	H	M	L
1.	A diversified customer base and fragmented buyers: students who look for flexibility and ease of admission requirements and relaxed atmosphere, students who are keen to get quality education, and students who are concerned about the cost of their education in private institutions.	✓			✓		
2.	There is a focus on the quality of education among students.	✓			✓		

D. The Threat of Substitutes

A substitute product performs a similar function to an industry's product using different means. As a result of high substitution threats, industry profitability can be affected since such threats can limit prices. An industry will suffer both in profitability and growth potential if it fails to differentiate itself from substitutes through product performance, marketing, or other means. When substitute products become available, the demand for a product becomes more elastic since customers have more choices. Therefore, substitute products create competition on the market, providing consumers with choices and products at the best price, and forcing companies to innovate and improve in order to remain competitive.

In Riyadh, there are two main substitutes for private higher education. The first is tuition-based programs at public universities. Public universities may now offer tuition-based degree programs under the new Law of Higher Education in Saudi Arabia. Undergraduate students who do not get accepted to the university's free undergraduate programs now have the option of enrolling in 2-Year Diploma programs. A tuition-based program will now be offered at public universities at the graduate level. Public universities tuition rates are typically much lower than those at private universities, making these programs more attractive to prospective students. Online programs are another substitute, offered by many international universities with competitive tuition, making them a convenient option for students.

The table below summarizes the opportunities and threats associated with the threat of substitutes that affect DAU. They are ranked according to their importance and likelihood.

Force N	Threat of Substitutes: Opportunities	Importance			Likelihood		
		H	M	L	H	M	L
1.	Tuition-based diploma program graduates may choose to enroll in private universities to bridge to a bachelor's degree.	✓			✓		
2.	Online degree programs as a substitute for traditional degree programs.	✓					✓
Force N	Threat of Substitutes: Threats	Importance			Likelihood		
		H	M	L	H	M	L
1.	Tuition-based diploma programs in public universities encourage students who are concerned with the cost of education to push aside any idea of enrolling in private colleges and universities until they get their diploma thus reducing interest in immediate enrollment in private universities.	✓			✓		
2.	Private universities will be adversely affected by online degrees offered by international universities.	✓					✓

E. Bargaining Power of Suppliers

In industry analysis, suppliers are those who provide material, information, and knowledge that enable an organization to produce its products. A supplier may include organizations that provide auxiliary services to a higher education institution. Among these are bookstores, health clinics, food services, and all other services offered on a university campus. However, these suppliers complement the core services of teaching, research, and service. Faculty and non-academic support staff are therefore the main suppliers in higher education. Applicants for positions available in private higher educational institutions in the kingdom may indicate that suppliers have lower bargaining power, so this issue does not need to be considered.

The table below summarizes the opportunities associated with bargaining power of suppliers that affect DAU. They are ranked according to their importance and likelihood.

Force N	Bargaining Power of Suppliers: Opportunities	Importance			Likelihood		
		H	M	L	H	M	L
1.	Presence of a large number of suppliers	✓					✓
2.	Shortage of skilled staff	✓					✓

3.3 SWOT Matrix

DAU's SWOT matrix is developed by combining strengths and weaknesses from our internal environment analysis using brainstorming and focus groups, as well as opportunities and threats from analyzing DAU's external environment using Porter's Five Forces and PESTEL. The SWOT matrix is a powerful strategic planning tool that lists strengths, weaknesses, opportunities, and threats in a single table. As a result, strategy attributes such as DAU's values, mission, and vision can be set. However, SWOT analysis alone is not sufficient to generate actionable improvement ideas. For that, the TOWS matrix is necessary for providing future-oriented strategic options for improvement by contrasting strengths and weaknesses with opportunities and threats (reported in section 5.3).

As a result of analyzing DAU's internal and external environments, the following are the identified strengths, weaknesses, opportunities, and threats.

DAU's SWOT Matrix

Sn	Strengths points	Sn	Weaknesses points
1.	The pursuit of Academic Accreditation has increased the university's interest in promoting scientific research and community engagement at DAU.	1.	Colleges, deanships, and departments do not receive a specific annual budget.
2.	A key to DAU's success and continuity has been the personal and caring relationships between staff and students.	2.	A lack of awareness of the investment opportunities, coupled with the absence of an entity focused on studying investment opportunities limits DAU's ability to diversify its income sources.
3.	Faculty members who are capable and competent to achieve excellence and creativity.	3.	Insufficient use of modern marketing techniques (for example: exhibitions and social media) to attract new students.
4.	An appropriate infrastructure as well as human and material resources are available to implement community service programs that enhance DAU's image.	4.	Lack of enhanced admission requirements and performance standards to attract high-quality students.
5.	DAU has a quick admissions process, which appeals to some students.	5.	Underutilization of DAU's facilities (theaters, halls, sports facilities, etc.).
6.	Suitable infrastructure and facilities.	6.	In the absence of an installment payment system, some students delay registering.
7.	Reducing costs and rationalizing consumption by utilizing modern technology.	7.	The overemphasis on meeting students' preferences sometimes adversely affects educational standards.
8.	DAU's faculty and staff members are culturally and professionally diverse	8.	Students and faculty members find the university library uncomfortable, lacking learning resources, and poorly serviced, including printing services.

9.	Academic and administrative operations are governed by appropriate policies and procedures.	9.	Students find a lack of DAU's social life, extracurricular activities, and support services compared to other private universities.
10.	The possibility to develop undergraduate and graduate programs in specializations that meet the new demands of the labor market like programs and specializations related to technology, artificial intelligence, cyber security, and modern communication methods.	10.	Insufficient communication with alumni, resulting in alumni's low participation in DAU's activities and lack of learning and development opportunities.
11.	Using electronic learning systems and global electronic platforms to provide comprehensive digital content for the educational process.	11.	Faculty members' high teaching loads and academic responsibilities negatively impact their teaching, research, and academic performance.
12.	Implementation of quality system and academic accreditation standards.	12.	No clear community partnership strategy at DAU.
13.	An organizational climate that encourages faculty cooperation.	13.	Lack of an updated organizational structure and guidelines to define responsibilities and coordinate the activities of departments and units across DAU.
14.	DAU's unique geographical location attracts students and encourages faculty and staff members to work in.	14.	Lack of infrastructure, culture, and programs that facilitate scientific research and data analysis.
15.	DAU has financial and human resources that can be utilized to attract students.	15.	DAU's Internet network is very weak, and the university's digital infrastructure is outdated.
16.	Success of DAU in obtaining academic accreditation from the Education & Training Evaluation Commission (ETEC) for most of its programs should reflect positively on its branding and image in the market and improve chances for a successful repositioning strategy emphasizing quality enhancement.	16.	The limited social and cultural activities weaken the students' attachment to DAU and their sense of belonging.
		17.	An ineffective performance monitoring system weakens the financial and moral motivation of distinguished employees.
		18.	The organizational environment is not conducive to nurturing a sense of belonging.

SN	Opportunities	SN	Threats
1.	Global education enables private universities to develop online programs that meet international standards, enhance collaborations with international universities, and develop student exchange programs. (H, M)	1.	A diversified customer base and fragmented buyers: students who look for flexibility and ease of admission requirements and relaxed atmosphere, students who are keen to get quality education, and students who are concerned about the cost of their education in private institutions. (H,H)
2.	The National Anti-Corruption Authority (Nazaha) is a very valuable tool to promote integrity and transparency in academia. (H, H)	2.	Inflation places a premium on education and increases fees that are already considered high for many households with low to mid-incomes. This is considered an obstacle to increasing the enrollment of students and increasing private universities' share of the market. (H,H)
3.	The new educational market requirements have encouraged universities to increase their market share by expanding, diversifying their offerings, and exhibiting strong quality differentiation. (H, M)	3.	The lack of community awareness of the importance of collaboration in research hinders the ability of research to meet changing community needs. (M, M)
4.	Tuition-based diploma program graduates may choose to enroll in private universities to bridge to a bachelor's degree. (H,H)	4.	Technological advancements can improve private universities' business practices, products, and relationships with stakeholders. Additionally, they can develop innovative products and services. (M, M)
5.	Saudi Arabia's openness of higher education to private investment promotes the development and sustainability of the private higher education sector. (H,M)	5.	Tuition-based diploma programs in public universities encourage students who are concerned with the cost of education to push aside any idea of enrolling in private colleges and universities until they get their diploma thus reducing interest in immediate enrollment in private universities. (H,H)
6.	Students' perceptions of switching costs in the education sector include both financial and non-financial factors, such as the loss of friendships or credits lost when switching schools. (H,H)	6.	Due to Saudi Arabia's opening of the higher education sector to foreign investment, foreign universities may open branches in the kingdom. As a result, private universities may find it harder to attract students. (M, M)
7.	National and international accreditation bodies offer higher education institutions the opportunity to enhance their brand and image. (H,H)	7.	As public universities offer more tuition-based programs, private universities face increasing competition. (H, H)
8.	Having a large Saudi population and affluent families living in Riyadh creates a greater potential demand for private universities in the city. (H,H)	8.	Some students/parents may prefer to study abroad at foreign universities, public universities, or private universities that have joint programs with foreign reputable universities. (H,H)

9.	A changing labor market creates new job specialties that require different skills. By updating and launching new programs, private universities can take advantage of this opportunity. (H,H)	9.	Private universities operations and performance are impeded by a lack of flexibility given by law to universities related to management, quality, and funding issues. (H, H)
10.	By leveraging social media, private universities can increase their visibility and reputation and attract more students. (M,M)	10.	Private higher education institutions are challenged by stakeholders' focus on the quality of education. (H, H)
11.	Private education gains investment opportunities through government support for Public Private Partnerships (PPPs). (M, M)	11.	There are some universities that offer low tuition programs and partial scholarships that deter prospective students from enrolling at DAU. (H,H)
12.	Private higher education expansion offers opportunities for DAU enrollment to grow. (H,H)		
13.	By meeting national and international accreditation requirements, the quality of the education program is improved, and public confidence is increased. (H, H)		
14.	To meet society's changing demands, postgraduate programs and collaborations with public and private sectors are developed to meet research needs. (M, M)		
15.	Growth in the private higher education market increases college and class sizes with positive financial results. (H, H)		
16.	Technological advancements can improve private universities' business practices, products, and relationships with stakeholders. Additionally, they can develop innovative products and services. (H, M)		
17.	In Saudi Arabia, there is a high proportion of youth, which creates an opportunity to increase university enrollments. (H,H)		
18.	Supply shortages in the public education sector require more investment to meet unmet demand. (H,H)		

4. DAU's Strategy Attributes

4.1 Strategy Attributes: Key points

One of the most significant outcomes of SWOT analysis is that it helps form and set the organization's general strategy attributes. Strategy attributes are a set of fundamental ideas that allow for a more targeted and consistent approach to strategy over time. With this approach, the organization can achieve its strategic goals and unify its improvement efforts across all levels. A key part of the strategy attributes process is formulating the organization's mission statement, which establishes its purpose and explains why the organization exists and developing a vision statement for the organization that explains what the organization hopes to achieve in the future and where it wants to go. In addition, strategy attributes entail setting the organization's values, which refer to the guiding principles that provide the institution with purpose and direction.

Having strategy attributes in place allows setting up of strategic objectives, developing plans to reach them, and determining appropriate resources and operational format needed to succeed. A higher education institution's primary objective is to provide its students with high-quality education and learning experience, conduct scientific research, and provide community service to its stakeholders that meets the needs of the society. All of this will be achieved by enhancing DAU's human, fiscal, and technological capital, as well as its work environment, internal processes, stakeholder satisfaction and loyalty, in addition to its financial performance. As a result of these challenges, it is imperative that we address the following six strategic issues:

- *Improving the quality of academic services:* it includes expanding teaching and learning opportunities, developing academic programs and curricula, and enhancing learning resources.
- *Developing the scientific research and innovation system:* it includes developing scientific research, promoting postgraduate studies, consolidating a culture of innovation and nurturing innovators.
- *Enhancing Community Engagement & social responsibility and partnership:* it includes enhancing identity and media communication, developing community partnerships, and providing community services.
- *Promoting stakeholder satisfaction (Students, Alumni, Employers and Community):* it includes enhancing the relationship with stakeholders, providing new services which meet their expectations, thus enhancing the reputation and good image of the university.
- *Sustainability of DAU's financial resources:* it includes raising the efficiency of financial performance by diversifying sources of income, contributing to maximizing the utilization of available resources, and good management of costs.
- *Developing the university's capabilities:* it includes the sustainability and development of the communication and information technology system, the learning resources, the administrative system, the human resources, and the infrastructure.

According to SWOT analysis, it is imperative that DAU's strategy attributes, namely its vision, mission, and values should be updated along with its strategic objectives. Consequently, it will be able to improve its performance at all levels and enhance its ability to address the challenges it faces. It will also enable DAU to determine the most effective ways to handle those challenges.

Accordingly, DAU has revised its vision and mission statements as well as its core values. Representatives of various stakeholders participated in the revision process to ensure an outcome with wide consensus. Many workshops for all stakeholders were held as part of the process of updating DAU's strategy attributes based on the strengths, weaknesses, opportunities, and threats it faces, as revealed by SWOT analysis. This was followed by a survey of stakeholders seeking their views on the revised vision and mission statements, and values, with the results being very positive.

4.2 Strategy Attributes: Statements

The following are the updated vision and mission statements, and values adopted by DAU:

4.2.1 DAU's Vision

To be a world-class university

4.2.2 DAU's Mission

To inspire professional and personal success of our graduates through excellence in education, research, and community engagement.

4.2.3 DAU's Values

- **Academic Excellence:** A commitment to providing quality and excellence in all educational processes.
- **Innovation and Creativity Nurturing:** A commitment to the development of original ideas and innovative approaches to solving complex problems.
- **Knowledge Empowerment:** A commitment to the expansion and deepening of knowledge to give graduates greater power over both their professional and personal lives.
- **A Welcoming Community:** A commitment to maintaining a strong sense of community among students, faculty, and staff.
- **Fostering Ethical Conduct:** A commitment to providing a values-based education and to promote the development of ethical judgment and behavior.

4.3 Strategy Attributes: Validation with stakeholders

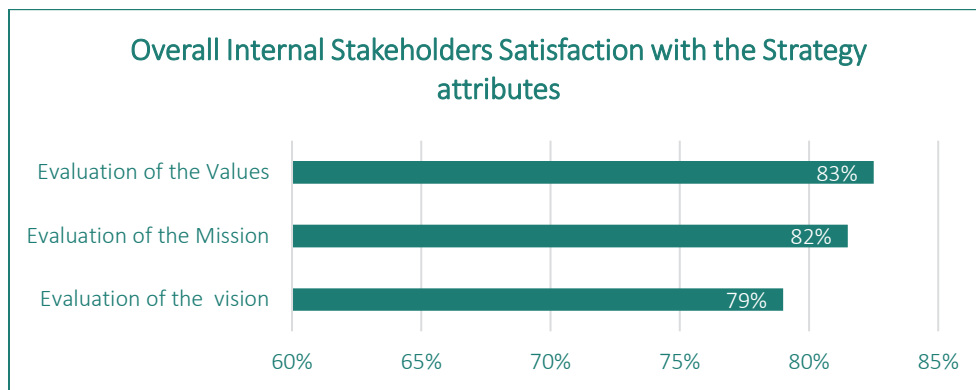
As part of the participation of all internal and external stakeholders (academic leaders, faculty members, other staff members, students, alumni, employers, high school students and parents) in the development of the strategic plan, stakeholders were invited to evaluate the proposed updating of the strategy attributes of the university, vision, mission, and values, through a widely distributed survey to all stakeholders to gauge their opinion on the suitability of the proposed statements. An analysis of stakeholder responses to DAU's vision, mission, and values is presented in the following charts.

4.3.1 Overall Stakeholders Satisfaction with the Proposed Strategy attributes

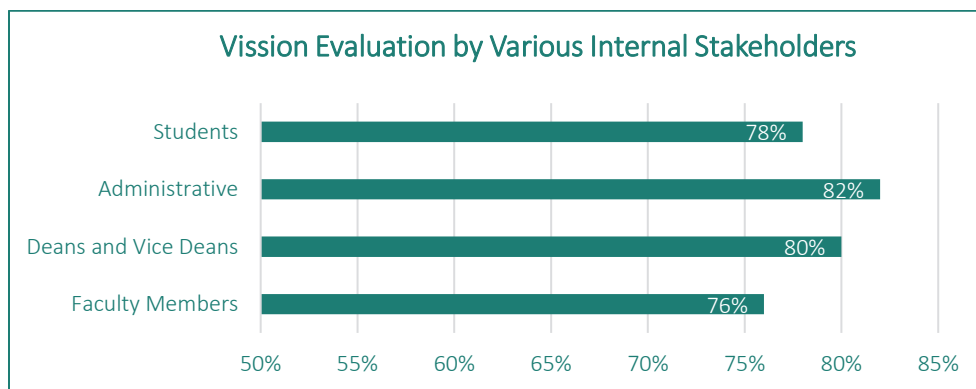


The majority of DAU’s stakeholders agree with the proposed vision (77%), mission (79%), and values (79%).

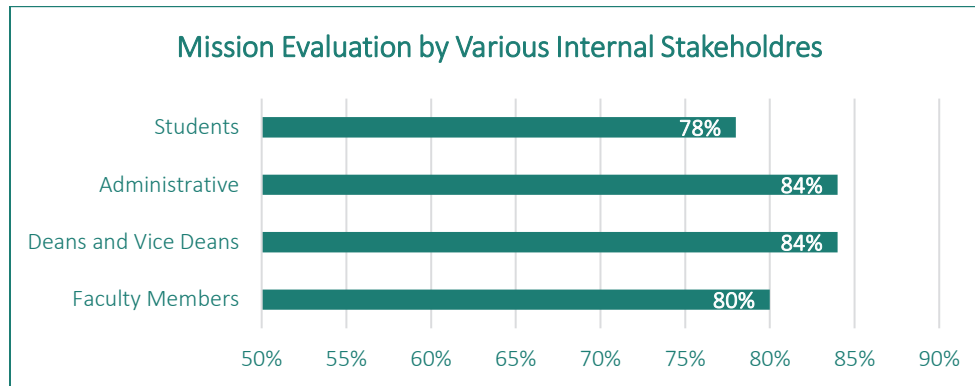
4.3.2 Internal Stakeholders Satisfaction with the Proposed Strategy attributes



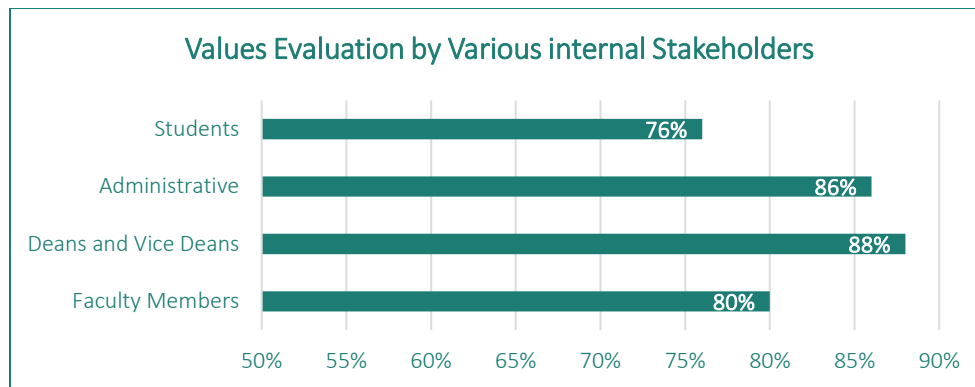
The majority of DAU’s internal stakeholders agree with the proposed vision (83%), mission (82%), and values (79%).



The majority of students (78%), administrative staff (82%), deans and vice-deans (80%), and faculty members (76%) agree with the proposed DAU's vision.

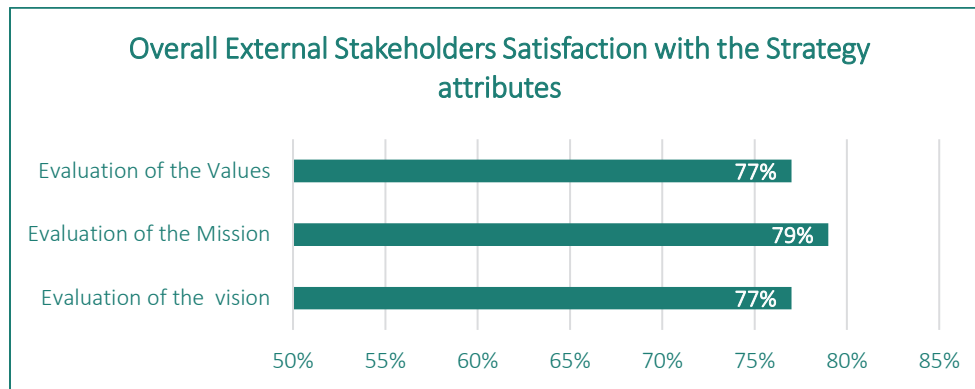


The majority of students (78%), administrative staff (84%), Deans and Vice-deans (84%), and faculty members (80%) agree with the proposed DAU's mission.



The majority of students (76%), administrative staff (86%), Deans and Vice-deans (88%), and faculty members (80%) agree with the proposed DAU's values.

4.3.3 External Stakeholders Satisfaction



The majority of DAU’s external stakeholders agree with the proposed vision (77%), mission (79%), and values (77%).

5. Balanced Scorecard Approach to DAU’s Strategic Planning

5.1 A New Approach in HEIs Performance Evaluation: The Balanced Scorecard

5.1.1 Balanced Scorecard’s Four Perspectives in HEIs

The strategic planning methodology adopted is the BSC developed by Robert Kaplan and David Norton (1992) and considered as a strategic performance measurement framework. Numerous papers have been published on the application of the BSC framework to strategic planning in HEI in general and in private colleges and universities.

The BSC approach links the strategy of the HEI to measurable goals and objectives from four perspectives (financial, customer, internal process, and learning and growth) rather than focusing on its operational performance and using quantitative financial measures. Benefits and advantages of using BSC approach in strategic planning include the following:

- HEIs use the BSC framework to map their performance improvement strategies and establish connections at multiple organizational levels.
- The framework identifies cause-and-effect relationships among the four perspectives of the Balanced Scorecard.
- The strategy map component of the BSC provides a graphical description of the HEI’s strategy, including the interrelationships of its elements. This map is considered the blueprint for the organizational plan.
- The BSC’s cascading process gives the HEI a tool for taking the scorecard down to departmental, unit, divisional, or individual measures of performance, resulting in a consistent focus at all organizational levels. Ideally, these measures of performance at the various levels directly relate

to the HEI's strategy; if not, the HEI is just benchmarking its metrics.

- The cascading of the scorecard also presents employees with a clear image of how their individual actions make a difference in relation to the HEI's strategic objectives. The cascaded scorecard creates alignment among the performance measurement outcomes throughout the various organizational levels.
- The BSC is a powerful communications tool across all organizational levels.

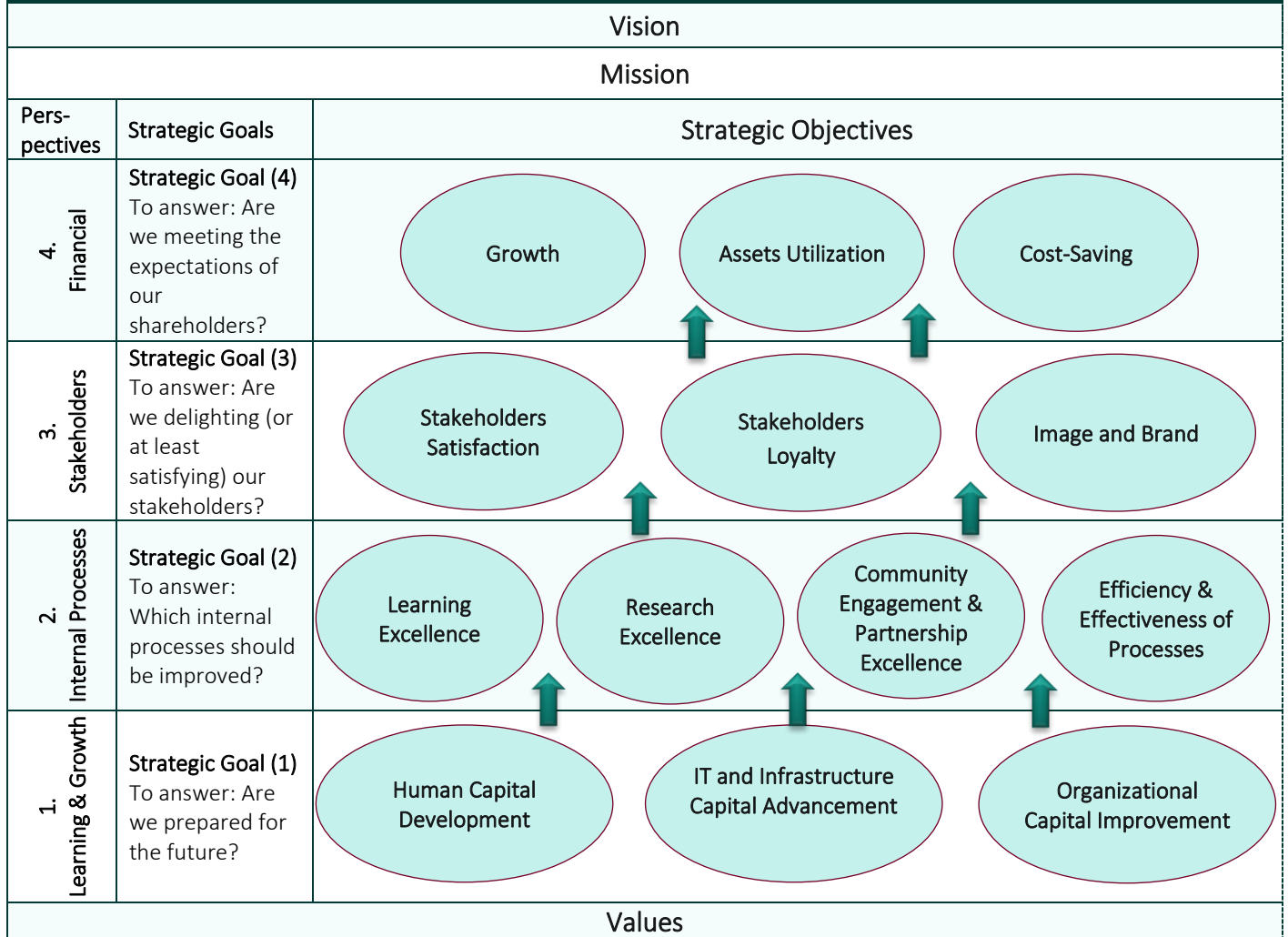
The BSC framework's four perspectives in HEIs in general and in universities especially take the following form:

1. **Learning and Growth Perspective:** According to this perspective, the university's objectives and measures aim to close a gap between current human capital, informational capital, and organizational capital, on the one hand, and the environment needed to maintain success, on the other, and to ensure sustainable performance in the future.
2. **Internal Process Perspective:** The objectives and measures in this perspective are meant to identify the key processes that university must excel at to continue adding value to students and ultimately shareholders. These processes include learning, research, community engagement, partnerships, and management.
3. **Stakeholder Perspective:** The objectives and measures in this perspective focus on maximizing the value proposition of the customer, through improving stakeholders' satisfaction, loyalty, and perception of the university in terms of its ability to provide enriching learning experiences to its students.
4. **Financial Perspective:** Through the objectives and measures in this perspective, the university aims to ensure that by meeting the objectives and measures chosen in the other three perspectives, its financial performance will be positively impacted by growth prospects, improved asset utilization, and cost-savings.

5.1.2 Strategy Map of the Balanced Scorecard Framework in HEIs

The Strategy Map of the BSC is one of the key elements of the balanced scorecard framework. This one-page graphic representation shows how the critical elements of a HEI's strategies interrelate to create value, by focusing on each of the four perspectives for the success of the organizational strategy. Moreover, the strategy map is an effective tool for quickly and clearly communicating the HEI's overall objectives to employees so that they can understand it and fit in. The following figure represents a typical strategy map of HEI, illustrating how a strategy map for HEI could be displayed.

Strategy Map Prototype for a Higher Education Institution



5.2 DAU's SWOT Analysis by BSC perspectives

BSC adoption requires redistributing strengths, weaknesses, opportunities, and threats identified in SWOT matrix analysis according to the four BSC perspectives: financial, customer, internal processes, and learning and growth. In the following tables DAU's SWOT Matrix analysis is presented, identifying and categorizing strengths, weaknesses, opportunities, and threats according to each BSC perspective.

5.2.1 SWOT Matrix: Learning and Growth perspective

In the table below the strengths, weaknesses, opportunities, and threats associated with the learning and growth perspective are presented.

Strengths	Weaknesses
<p>LS1 Competent and creative faculty members: Faculty members who are capable and competent to achieve excellence and creativity.</p> <p>LS2 Good Infrastructure and facilities: Suitable infrastructure and facilities.</p> <p>LS3 Usage of electronic learning systems and global electronic platforms: Using electronic learning systems and global electronic platforms to provide comprehensive digital content for the educational process.</p> <p>LS4 Appropriate Organizational climate: An organizational climate that encourages faculty cooperation.</p> <p>LS5 Cultural and professional diversity: DAU's faculty and staff members are culturally and professionally diverse.</p>	<p>LW1 High teaching and other academic tasks loads: Faculty members' high teaching loads and academic responsibilities negatively impact their teaching, research, and academic performance.</p> <p>LW2 Outdated and undeveloped digital infrastructure: DAU's Internet network is very weak, and the university's digital infrastructure is outdated.</p> <p>LW3 Uncomfortable central library: Students and faculty members find the university library uncomfortable, lacking learning resources, and poorly serviced, including printing services.</p>
Opportunities	Threats
<p>LO1 Technological-advanced based educational products and services: Technological advancements can improve private universities' business practices, products, and relationships with stakeholders. Additionally, they can develop innovative products and services. (H, M)</p> <p>LO2 New horizon of Global Education System: Global education enables private universities to develop online programs that meet international standards, enhance collaborations with international universities, and develop student exchange programs. (H, M)</p> <p>LO3 National Anti-Corruption Authority (Nazaha) Regulations: The National Anti-Corruption Authority (Nazaha) is a very valuable tool to promote integrity and transparency in academia. (H, H)</p>	<p>LT1 Excessive Requirements of Advanced technology: Technological advancements can improve private universities' business practices, products, and relationships with stakeholders. Additionally, they can develop innovative products and services. (M, M)</p>

5.2.2 SWOT Matrix: Internal Process perspective

In the table below the strengths, weaknesses, opportunities, and threats associated with the internal process perspective are presented.

Strengths	Weaknesses
<p>IPS1 Impact of Academic Accreditation on Research and Community Engagement: The pursuit of Academic Accreditation has increased the university's interest in promoting scientific research and community engagement at DAU.</p> <p>IPS2 Good Capabilities for Community Services: An appropriate infrastructure as well as human and material resources are available to implement community service programs that enhance DAU's image.</p> <p>IPS3 Effective Policies and Procedures: Academic and administrative operations are governed by appropriate policies and procedures.</p> <p>IPS4 Effective Quality System: Implementation of quality system and academic accreditation standards.</p>	<p>IPW1 inadequate research infrastructure and facilities: Lack of infrastructure, culture, and programs that facilitate scientific research and data analysis.</p> <p>IPW2 Non-updated community partnership strategy: No clear community partnership strategy at DAU.</p> <p>IPW3 Non-updated organizational structure: Lack of an updated organizational structure and guidelines to define responsibilities and coordinate the activities of departments and units across DAU.</p> <p>IPW4 Unconducive organizational environment fostering belonging: The organizational environment is not conducive to nurturing a sense of belonging.</p> <p>IPW5 Ineffective performance monitoring system: An ineffective performance monitoring system weakens the financial and moral motivation of distinguished employees.</p>
Opportunities	Threats
<p>IPO1 Accreditation positive impact on education process: By meeting national and international accreditation requirements, the quality of the education program is improved, and public confidence is increased. (H, H)</p> <p>IPO2 Increasing community demand for research: To meet society's changing demands, postgraduate programs and collaborations with public and private sectors are developed to meet research needs. (M, M)</p> <p>IPO3 PPP investment opportunities: Private education gains investment opportunities through government support for Public Private Partnerships (PPPs). (M, M)</p> <p>IPO4 Promising Educational market: The new educational market requirements have encouraged universities to increase their market share by expanding, diversifying their offerings, and exhibiting strong quality differentiation. (H, M)</p> <p>IPO5 Economies of scales provided by expanding private higher education: Growth in the private higher education market increases college and class sizes with positive financial results. (H, H)</p>	<p>IPT1 Public universities competition: As public universities offer more tuition-based programs, private universities face increasing competition. (H, H)</p> <p>IPT2 Insufficient community's research awareness: The lack of community awareness of the importance of collaboration in research hinders the ability of research to meet changing community needs. (M, M)</p> <p>IPT3 Inflexible Higher Private Education Regulations: Private universities operations and performance are impeded by a lack of flexibility given by law to universities related to management, quality, and funding issues. (H, H).</p> <p>IPT4 Challenges of stakeholders' focus on quality of education: Private higher education institutions are challenged by stakeholders' focus on the quality of education. (H, H)</p>

5.2.3 SWOT Matrix: Stakeholder perspective

In the table below the strengths, weaknesses, opportunities, and threats associated with the stakeholders perspective are presented.

Strengths	Weaknesses
<p>SS1 Prime DAU's location: DAU's unique geographical location attracts students and encourages faculty and staff members to work in.</p> <p>SS2 New programs to meet new market needs: The possibility to develop undergraduate and graduate programs in specializations that meet the new demands of the labor market like programs and specializations related to technology, artificial intelligence, cyber security, and modern communication methods.</p> <p>SS3 Personal and caring relationship: A key to DAU's success and continuity has been the personal and caring relationships between staff and students.</p> <p>SS4 Accreditation positive impact on branding: Success of DAU in obtaining academic accreditation from the Education & Training Evaluation Commission (ETEC) for most of its programs has reflected positively on its branding and image in the market and improved its chances for a successful repositioning strategy emphasizing quality enhancement.</p>	<p>SW1 Campus social life inadequacy: Students find a lack of DAU's social life, extracurricular activities, and support services compared to other private universities.</p> <p>SW2 Overemphasis on students' preferences: The overemphasis on meeting students' preferences sometimes adversely affects educational standards.</p> <p>SW3 inadequate students' sense of belonging: The limited social and cultural activities weaken the students' attachment to DAU and their sense of belonging.</p> <p>SW4 Tuition payment options limitation: In the absence of an installment payment system, some students delay registering.</p> <p>SW5 Inadequate alumni communication system: Insufficient communication with alumni, resulting in alumni's low participation in DAU's activities and lack of learning and development opportunities.</p>
Opportunities	Threats
<p>SO1 switching costs: Students' perceptions of switching costs in the education sector include both financial and non-financial factors, such as the loss of friendships or credits lost when switching schools. (H,H)</p> <p>SO2 New jobs learning requirements: A changing labor market creates new job specialties that require different skills. By updating and launching new programs, private universities can take advantage of this opportunity. (H,H)</p> <p>SO3 Social media potentials: By leveraging social media, private universities can increase their visibility and reputation and attract more students. (M,M)</p> <p>SO4 ETCT accreditation impact on image: National and international accreditation bodies offer higher education institutions the opportunity to enhance their brand and image. (H,H)</p> <p>SO5 Well off families: Having a large Saudi population and affluent families living in Riyadh creates a greater potential demand for private universities in the city. (H,H)</p>	<p>ST1 Fragmented market: A diversified customer base and fragmented buyers: students who look for flexibility and ease of admission requirements and relaxed atmosphere, students who are keen to get quality education, and students who are concerned about the cost of their education in private institutions. (H,H)</p> <p>ST2 Foreign universities: Due to Saudi Arabia's opening of the higher education sector to foreign investment, foreign universities may open branches in the kingdom. As a result, private universities may find it harder to attract students. (M, M)</p>

5.2.4 SWOT Matrix: Financial perspective

In the table below the strengths, weaknesses, opportunities, and threats associated with the financial perspective are presented.

Strengths	Weaknesses
<p>FS1 Financial and Human Capabilities: DAU has financial and human resources that can be utilized to attract students.</p> <p>FS2 Modern Technology Cost Saving: Reducing costs and rationalizing consumption by utilizing modern technology.</p> <p>FS3 DAU's speedy admission process: DAU has a quick admissions process, which appeals to some students.</p>	<p>FW1 Insufficient Use of Modern Communication Tools: Insufficient use of modern marketing techniques (for example: exhibitions and social media) to attract new students.</p> <p>FW2 Inefficient facilities utilization: Underutilization of DAU's facilities (theaters, halls, sports facilities, etc.).</p> <p>FW3 Centralized budgeting: Colleges, deanships, and departments do not receive a specific annual budget.</p> <p>FW4 Inadequate admission requirements and performance standards: Lack of enhanced admission requirements and performance standards to attract high-quality students.</p> <p>FW5 Unawareness of Investment Opportunities: A lack of awareness of the investment opportunities, coupled with the absence of an entity focused on studying investment opportunities limits DAU's ability to diversify its income sources.</p>
Opportunities	Threats
<p>FO1 Large Youth Population: In Saudi Arabia, there is a high proportion of youth, which creates an opportunity to increase university enrollments. (H,H)</p> <p>FO2 Shortages in Public Education Sector: Supply shortages in the public education sector require more investment to meet unmet demand. (H,H)</p> <p>FO3 Expanding Private Education Sector: Private higher education expansion offers opportunities for DAU enrollment to grow. (H,H)</p> <p>FO4 Bridging of Diploma Holders: Tuition-based diploma program graduates may choose to enroll in private universities to bridge to a bachelor's degree. (H,H)</p> <p>FO5 Public Promotion of Private Investments: Saudi Arabia's openness of higher education to private investment promotes the development and sustainability of the private higher education sector. (H,M)</p>	<p>FT1 High Tuition Cost: Inflation places a premium on education and increases fees that are already considered high for many households with low to mid-incomes. This is considered an obstacle to increasing the enrollment of students and increasing private universities' share of the market. (H,H)</p> <p>FT2 Tuition-based Diploma Programs Competition: Tuition-based diploma programs in public universities encourage students who are concerned with the cost of education to push aside any idea of enrolling in private colleges and universities until they get their diploma thus reducing interest in immediate enrollment in private universities. (H,H)</p> <p>FT3 Students' Preference for Foreign Universities Degrees: Some students/parents may prefer to study abroad at foreign universities, public universities, or private universities that have joint programs with foreign reputable universities. (H,H)</p> <p>FT4 Low-Tuition Competitors: There are some universities that offer low tuition programs and partial scholarships that deter prospective students from enrolling at DAU. (H,H)</p>

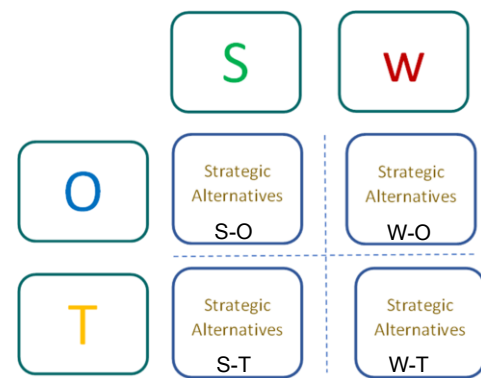
5.3 DAU's TOWS Analysis: Strategic Alternatives Generation

The SWOT analysis was very useful in identifying DAU's internal strengths and weaknesses and external opportunities and threats. It is considered as a starting point for developing strategies, but not for modeling reality or planning strategies based on it. Indeed, SWOT analysis does not indicate what actions should be taken in the near future, nor does it provide any guidance, prioritize issues, or suggest alternatives.

As an extension of SWOT analysis, TOWS analysis was used to help DAU to develop possible strategic alternatives to take advantage of opportunities, reduce threats, overcome weaknesses, and exploit strengths. As shown in the figure below, TOWS matrixes are typically constructed as follows:

Four dimensions of a TOWS analysis were used to generate potential initiatives:

- Strengths (S) to Opportunities (O): The S-O is focused on strategic alternatives that enable DAU to use its strengths to capitalize on opportunities.
- Strengths (S) to Threats (T): The S-T considers strategic alternatives using DAU's strengths to mitigate threats.
- Weaknesses (W) to Opportunities (O): The W-O enables DAU to generate strategic alternatives to avoid opportunities being inhibited by its weaknesses.
- Weaknesses (W) to Threats (T): The W-T highlights strategic alternatives enabling DAU to avoid weaknesses being capitalized by threats in the education market.



To apply the TOWS analysis in line with the methodology of DAU's strategic plan, which is based on the balanced Scorecard performance metric, the extracted strategic alternatives were distributed between the four levels of perspectives (Financial, Stakeholders, Internal Processes, and Learning & Growth).

5.3.1 Learning and Growth perspective TOWS

		Strengths	Weaknesses
Internal		LS1 Competent and creative faculty members. LS2 Good Infrastructure and facilities. LS3 Usage of electronic learning systems and global electronic platforms. LS4 Appropriate Organizational climate. LS5 Cultural and professional diversity.	LW1 High teaching and other academic tasks loads. LW2 Outdated and undeveloped digital infrastructure. LW3 Uncomfortable central library. IPW4 Unconducive organizational environment fostering belonging. IPW5 Ineffective performance monitoring system.
External			
Opportunities	LO1 Technological-advanced based educational products and services. LO2 New horizon of Global Education System. LO3 National Anti-Corruption Authority (Nazaha) Regulations.	<ul style="list-style-type: none"> • LS1/LS3_LO1 Adopting New Learning Technologies to Improve the Learning Process. • LS4_LO3 Promoting Positive Culture and Supportive Organizational Climate. 	<ul style="list-style-type: none"> • LW2_LO1 Upgrading Digital DAU's Infrastructure and Technological Equipment. • LW1_LO1 Developing Workload System Balancing Teaching, Research, and Community Service Assignment. • IPW5_LO1 Developing an Efficient Performance Management System Improving Staff's Performance. • LW3/IPW4_LO2 Reengineering of Facilities and Services to Upgrade to National and International Standards and Stakeholders' Expectations
Threats	LT1 Excessive Requirements of Advanced technology.	<ul style="list-style-type: none"> • LS1_LT1 Developing Faculty Members' Skills and Recruitment of Highly Qualified Faculties. • LS3_LT1 Adopting IT Monitoring and Evaluation System to Ensure Efficient Utilization of DAU's Learning Technologies. • LS4_LT1 Developing Change Management System in Adopting Advanced Technologies. 	<ul style="list-style-type: none"> • LW3_LT1 Enhancing Library Services and Digital Resources to Promote Related Academic and Research Activities. • LW4_LT1 Promoting the Sense of Belonging to DAU.

5.3.2 Internal Process perspective TOWS

	Strengths	Weaknesses
Internal	<p>IPS1 Impact of Academic Accreditation on Research and Community Engagement.</p> <p>IPS2 Good Capabilities for Community Services.</p> <p>IPS3 Effective Policies and Procedures.</p> <p>IPS4 Effective Quality System.</p> <p>SS2 New programs to meet new market needs.</p>	<p>IPW1 inadequate research infrastructure and facilities.</p> <p>IPW2 Non-updated community partnership strategy.</p> <p>IPW3 Non-updated organizational structure.</p> <p>FW4 Inadequate admission requirements and performance standards.</p> <p>LW1 High teaching and other academic tasks loads.</p>
External		
Opportunities	<p>IPO1 Accreditation positive impact on education process (H, H)</p> <p>IPO2 (M, M)</p> <p>IPO3 PPP investment opportunities (M, M)</p> <p>IPO4 Promising Educational market (H, M)</p> <p>IPO5 Economies of scales provided by expanding private higher education (H, H)</p>	<ul style="list-style-type: none"> • IPW1_IPO3 Diversifying and Alluring Research Funding Sources from Public and Private Entities. • IPW2_IPO3 Creating Community Engagement Unit at DAU Level with Appropriate Autonomy, Budget, and Resources. • IPW3_IPO5 Establishing an Audit Department within DAU's Responsible for Evaluating Operational Procedures, Risk Management, Control Functions, and Governance Processes.
Threats	<p>IPT1 Public universities competition (H, H)</p> <p>IPT2 Insufficient community's research awareness (M, M)</p> <p>IPT3 Inflexible Higher Private Education Regulations (H, H)</p> <p>IPT4 Challenges of stakeholders' focus on quality of education (H, H)</p>	<ul style="list-style-type: none"> • IPW2_IPT2 Setting-up Research Chair Focusing on Research Focused on Current and Future Community Concerns. • IPW2/LW1_IPT2 Developing and Implementing a Community Engagement Strategy in Partnerships with Public and Private Entities with the Participation of all DAU's Units.

5.3.3 Stakeholder perspective TOWS

	Strengths	Weaknesses
Internal	<p>SS1 Prime DAU's location.</p> <p>SS2 New programs to meet new market needs.</p> <p>SS3 Personal and caring relationship.</p> <p>SS4 Accreditation positive impact on branding.</p>	<p>SW1 Campus social life inadequacy.</p> <p>SW2 Overemphasis on students' preferences.</p> <p>SW3 inadequate students' sense of belonging.</p> <p>SW4 Tuition payment options limitation.</p> <p>SW5 Inadequate alumni communication system.</p>
External		
<p>Opportunities</p> <p>SO1 switching costs (H,H)</p> <p>SO2 New jobs learning requirements (H,H)</p> <p>SO3 Social media potentials (M,M)</p> <p>SO4 ETCT accreditation impact on image (H,H)</p> <p>SO5 Well off families(H,H)</p>	<ul style="list-style-type: none"> • SS2_SO2 Launching of New Programs in Line with the Saudi Vision 2030 and New Labor Market Requirements. • SS2/SS_SO2 Enhancing Management of Alumni Relationships, Engagement, and Services. • FS3_SO5 Take Advantage of DAU's Efficient Admission Procedure to Attract More Students to Enroll in DAU. • SS3_SO5 Maintaining Continuous Relationships with Stakeholders through Strong Communication and Targeted Activities. • SS1_SO3/SO5 Take Advantage of DAU Location and Utilize DAU's Facilities for Community Activities to Attract Potential Students and Improve its Image. 	<ul style="list-style-type: none"> • SW1_SO5 Enhancing Students Experience and Satisfaction. • SW2_SO2/SO3/SO4/SO5 Developing and Implementing Positioning Strategy for DAU to Enhance its Competitiveness in the Private Higher Education Market. • SW5/SW2_SO3 Launching Effective Marketing Campaign to Enhance DAU's Image Using Modern Media and Communication Channels Targeting Potential Stakeholders.
<p>Threats</p> <p>ST1 Fragmented market (H,H)</p> <p>ST2 Foreign universities (M, M)</p> <p>FT2 Tuition-based Diploma Programs Competition (H,H)</p>	<ul style="list-style-type: none"> • SS4_ST2 Improving University National and International Ranking. • SS2_FT2 Attracting Graduates of Tuition-Based Diploma Programs in Public Universities. 	<ul style="list-style-type: none"> • SW2_ST1 Enhancing Educational Performance Standards to Attract Highly Qualified Students. • SW2_ST1 Exploring Partnership Opportunities with Reputable Foreign Universities.

5.3.4 Financial perspective TOWS

	Strengths	Weaknesses
Internal	FS1 Financial and Human Capabilities. FS2 Modern Technology Cost Saving. FS3 DAU's speedy admission process. LS1 Competent and creative faculty members	FW1 Insufficient Use of Modern Communication Tools. FW2 Inefficient facilities utilization. FW3 Centralized budgeting. FW4 Inadequate admission requirements and performance standards. FW5 Unawareness of Investment Opportunities.
External		
Opportunities		
Large Youth Population (H,H) FO2 Shortages in Public Education Sector (H,H) FO3 Expanding Private Education Sector (H,H) FO4 Bridging of Diploma Holders (H,H) FO5 Public Promotion of Private Investments (H,M)	<ul style="list-style-type: none"> • FS1/FS3/LS1_FO1/FO4 Ensuring the Successful Implementation of Initiatives Supporting Admission and Enrolment. • FS2_FO3/FO2/FO5 Supporting Initiatives to Promote an Effective Cost-cutting and Assets-utilizing System. • FS1/LS1/FS2_FO3/FO5 Encouraging Initiatives Pursuing New Revenue Opportunities. 	
Threats		
FT1 High Tuition Cost (H,H) FT2 Tuition-based Diploma Programs Competition (H,H) FT3 Students' Preference for Foreign Universities Degrees (H,H) FT4 Low-Tuition Competitors (H,H)		

6. DAU's Strategic Priorities: Generating Goals, Objectives, and Initiatives

At each BSC perspective, the strategic alternatives derived from the TOWS analysis were addressed. As a result, implied strategic goals and strategic objectives have been developed, and therefore strategic initiatives have been identified within the framework of DAU's mission and vision. The following is a presentation of the adopted strategic alternatives according to the BSC's perspectives.

6.1 Learning & Growth Perspective Strategic Priorities

1- Learning & Growth Perspective	
Strategic Alternatives	Generated strategic Goal
<ol style="list-style-type: none"> 1. Developing Faculty Members' Skills and Recruitment of Highly Qualified Faculties 2. Developing Workload System Balancing Teaching, Research, and Community Service Assignment 3. Developing an Efficient Performance Management System Improving Staff's Performance 4. Upgrading Digital DAU's Infrastructure and Technological Equipment 5. Reengineering of Facilities and Services to Upgrade to National and International Standards and Stakeholders' Expectations 6. Enhancing Library Services and Digital Resources to Promote Related Academic and Research Activities 7. Adopting New Learning Technologies to Improve the Learning Process 8. Adopting IT Monitoring and Evaluation System to Ensure Efficient Utilization of DAU's Learning Technologies 9. Promoting Positive Culture and Supportive Organizational Climate 10. Promoting the Sense of Belonging to DAU 11. Developing Change Management System in Adopting Advanced Technologies 	<ol style="list-style-type: none"> 1. Building State of the Art Learning Environment

1- Learning & Growth Perspective

Strategic priorities/Strategic initiatives	Derived Strategic Objectives
<ol style="list-style-type: none"> 1. Developing Faculty Members' Skills and Recruitment of Highly Qualified Faculties 2. Developing Workload System Balancing Teaching, Research, and Community Service Assignment 3. Developing an Efficient Performance Management System Improving Staff's Performance 	<p>1.1 Enhancing Staff's Competences, Development, and Satisfaction</p>
<ol style="list-style-type: none"> 1. Upgrading Digital DAU's Infrastructure and Technological Equipment 2. Reengineering of Facilities and Services to Upgrade to National and International Standards and Stakeholders' Expectations 3. Enhancing Library Services and Digital Resources to Promote Related Academic and Research Activities 	<p>1.2 Advancing IT Tech. and DAU's other Infrastructures</p>
<ol style="list-style-type: none"> 1. Adopting New Learning Technologies to Improve the Learning Process 2. Adopting IT Monitoring and Evaluation System to Ensure Efficient Utilization of DAU's Learning Technologies 	<p>1.3 Modernizing the Learning Resources</p>
<ol style="list-style-type: none"> 1. Promoting Positive Culture and Supportive Organizational Climate 2. Promoting the Sense of Belonging to DAU 	<p>1.4 Nurturing a Conducive Organizational Culture</p>

6.2 Internal Process Perspective Strategic Priorities

2- Internal Process Perspective	
Strategic Alternatives	Generated strategic Goal
<ol style="list-style-type: none"> 1. Implementing an Effective Governance of Quality System Ensuring Continuous Improvement of the Learning Processes 2. Improving Current Programs 3. Obtaining and Maintaining National Accreditation for the Institutional and for the Academic Programs 4. Obtaining and Maintaining a Reputable International Accreditation for Eligible Academic Programs 5. Promoting Student Development 6. Enhancing Industry Linkages 7. Enhancing the Quantity of Research Production by Faculties and Students 8. Enhancing the Quality and Impact of Research 9. Creating Community Engagement Unit at DAU Level with Appropriate Autonomy, Budget, and Resources 10. Developing and Implementing a Community Engagement Strategy in Partnerships with Public and Private Entities with the Participation of all DAU's Units 11. Improving DAU's Value Chain Efficiency with Organizational Restructuring 12. Generalizing the Use of Modern Technologies in DAU's Activities 13. Establishing an Audit Department within DAU's Responsible for Evaluating Operational Procedures, Risk Management, Control Functions, and Governance Processes. 14. Implementing a Proactive Policy to Ensure more Flexibility and Efficient Resource Allocation 15. Establishing a Center for Entrepreneurship, Innovation and Knowledge Transfer 16. Providing Research and Consultation Services to Public and Private Partners 17. Diversifying and Alluring Research Funding Sources from Public and Private Entities 18. Setting-up Research Chair Focusing on Research Focused on Current and Future Community Concerns. 	<ol style="list-style-type: none"> 2. Developing Excellent Learning Processes

2- Internal Process Perspective

Strategic priorities/Strategic initiatives	Derived Strategic Objectives
<ol style="list-style-type: none"> 1. Implementing an Effective Governance of Quality System Ensuring Continuous Improvement of the Learning Processes 2. Improving Current Programs 3. Obtaining and Maintaining National Accreditation for the Institutional and for the Academic Programs 4. Obtaining and Maintaining a Reputable International Accreditation for Eligible Academic Programs 5. Promoting Student Development 6. Enhancing Industry Linkages 	2.1 Enhancing the Quality of Educational Processes
<ol style="list-style-type: none"> 1. Enhancing the Quantity of Research Production by Faculties and Students 2. Enhancing the Quality and Impact of Research 	2.2 Increasing Productivity in Research Process
<ol style="list-style-type: none"> 1. Creating Community Engagement Unit at DAU Level with Appropriate Autonomy, Budget, and Resources 2. Developing and Implementing a Community Engagement Strategy in Partnerships with Public and Private Entities with the Participation of all DAU's Units 	2.3 Enhancing Engagement with the Community
<ol style="list-style-type: none"> 1. Improving DAU's Value Chain Efficiency with Organizational Restructuring 2. Generalizing the Use of Modern Technologies in DAU's Activities 3. Establishing an Audit Department within DAU's Responsible for Evaluating Operational Procedures, Risk Management, Control Functions, and Governance Processes. 4. Implementing a Proactive Policy to Ensure more Flexibility and Efficient Resource Allocation 	2.4 Improving Operational Effectiveness
<ol style="list-style-type: none"> 1. Establishing a Center for Entrepreneurship, Innovation and Knowledge Transfer 2. Providing Research and Consultation Services to Public and Private Partners 3. Diversifying and Alluring Research Funding Sources from Public and Private Entities 	2.5 Promoting Entrepreneurship, Innovation and Knowledge Transfer

6.3 Stakeholder Perspective Strategic Priorities

3- Stakeholder Perspective	
Strategic Alternatives	Generated strategic Goal
<ol style="list-style-type: none"> 1. Maintaining Continuous Relationships with Stakeholders through Strong Communication and Targeted Activities 2. Enhancing Management of Alumni Relationships, Engagement, and Services 3. Enhancing Educational Performance Standards to Attract Highly Qualified Students 4. Enhancing Students Experience and Satisfaction 5. Launching of New Programs in Line with the Saudi Vision 2030 and New Labor Market Requirements 6. Attracting Graduates of Tuition-Based Diploma Programs in Public Universities 7. Exploring Partnership Opportunities with Reputable Foreign Universities 8. Developing and Implementing Positioning Strategy for DAU to Enhance its Competitiveness in the Private Higher Education Market 9. Launching Effective Marketing Campaign to Enhance DAU's Image Using Modern Media and Communication Channels Targeting Potential Stakeholders 10. Improving University National and International Ranking 11. Take Advantage of DAU's Efficient Admission Procedure to Attract More Students to Enroll in DAU. 12. Take Advantage of DAU Location and Utilize DAU's Facilities for Community Activities to Attract Potential Students and Improve its Image. 	<p>3. Promoting Stakeholders' Satisfaction and DAU's Image</p>

3- Stakeholder Perspective

Strategic priorities/Strategic initiatives	Derived Strategic Objectives
<ol style="list-style-type: none"> 1. Maintaining Continuous Relationships with Stakeholders through Strong Communication and Targeted Activities 2. Enhancing Management of Alumni Relationships, Engagement, and Services 3. Enhancing Educational Performance Standards to Attract Highly Qualified Students 4. Enhancing Students Experience and Satisfaction 	3.1 Increasing Stakeholders' Satisfaction
<ol style="list-style-type: none"> 1. Launching of New Programs in Line with the Saudi Vision 2030 and New Labor Market Requirements 2. Attracting Graduates of Tuition-Based Diploma Programs in Public Universities 3. Exploring Partnership Opportunities with Reputable Foreign Universities 	3.2 Developing New Services
<ol style="list-style-type: none"> 1. Developing and Implementing Positioning Strategy for DAU to Enhance its Competitiveness in the Private Higher Education Market 2. Launching Effective Marketing Campaign to Enhance DAU's Image Using Modern Media and Communication Channels Targeting Potential Stakeholders 3. Improving University National and International Ranking 	3.3 Enhancing DAU's Image and Reputation

6.4 Financial Perspective Strategic Priorities

4- Financial Perspective	
Strategic Alternatives	Generated strategic Goal
1. Ensuring the Successful Implementation of Initiatives Supporting Admission and Enrolment 2. Supporting Initiatives to Promote an Effective Cost-cutting and Assets-utilizing System 3. Encouraging Initiatives Pursuing New Revenue Opportunities	4. Enhancing DAU's Financial Performance

4- Financial Perspective	
Strategic priorities/Strategic initiatives	Derived Strategic Objectives
1. Ensuring the Successful Implementation of Initiatives Supporting Admission and Enrolment	4.1 Increasing Admission and Enrolment
1. Encouraging Initiatives Pursuing New Revenue Opportunities	4.2 Diversifying Income Sources
1. Supporting Initiatives to Promote an Effective Cost-cutting and Assets-utilizing System	4.3 Reducing Cost of Operations and Improving Assets Utilization

6.5 DAU’s Strategic Goals, Objectives, and Initiatives: A summarized view

The strategic alternatives and deriving strategic goals, strategic objectives and strategic initiatives were presented to the academic and administrative leaders through brainstorming sessions to ensure their suitability, realism, and ability to direct all operations and activities in the university in accordance with its vision and mission. The table below presents the strategic goals, strategic objectives and strategic initiatives that have been approved by the Higher Committee for the Strategic Plan and the University Council.

6.5.1 Learning & Growth Perspective Strategic Goal

Perspective	Strategic Goal	Strategic Objectives	Strategic Initiatives
LEARNING & GROWTH PERSPECTIVE	1. Building State of the Art Learning Environment	1.1 Enhancing Staff's Competences, Development, and Satisfaction	1.1.1 Developing Faculty Members' Skills and Recruitment of Highly Qualified Faculties
			1.1.2 Developing Workload System Balancing Teaching, Research, and Community Service Assignment
			1.1.3 Developing an Efficient Performance Management System Improving Staff's Performance
		1.2 Advancing IT Tech. and DAU's other Infrastructures	1.2.1 Upgrading Digital DAU's Infrastructure and Technological Equipment
			1.2.2 Reengineering of Facilities and Services to Upgrade to National and International Standards and Stakeholders' Expectations
			1.2.3 Enhancing Library Services and Digital Resources to Promote Related Academic and Research Activities
		1.3 Modernizing the Learning Resources	1.3.1 Adopting New Learning Technologies to Improve the Learning Process
			1.3.2 Adopting IT Monitoring and Evaluation System to Ensure Efficient Utilization of DAU's Learning Technologies
		1.4 Nurturing a Conducive Organizational Culture	1.4.1 Promoting Positive Culture and Supportive Organizational Climate
			1.4.2 Promoting the Sense of Belonging to DAU

6.5.2 Internal Process Perspective Strategic Goal

Perspective	Strategic Goal	Strategic Objectives	Strategic Initiatives
INTERNAL PROCESS PERSPECTIVE	2. Developing Excellent Learning Processes	2.1 Enhancing the Quality of Educational Processes	2.1.1 Implementing an Effective Governance of Quality System Ensuring Continuous Improvement of the Learning Processes
			2.1.2 Improving Current Programs
			2.1.3 Obtaining and Maintaining National Accreditation for the Institutional and for the Academic Programs
			2.1.4 Obtaining and Maintaining a Reputable International Accreditation for Eligible Academic Programs
			2.1.5 Promoting Student Development
			2.1.6 Enhancing Industry Linkages
		2.2 Increasing Productivity in Research Process	2.2.1 Enhancing the Quantity of Research Production by Faculties and Students
			2.2.2 Enhancing the Quality and Impact of Research
		2.3 Enhancing Engagement with the Community	2.3.1 Creating Community Engagement Unit at DAU Level with Appropriate Autonomy, Budget, and Resources
			2.3.2 Developing and Implementing a Community Engagement Strategy in Partnerships with Public and Private Entities with the Participation of all DAU's Units
		2.4 Improving Operational Effectiveness	2.4.1 Improving DAU's Value Chain Efficiency with Organizational Restructuring
			2.4.2 Generalizing the Use of Modern Technologies in DAU's Activities
			2.4.3 Establishing an Audit Department within DAU's Responsible for Evaluating Operational Procedures, Risk Management, Control Functions, and Governance Processes.
			2.4.4 Implementing a Proactive Policy to Ensure more Flexibility and Efficient Resource Allocation
		2.5 Promoting Entrepreneurship, Innovation and Knowledge Transfer	2.5.1 Establishing a Center for Entrepreneurship, Innovation and Knowledge Transfer
			2.5.2 Providing Research and Consultation Services to Public and Private Partners
2.5.3 Diversifying and Alluring Research Funding Sources from Public and Private Entities			

6.5.3 Stakeholder Perspective Strategic Goal

Perspective	Strategic Goal	Strategic Objectives	Strategic Initiatives
STAKEHOLDER PERSPECTIVE	3. Promoting Stakeholders' Satisfaction and DAU's Image	3.1 Increasing Stakeholders' Satisfaction	3.1.1 Maintaining Continuous Relationships with Stakeholders through Strong Communication and Targeted Activities
			3.1.2 Enhancing Management of Alumni Relationships, Engagement, and Services
			3.1.3 Enhancing Educational Performance Standards to Attract Highly Qualified Students
			3.1.4 Enhancing Students Experience and Satisfaction
		3.2 Developing New Services	3.2.1 Launching of New Programs in Line with the Saudi Vision 2030 and New Labor Market Requirements
			3.2.2 Attracting Graduates of Tuition-Based Diploma Programs in Public Universities
			3.2.3 Exploring Partnership Opportunities with Reputable Foreign Universities
		3.3 Enhancing DAU's Image and Reputation	3.3.1 Developing and Implementing Positioning Strategy for DAU to Enhance its Competitiveness in the Private Higher Education Market
			3.3.2 Launching Effective Marketing Campaign to Enhance DAU's Image Using Modern Media and Communication Channels Targeting Potential Stakeholders
			3.3.3 Improving University National and International Ranking

6.5.4 Financial Perspective Strategic Goal

Perspective	Strategic Goal	Strategic Objectives	Strategic Initiatives
FINANCIAL (SHAREHOLDER) PERSPECTIVE	4. Enhancing DAU's Financial Performance	4.1 Increasing Admission and Enrolment	4.1.1 Ensuring the Successful Implementation of Initiatives Supporting Admission and Enrolment
		4.2 Diversifying Income Sources	4.2.1 Encouraging Initiatives Pursuing New Revenue Opportunities
		4.3 Reducing Cost of Operations and Improving Assets Utilization	4.3.1 Supporting Initiatives to Promote an Effective Cost-cutting and Assets-utilizing System

7. Alignment of DAU's strategic plan with Saudi Vision 2030

Vision 2030 includes among its strategic objectives the development of education and human capital in line with the labor market needs. See Vision 2030 website:

<https://www.vision2030.gov.sa/v2030/overview/>, accessed on 1 July 2022.

The table below illustrates the alignment between DAU's strategic plan 2023 - 2027 and the Kingdom's Vision 2030, focusing on three general objectives and their related sub-objectives: Islamic values and national identity, human capability development, and social responsibility.

No.	Kingdom's Vision 2030	DAU's Strategic Plan		
	Strategic Objectives	Strategic Goal Codes	Strategic Objective Codes	Related Strategic Initiative Codes
1.	Foster Islamic Values	2.	2.1	2.1.5
2.	Strengthen National Identity			
3.	Build a life-long learning journey.	1.	1.1	1.1.1
		3.	3.1	3.1.2
4.	Improve fundamental learning outcomes.	2.	2.1	2.1.1 - 2.1.3 - 2.1.4
			2.2	2.2.1 - 2.2.2
		1.	1.2	1.2.1 - 1.2.2 - 1.2.3
			1.3	1.3.1.
		3.	3.2.	3.2.3
5.	Improve ranking of educational institutions.	3.	3.3	3.3.3
6.	Develop our brightest minds in priority fields.	2.	2.1	2.1.5
7.	Ensure alignment of educational outputs with labor market needs.	3.	3.2.	3.2.1.
		2.	2.1	2.1.2 - 2.1.6
8.	Expand vocational training to provide for labor market needs.	2.	2.5	2.5.2.
9.	Nurture and support the innovation & entrepreneurship culture.	2.	2.5	2.5.1 - 2.5.3
10.	Encourage Volunteering	2.	2.3	2.3.2
11.	Enhance Business' Focus on their Social Responsibility			

8. Strategic Plan 2023-2027: Initiatives, actions, and KPIs

Overview of Strategic Plan 2023-2027

Dar Al Uloom University's Strategic Plan 2023-2027 features

4 Perspectives

&

4 Strategic Goals



This expands into a further **15** Strategic Objectives

Performance and progress are measured by **96** Key Performance Indicators (KPIs)

23 NCAAA KPIs **15** SGR KPIs **58** DAU KPIs

The attainment of these objectives (ends) occurs through the implementation of the strategic initiatives and specific actions

40 Strategic Initiatives

In total, there are **260** Actions

to accomplish over the next 5 years.

8.1. Perspective 1: Goal, Objectives, Initiatives, Actions, and KPIs

Perspective 1 Learning & Growth

Strategic Goal 1

Building State of the Art Learning Environment

Strategic Objectives of the Goal 1	
Code	Name
1.1	Enhancing Staff's Competences, Development, and Satisfaction
1.2	Advancing IT Tech. and DAU's other Infrastructures
1.3	Modernizing the Learning Resources
1.4	Nurturing a Conducive Organizational Culture

Strategic Objective 1.1

Enhancing Staff's Competences, Development, and Satisfaction

Strategic Initiatives		KPIs			
Code	Name	Code	Name	Computation Responsibility	Data Source
1.1.1	Developing Faculty Members' Skills and Recruitment of Highly Qualified Faculties	KPI L1 1.1 01	Proportion of faculty members with doctoral qualifications	HRD	Faculty Qualifications Report Approved by DAU's HRM Directorate
		KPI L1 1.1 02	Ratio of students to teaching staff	DAR&SA	SIS Report
		KPI L1 1.1 03	Average percentage of teaching staff attending continuous professional development programs out of the total invited.	DQA	Continuous Professional Development (CPD) Report
1.1.2	Developing Workload System Balancing Teaching, Research, and Community Service Assignment	KPI L1 1.1 04	Average teaching load	DAR&SA	SIS Report
1.1.3	Developing an Efficient Performance Management System Improving Staff's Performance	KPI L1 1.1 05	Percentage of faculties whose improvement plans have been completed based on the results of the developed evaluation system	T&LU	Faculties' Evaluation Report

Strategic Initiative 1.1.1

Developing Faculty Members' Skills and Recruitment of Highly Qualified Faculties

Strategic Initiative 1.1.1 RACI Matrix

Responsible	Accountable	Consulted	Informed
Human Resource Directorate	University Vice-President	Directorate of Quality Assurance	University President

Actions of Strategic Initiative 1.1.1

#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Enhancing forecasting of faculty needs for all programs.	Recruitment Forecast report	Annually - End of March	Reports of next year faculty requirements for all colleges' programs	HRD
2	Employing various recruitment venues to attract qualified faculties.	Recruitment venues expansion initiatives	Annually - End of May	DAU's Attraction Policy	HRD
3	Improving the retention rate of faculties.	Retention improvement achievements	Annually - End of May	DAU's Retention improvement policy	HRD
4	Recruiting sufficient highly qualified teaching staff with appropriate qualifications from reputable universities.	Recruitment report	Annually - End of October	DAU's Recruitment policy	HRD
5	Increasing the recruitment of faculties with higher academic ranking.	Distribution of faculties based on academic ranking	Annually - End of October	DAU's Recruitment policy	HRD
6	Ensuring adherence to Part-time – Full-time Faculty Ratio requirements.	Distribution of faculties based on status	Annually - End of October	DAU's Recruitment policy	HRD
7	Enhancing the role of the Staff Development unit responsible for development of all faculty and administrative staff at DAU.	Staff Development unit activities report	Annually - End of October		DQA
8	Ensuring faculty members' and administrative staff's development policy is aligned with the strategic objectives.	Professional development policy	Dec-23	Faculty members and administrative staff development policy	DQA
9	Setting a budget for the continued development programs of faculty members and administrative staff.	Professional development annual budget	Annually - Beginning of AY	Institutional support	DQA
10	Enhancing the faculty mentorship program.	Mentorship programs	Annually - Beginning of AY	Mentors	DQA
11	Supporting faculties to obtain academic/industrial related certifications.	Professional Certification	Annually - End of October	Institutional support	DQA
12	Evaluating the effectiveness of professional development programs.	Effectiveness report	Annually - End of AY	Participants satisfaction surveys	DQA
13	Developing training programs for specific needs of the faculty members and administrative staff.	Professional development programs	Annually - Beginning of AY	Internal trainers and training material	DQA
14	Continuing the enhancement of faculty skills in using and adopting new technologies.	Report on new technologies professional training programs	Annually - End of AY	Internal trainers and training material	DQA
15	Providing external professional development for faculty and administrative staff related to specific skills and competencies.	External professional development report	Annually - End of AY	Institutional support	DQA

Strategic Initiative 1.1.2

Developing Workload System Balancing Teaching, Research, and Community Service Assignment

Strategic Initiative 1.1.2 RACI Matrix

Responsible	Accountable	Consulted	Informed
Directorate of Quality Assurance	University Vice-President	Human Resource Directorate	University President

Actions of Strategic Initiative 1.1.2

#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Assessing retention and turnover rates for faculties across all colleges.	Retention and Turnover Report	Annually - End of AY	Retention policy Institutional support	DQA
2	Developing a balanced workload policy that takes into account all academic assignments and activities.	balanced workload policy	Dec-23	Institutional support	DQA
3	Developing a follow-up mechanism for implementation, monitoring, and evaluation of the adopted workload policy.	Workload report	Annually - End of AY	balanced workload policy Institutional support	DQA

Strategic Initiative 1.1.3

Developing an Efficient Performance Management System Improving Staff's Performance

Strategic Initiative 1.1.3 RACI Matrix

Responsible	Accountable	Consulted	Informed
Directorate of Quality Assurance	University Vice-President	Human Resource Directorate	University President

Actions of Strategic Initiative 1.1.3

#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Redesigning DAU's performance evaluation system of faculties and administrative staff to reward high performances.	Updated DAU's performance evaluation system	March 2024	Performance evaluation policy / Institutional support	DQA
2	Implementing mechanisms for accountability and assessing the performance of leaders at all levels according to specific and published standards.	Leader Evaluation System	March 2024	Performance evaluation policy / Institutional support	DQA
3	Conducting annual performance evaluation of faculty and administrative staff to address areas for improvement in performance.	Performance evaluation report	Annually - End of AY	Performance evaluation templates	DQA
4	Measuring employee satisfaction and developing an improvement plan.	Employee satisfaction report and improvement plan	Annually - End of AY	Employees satisfaction survey	DQA

Strategic Objective 1.2

Advancing IT Tech. and DAU's other Infrastructures

Strategic Initiatives		KPIs			
Code	Name	Code	Name	Computation Responsibility	Data Source
1.2.1	Upgrading Digital DAU's Infrastructure and Technological Equipment	KPI L1 1.2 01	Satisfaction of beneficiaries with technical services	DQA	Beneficiaries Satisfaction Report of the Technical Services
		KPI L1 1.2 02	Percentage completion rate of the reengineering of DAU's IT infrastructure as envisioned by campus master plan	ITD	Campus Maser Plan Achievement Report
1.2.2	Reengineering of Facilities and Services to Upgrade to National and International Standards and Stakeholders' Expectations	KPI L1 1.2 03	Satisfaction of beneficiaries with facilities and services	DQA	Beneficiaries Satisfaction Report of the Facilities and Services
		KPI L1 1.2 04	Percentage completion rate of the reengineering of DAU's facilities and services as envisioned by campus master plan	DQA	Campus Maser Plan Achievement Report
1.2.3	Enhancing Library Services and Digital Resources to Promote Related Academic and Research Activities	KPI L1 1.2 05	Percentage completion rate of the reengineering of DAU's central library facilities and services as envisioned by campus master plan	DLS&L	Campus Maser Plan Achievement Report

Strategic Initiative 1.2.1

Upgrading Digital DAU's Infrastructure and Technological Equipment

Strategic Initiative 1.2.1 RACI Matrix

Responsible	Accountable	Consulted	Informed
IT Department	University Vice-President	Directorate of Quality Assurance	University President

Actions of Strategic Initiative 1.2.1

#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Evaluating DAU's IT network infrastructure.	Evaluation report of the current DAU's IT network infrastructure	Jan-24	Institutional Support	ITD
2	Developing and implementing an upgraded IT network infrastructure.	Achievement report	May-24	Institutional Support	ITD
3	Evaluating the IT learning applications used in classrooms and computer labs.	Evaluation report of the IT learning equipment	Feb-24	Institutional Support	ITD
4	Maximizing the use of latest IT learning equipment in DAU's classrooms and computer labs.	Achievement report	Annually - End of AY	Institutional Support	ITD
5	Evaluating DAU's application systems.	Evaluation report of DAU's application systems	Feb-24	Institutional Support	ITD
6	Upgrading and maximizing the use of the latest application systems.	Achievement report	Annually - End of AY	Institutional Support	ITD
7	Evaluating the cyber security environment.	Evaluation report of the cyber security environment	Feb-24	Institutional Support	ITD
8	Developing a security management system enhancing the adoption of security initiatives.	Achievement report	May-24	Institutional Support	ITD
9	Adopting the best practices to meet the users' expectations.	Achievement report	Annually - End of AY	Institutional Support	ITD
10	Continuously upgrading and renewing IT equipment used by the faculties and the administrative staff.	Achievement report	Annually - End of AY	Institutional Support	ITD
11	Evaluating IT beneficiaries' satisfaction.	Satisfaction report of beneficiaries of IT equipment and services	Annually - End of AY	Satisfaction Survey	DQA

Strategic Initiative 1.2.2

Reengineering of Facilities and Services to Upgrade to National and International Standards and Stakeholders' Expectations

Strategic Initiative 1.2.2 RACI Matrix

Responsible	Accountable	Consulted	Informed
Projects Management Department	University Vice-President	Directorate of Quality Assurance	University President

Actions of Strategic Initiative 1.2.2

#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Developing a campus master plan covering academic facilities, open spaces, housing, and circulation to meet the needs of the colleges and the institution.	Master Plan	Apr-24	Institutional support	PMD
2	Ensuring proper classroom design & equipment available to ensure an effective teaching & learning environment.	Upgraded facilities	Sep-24	Institutional support	PMD
3	Ensuring adequacy and quality of practical training facilities, tailored to the requirement of each program – Computer labs – Design Studios, experimental labs and workshops.	Upgraded facilities	Sep-24	Institutional support	PMD
4	Providing suitable sports facilities with proper equipment, space, staffing, and working hours.	Upgraded facilities	Sep-24	Institutional support	PMD
5	Enhancing the campus' capacity to accommodate students' activities and services.	Upgraded facilities	Sep-24	Institutional support	PMD
6	Increasing the car parking area to accommodate all faculties, staff and students.	Upgraded facilities	May-24	Institutional support	PMD
7	Redesigning the reception areas of the university in both male and female sections with proper seating areas and internal design.	Upgraded facilities	May-24	Institutional support	PMD
8	Redesigning library space by bringing a variety of support services that are comfortable (light, seating, printing services, etc.), innovative, student-centric, and community-driven.	Upgraded facilities	Sep-24	Institutional support	PMD
9	Developing and implementing a maintenance plan with an inspection schedule to ensure all maintenance work is completed on time for all campus facilities and equipment.	Maintenance Plan and Achievement report	Sep-24	Institutional support	O&M
10	Disseminating and implementing an Occupational Health and Safety System.	Occupational Health and Safety System report	Sep-24	Institutional support	O&M

Strategic Initiative 1.2.3

Enhancing Library Services and Digital Resources to Promote Related Academic and Research Activities

Strategic Initiative 1.2.3 RACI Matrix			
Responsible	Accountable	Consulted	Informed
Directorate of Learning Sources & Libraries	University Vice-President	Teaching & Learning Unit, and IT Department	University President

Actions of Strategic Initiative 1.2.3					
#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Reviewing and updating library policies and procedures published in the Library Handbook and on DAU's website.	Updated library Policies	Dec-23	Institutional support	DQA
2	Adopting advanced Library IT systems and hardware.	New library equipment and applications	Sep-24	Institutional support	ITD
3	Updating library resources including latest editions references (books and e-books) for all courses.	Report in new acquisition of learning resources	Annually - End of AY	Institutional support	DLS&L
4	Ensuring continued membership in Saudi Digital Library covering subject areas of DAU's programs.	Subscription renewal	Annually - End of AY	Institutional support	DLS&L
5	Enhancing the role of the DLS&L by providing needed learning resources and training for students and faculties.	DLS&L activities report	Annually - End of AY	Institutional support	DLS&L
6	Monitoring and tracking the use of library and learning resources.	DLS&L activities report	Annually - End of AY	Institutional support	DLS&L

Strategic Objective 1.3

Modernizing the Learning Resources

Strategic Initiatives		KPIs			
Code	Name	Code	Name	Computation Responsibility	Data Source
1.3.1	Adopting New Learning Technologies to Improve the Learning Process	KPI L1 1.3 01	Percentage of courses whose teaching materials were completed on the LMS system in first week of the semester.	ITD	Course Materials and Information Report
		KPI L1 1.3 02	The using rate of learning and teaching platforms for DAU courses	ITD	Learning Platforms Report
1.3.2	Adopting IT Monitoring and Evaluation System to Ensure Efficient Utilization of DAU's Learning Technologies	KPI L1 1.3 03	Satisfaction of beneficiaries with learning resources	DLS&L	Beneficiaries Satisfaction Report of the Learning Resources

Strategic Initiative 1.3.1

Adopting New Learning Technologies to Improve the Learning Process

Strategic Initiative 1.3.1 RACI Matrix

Responsible	Accountable	Consulted	Informed
Directorate of Learning Sources & Libraries	Teaching & Learning Unit	IT Department	University President

Actions of Strategic Initiative 1.3.1

#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Reviewing and updating the e-learning policy and procedures.	Updated e-learning Policy	Dec-23	Institutional support	DQA
2	Ensuring that the university possesses the latest information technology to support learning and teaching.	Report in new IT acquisition	May-24	Institutional support	ITD
3	Identifying and improving the SIS and LMS features by applying the quality matters standards to enhance the teaching and learning process.	Improved SIS & LMS features Report	Annually - End of AY	Institutional support	ITD
4	Implementing a central electronic student assessment system across colleges.	Usage report of electronic student assessment system	Annually - End of AY	Institutional support	DLS&L
5	Developing a university-wide mobile application.	Implementation report of University-wide mobile application	Dec-24	Institutional support	ITD
6	Developing virtual learning solutions.	Usage report of implemented virtual learning and media resources	Annually - End of AY	Institutional support	ITD
7	Adopting Digital learning platforms across all DAU's programs.	Usage report of Digital learning platforms	Annually - End of AY	Institutional support	DLS&L
8	Reviewing and updating the plagiarism policy for DAU.	Updated DAU's plagiarism policy	Dec-23	Institutional support	DQA
9	Implementing the usage of plagiarism software platform across all DAU's programs.	Usage report of plagiarism software	Annually - End of AY	Institutional support	RSU

Strategic Initiative 1.3.2

Adopting IT Monitoring and Evaluation System to Ensure Efficient Utilization of DAU's Learning Technologies

Strategic Initiative 1.3.2 RACI Matrix

Responsible	Accountable	Consulted	Informed
Directorate of Learning Sources & Libraries	Teaching & Learning Unit	IT Department	University President

Actions of Strategic Initiative 1.3.2

#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Monitoring the effective use of SIS & LMS as the key communication medium to support student learning.	Monitoring Report of the SIS & LMS utilization	Annually - End of AY	Institutional support	ITD
2	Monitoring and tracking the use of Digital Learning Platforms.	Monitoring Report of the Digital Learning Platforms utilization	Annually - End of AY	Institutional support	ITD
3	Evaluating the utilization of classrooms and laboratories IT learning equipment.	Evaluation Report of the classrooms and laboratories IT learning equipment utilization	Annually - End of AY	Institutional support	DLS&L
4	Evaluating the use of plagiarism software by faculty and students.	Evaluation Report of the plagiarism software utilization	Annually - End of AY	Institutional support	DLS&L
5	Monitoring the implementation of virtual learning and media solutions.	Monitoring Report of the virtual learning and media solutions implementation	Dec-24	Institutional support	ITD
6	Monitoring the implementation of university-wide mobile application.	Monitoring Report of the University-wide mobile application implementation	Dec-24	Institutional support	ITD
7	Evaluating the satisfaction of the use of the learning technologies by beneficiaries.	Satisfaction Report of the learning technologies utilization	Annually - End of AY	Satisfaction Survey	DQA

Strategic Objective 1.4

Nurturing a Conducive Organizational Culture

Strategic Initiatives		KPIs			
Code	Name	Code	Name	Computation Responsibility	Data Source
1.4.1	Promoting Positive Culture and Supportive Organizational Climate	KPI L1 1.4 01	Proportion of teaching staff leaving the institution	HRD	Turnover Report
1.4.2	Promoting the Sense of Belonging to DAU	KPI L1 1.4 02	Student satisfaction towards campus life	DQA	Students' Satisfaction Report of the Campus Life
		KPI L1 1.4 03	Faculty satisfaction towards campus life	DQA	Faculties' Satisfaction Report of the Campus Life
		KPI L1 1.4 04	Administrative staff satisfaction towards campus life	DQA	Administrative Staff's Satisfaction Report of the Campus Life
		KPI L1 1.4 05	Average number of social, cultural, and athletic activities carried out at the university	CEU	DAU's Social, Cultural and Sports Activities Report

Strategic Initiative 1.4.1

Promoting Positive Culture and Supportive Organizational Climate

Strategic Initiative 1.4.1 RACI Matrix

Responsible	Accountable	Consulted	Informed
Human Resource Directorate	University President	General Directorate of Planning, Development & Quality Assurance	CEO

Actions of Strategic Initiative 1.4.1

#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Promoting DAU's staff and students' adherence to ethical codes of conduct.	Promotion of ethical conduct activities report	Annually - End of AY	Institutional support	HRD
2	Promoting an organizational climate where individual contributions are recognized and valued.	Conducive organizational climate improvement proposals	Jun-24	Institutional support	HRD
3	Implementing decentralized decision-making for regular tasks.	Updated policies and procedures for regular tasks	Jun-24	Institutional support	HRD
4	Evaluating and optimizing the delegation of authority, span of control and operational procedures for all managers and administrators.	Updated DAU's organizational guideline	Jun-24	Institutional support	HRD
5	Improving communication and interaction between DAU's hierarchical levels.	Updated DAU's organizational guideline	Jun-24	Institutional support	HRD
6	Allocating a budget for DAU's Departments with a clear monitoring system to support social events and organizational activities.	Delegated budget for social events and organizational activities	Annually - Beginning of AY	Institutional support	CEO

Strategic Initiative 1.4.2

Promoting the Sense of Belonging to DAU

Strategic Initiative 1.4.2 RACI Matrix

Responsible	Accountable	Consulted	Informed
Directorate of Quality Assurance	University President	Human Resource Directorate	CEO

Actions of Strategic Initiative 1.4.2

#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Implementing a published and transparent system that ensures the recruitment and selection of appropriately qualified academic and administrative leaders.	Leadership recruitment and selection system	Apr-24	Institutional support	DQA
2	Identifying customized leadership training opportunities for administrative and academic leaders and preparing the future leaders.	Leadership Training Report	Annually - End of AY	Institutional support	DQA
3	Ensuring a level of high performance of leaders at all levels according to specific and published standards.	Leaders Evaluation Report	Annually - End of AY	Institutional support	UP
4	Developing a promotion system ensuring recognition of employees' achievements.	Employees Promotion Policies	Apr-24	Institutional support	DQA
5	Developing and implementing workplace improvement plan based on constructive faculty and administrative staff perspective.	workplace improvement plans	Annually - End of AY	Institutional support	HRD

8.2. Perspective 2: Goal, Objectives, Initiatives, Actions, and KPIs

Perspective 2 Internal Processes

Strategic Goal 2

Developing Excellent Learning Processes

Strategic Objectives of the Goal 2	
Code	Name
2.1	Enhancing the Quality of Educational Processes
2.2	Increasing Productivity in Research Process
2.3	Enhancing Engagement with the Community
2.4	Improving Operational Effectiveness
2.5	Promoting Entrepreneurship, Innovation and Knowledge Transfer

Strategic Objective 2.1

Enhancing the Quality of Educational Processes

Strategic Initiatives		KPIs			
Code	Name	Code	Name	Computation Responsibility	Data Source
2.1.1	Implementing an Effective Governance of Quality System Ensuring Continuous Improvement of the Learning Processes	KPI L2 2.1 01	Percentage of achieved indicators of the institution's strategy plan objective	DQA	DAU's Strategic Plan Accomplishment Report
		KPI L2 2.1 02	Satisfaction of faculties with educational environment	DQA	Faculties Satisfaction Report of the Educational Environment
		KPI L2 2.1 03	Average percentage achievement of improvement plans for university programs	T&LU	Achievement of Improvement Plans for DAU's Programs Report
		KPI L2 2.1 04	The percentage of achieved of the university's improvement plan objectives	DQA	Achievement of DAU's Improvement Plans
2.1.2	Improving Current Programs	KPI L2 2.1 05	Alignment of graduates' jobs with their majors	T&LU	DAU's Graduates Report
		KPI L2 2.1 06	Employers' evaluation of the institution graduates' proficiency	T&LU	Employers' Satisfaction Report

Strategic Initiatives		KPIs			
Code	Name	Code	Name	Computation Responsibility	Data Source
		KPI L2 2.1 07	Students' performance in the professional and/or national examinations	T&LU	Performance on Professional and / or National Examinations Report
		KPI L2 2.1 08	Percentage of programs reviewed in the past four years	T&LU	DAU's Academic Programs Review Report
2.1.3	Obtaining and Maintaining National Accreditation for the Institutional and for the Academic Programs	KPI L2 2.1 09	Proportion of national accredited programs	DQA	National Accreditation Certificate
2.1.4	Obtaining and Maintaining a Reputable International Accreditation for Eligible Academic Programs	KPI L2 2.1 10	Proportion of international accredited programs	DQA	International Accreditation Certificate
2.1.5	Promoting Student Development	KPI L2 2.1 11	Average number of initiatives and activities offered by each academic program to improve students' skills, increase their employment prospects, and qualify them for entrepreneurship	T&LU	Report of Initiatives and Activities Offered by each Academic Program to Improve Students' Skills, Increase their Employment Prospects, and Qualify them for Entrepreneurship.
2.1.6	Enhancing Industry Linkages	KPI L2 2.1 12	Average number of activities and initiatives performed in cooperation with local and international educational institutions and employers	T&LU	Report of Activities and Initiatives Performed in Cooperation with Local and International Educational Institutions and Employers.

Strategic Initiative 2.1.1

Implementing an Effective Governance of Quality System Ensuring Continuous Improvement of the Learning Processes

Strategic Initiative 2.1.1 RACI Matrix

Responsible	Accountable	Consulted	Informed
Directorate of Quality Assurance	University Vice-President	General Directorate of Planning, Development & Quality Assurance	University President

Actions of Strategic Initiative 2.1.1

#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Reviewing the University Quality Governance structure by benchmarking with National and International universities on governance approaches.	Updated DAU's Quality governing structure	Dec-23	Institutional support	DQA
2	Assessing the current DAU's QMS and developing an enhanced QMS.	QMS Assessment Report	Feb-24	Institutional support	DQA
3	Implementing the enhanced DAU's QMS.	Achievement Report of the implementation of the enhanced QMS	Apr-24	Institutional support	DQA
4	Reviewing and enhancing DAU's Policies and Procedures.	Updated DAU's organizational handbook	Dec-23	Institutional support	DQA
5	Reviewing and improving all templates, reports, and communication materials.	Updated templates Updated reports Updated communication materials QMS Manual	Apr-24	Institutional support	DQA
6	Conducting an internal quality audit of QMS implementation.	QMS Audit Report	Annually - End of AY	Institutional support	DQA
7	Automating the QMS.	Automated QMS (software or a module in DAU IT framework)	Sep-25	IT Resources	DQA
8	Improving faculty and staff awareness on the role of QMS and their responsibilities in enhancing the overall functional quality of DAU.	Training Report	Annually - End of AY	Institutional support	DQA
9	Establishing an award for teaching excellence.	Teaching excellence award Metrics	Dec-23	Institutional support	T&LU

Strategic Initiative 2.1.2

Improving Current Programs

Strategic Initiative 2.1.2 RACI Matrix

Responsible	Accountable	Consulted	Informed
Teaching & Learning Unit	University Vice-President	General Directorate of Planning, Development & Quality Assurance	University President

Actions of Strategic Initiative 2.1.2

#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Updating the academic program review process.	Updated academic program review process	Dec-23	Current academic program review process	T&LU
2	Aligning programs with the needs of the labor market and the market trends.	Improvement of current programs and proposed development of new programs	Biennially	Studies of the changes of labor market requirements and national trends	T&LU
3	Updating the learning outcome review process.	Updated review process of ILOs	Dec-23	Current learning outcome review process	T&LU
4	Improving the quality of the programs considering the program ILOs assessment results.	Proposal of programs improvements	Annually - End of AY	ILOs assessment improvement plans	T&LU
5	Obtaining industry and expert feedback to update programs.	Proposed improvements and opportunities based on industry and expert feedbacks	Biennially	Surveys, and industry and experts' feedbacks	T&LU

Strategic Initiative 2.1.3

Obtaining and Maintaining National Accreditation for the Institutional and for the Academic Programs

Strategic Initiative 2.1.3 RACI Matrix

Responsible	Accountable	Consulted	Informed
Directorate of Quality Assurance	University Vice-President	General Directorate of Planning, Development & Quality Assurance	University President

Actions of Strategic Initiative 2.1.3

#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Ensuring continuous adherence at both institutional and program levels to national accreditation requirements.	Report of compliance to national accreditation requirements	Annually - End of AY	Institutional support	DQA
2	Developing and implementing a mechanism to maintain national academic accreditation within renewal cycles.	NCAAA Interim reports and eligibility documents	Annually - End of AY	Institutional support	DQA
3	Following up on NCAAA institutional and programs recommendations.	Progress and completion report	Annually - End of AY	Progression plan based on approved NCAAA time frame	DQA

Strategic Initiative 2.1.4

Obtaining and Maintaining a Reputable International Accreditation for Eligible Academic Programs

Strategic Initiative 2.1.4 RACI Matrix

Responsible	Accountable	Consulted	Informed
Directorate of Quality Assurance	University Vice-President	General Directorate of Planning, Development & Quality Assurance	University President

Actions of Strategic Initiative 2.1.4

#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Assessing the scope of obtaining international accreditation for DAU's programs.	Assessment and recommendations report	Sep-24	Current international Accreditation obtained by DAU's programs	DQA
2	Identifying internationally reputed accrediting bodies for programs offered by the university.	Report of International accreditation bodies suitable for DAU's programs	Sep-24	International reputable accrediting bodies database	DQA
3	Assessing DAU programs' eligibility for international accreditation.	Eligibility report	Sep-24	International accreditation requirements	DQA
4	Initiating measures to bridge the eligibility gap and meet accreditation requirements.	Report of corrective actions to ensure the eligibility of programs	Dec-24	Institutional Support	DQA
5	Applying for international accreditation for eligible programs.	Implementation plan	As per the Accreditation Calendar	As per the requirements of the accreditation body	DQA

Strategic Initiative 2.1.5

Promoting Student Development

Strategic Initiative 2.1.5 RACI Matrix

Responsible	Accountable	Consulted	Informed
Teaching & Learning Unit	University Vice-President	General Directorate of Planning, Development & Quality Assurance	University President

Actions of Strategic Initiative 2.1.5

#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Developing Policies and Procedures for students' academic and professional enhancement.	Policies and procedures for the students' development enhancement	Dec-23	Institutional support	DQA
2	Promoting extra-curricular activities among students in alignment with the learning outcomes of the program.	Activities report	Annually - End of AY	Institutional support	T&LU
3	Expanding field trips/industry visits that complement classroom learning across all programs.	Activities report	Annually - End of AY	Institutional support	T&LU
4	Promoting the participation of experienced professionals in teaching DAU's programs.	Activities report	Annually - End of AY	Institutional support	T&LU
5	Conducting workshops in collaboration with partners from the industry.	Activities report	Annually - End of AY	Institutional support	RSU
6	Emphasizing academic advising, monitoring, and counseling processes of students in all programs.	Policies and procedures	Dec-23	Institutional support	DQA
7	Promoting and expanding the active participation of students in skills development workshops and conferences.	Activities report	Annually - End of AY	Institutional support	RSU
8	Organizing an annual career fair in the university to facilitate the recruitment of graduates.	Activities report	Annually - End of AY	Institutional support	AA&CGU
9	Ensuring the alignment between coop training and programs' learning outcomes and the right coop placement for students.	Coop training report	Annually - End of AY	Institutional support	T&LU
10	Promoting and expanding the active participation of students in community service activities.	Activities report	Annually - End of AY	Institutional support	CEU
11	Issuing a record of student development encompassing all non-academic activities for every DAU's student.	Activities report	Annually - End of AY	Institutional support	ITD

Strategic Initiative 2.1.6

Enhancing Industry Linkages

Strategic Initiative 2.1.6 RACI Matrix

Responsible	Accountable	Consulted	Informed
Teaching & Learning Unit	University Vice-President	General Directorate of Planning, Development & Quality Assurance	University President

Actions of Strategic Initiative 2.1.6

#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Developing and updating the industry linkage Policy & Procedure.	Industry linkage Policy	Dec-23	Institutional support	DQA
2	Strengthening industrial linkages through alliance agreements.	Alliance Agreements	Annually - End of AY	Institutional support	T&PDU
3	Establishing a Corporate Advisory Council at the level of programs, colleges, and institution.	Reports of Advisory Councils meetings	Annually - End of AY	Institutional support	T&PDU

Strategic Objective 2.2

Increasing Productivity in Research Process

Strategic Initiatives		KPIs			
Code	Name	Code	Name	Computation Responsibility	Data Source
2.2.1	Enhancing the Quantity of Research Production by Faculties and Students	KPI L2 2.2 01	The percentage of achieved DAU's research strategic plan KPIs.	RSU	Achievement of DAU's Research Strategic Plan
		KPI L2 2.2 02	Percentage of publications of faculty members	RSU	Achievement of DAU's Research Strategic Plan
		KPI L2 2.2 03	Number of publications of students	RSU	Achievement of DAU's Research Strategic Plan
		KPI L2 2.2 04	Rate of published research per faculty member	RSU	Achievement of DAU's Research Strategic Plan
		KPI L2 2.2 05	Percentage of DAU faculties' participation with research paper in peer-review scientific conferences	RSU	Achievement of DAU's Research Strategic Plan
		KPI L2 2.2 06	Published books and chapters	RSU	Achievement of DAU's Research Strategic Plan
		KPI L2 2.2 07	Proportion of the budget dedicated to research	RSU	Finance Report of Research Activities at DAU

Strategic Initiatives		KPIs			
Code	Name	Code	Name	Computation Responsibility	Data Source
2.2.2	Enhancing the Quality and Impact of Research	KPI L2 2.2 08	Citations rate in refereed journals per faculty member	RSU	Achievement of DAU's Research Strategic Plan
		KPI L2 2.2 09	Proportion of scientific publishing in classified journals for full-time faculty members	RSU	Achievement of DAU's Research Strategic Plan
		KPI L2 2.2 10	Researchers getting international research awards	RSU	Achievement of DAU's Research Strategic Plan

Strategic Initiative 2.2.1

Enhancing the Quantity of Research Production by Faculties and Students

Strategic Initiative 2.2.1 RACI Matrix

Responsible	Accountable	Consulted	Informed
Research Support Unit	University Vice-President	Scientific Council	University President

Actions of Strategic Initiative 2.2.1

#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Reviewing and updating research and DAU's research funding policies.	Updated research policies	Dec-23	Current research policies	DQA
2	Identifying research area priorities in line with Vision 2030.	Research areas/themes priorities report	Annually - beginning of AY	Vision 2030	RSU
3	Developing and implementing a research strategy.	Accomplishment Report	Annually - End of AY	Institutional support and funding	RSU
4	Supporting student participation in research activities	Student research support activities Report	Annually - beginning of AY	Institutional support and funding	RSU
5	Ensuring participation of all full-time faculties in research production.	Publish research list per faculty member	Annually - beginning of AY	Institutional support and funding	RSU
6	Supporting participation in high-level conferences.	Conference attendance Report	Annually - beginning of AY	Institutional support and funding	RSU
7	Establishing RSU.	Established unit	Sep-23	Institutional support	University President
8	Setting annual budget for research activities funding (publishing, conferences, workshops, research excellence rewards, research equipment, and facilities, etc.)	Annual research budget	Annually - Beginning of AY	Institutional support and funding	RSU
9	Recruiting faculties with a proven research track record	Recruitment policy & Recruitment report	Annually - End of AY	Institutional support and funding	UV-P
10	Ensuring access/subscription to online research databases.	Annual report on Research Databases subscription	Annually - Beginning of AY	Institutional support and funding	UV-P
11	Ensuring dissemination of DAU research through a variety of highlighting tools including DAU's Website, research forums, newsletters, etc.	Annual report on dissemination venues	Annually - End of AY	Institutional support	PR&M
12	Providing research mentoring for newcomers and new researchers in the process of publishing.	Research mentoring report	Annually - End of AY	Institutional support and funding	RSU

Strategic Initiative 2.2.2

Enhancing the Quality and Impact of Research

Strategic Initiative 2.2.2 RACI Matrix

Responsible	Accountable	Consulted	Informed
Research Support Unit	University Vice-President	Scientific Council	University President

Actions of Strategic Initiative 2.2.2

#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Reviewing and updating research funding policy to encourage high impact research	Updated research funding policy	Dec-23	Current research policies	DQA
2	Ensuring adherence to ethics of scientific research at the university	Report of Scientific Research Ethics committee	Annually - End of AY	Research Ethics Policy	Scientific Research Ethics Committee
3	Using plagiarism detection software in faculty and students research to protect intellectual property rights	Plagiarism software Application Report	Annually - End of AY	Institutional support	RSU
4	Ensuring all research publications are in ranked journals and excluding predatory journals	A report on the authenticity of DAU's published research	Annually - End of AY	Journal authenticity databases	RSU
5	Integrating research & enquiry into the curricula across all disciplines	Revised curricula	Annually - End of AY	Current curricula	T&LU
6	Establishing an annual award for outstanding student and faculty research	Report of annual award for outstanding research	Annually - End of AY	Institutional support	RSU

Strategic Objective 2.3

Enhancing Engagement with the Community

Strategic Initiatives		KPIs			
Code	Name	Code	Name	Computation Responsibility	Data Source
2.3.1	Creating Community Engagement Unit at DAU Level with Appropriate Autonomy, Budget, and Resources	KPI L2 2.3 01	Proportion of the budget dedicated to community engagement	CEU	Finance Report of Community Engagement Activities at DAU
2.3.2	Developing and Implementing a Community Engagement Strategy in Partnerships with Public and Private Entities with the Participation of all DAU's Units	KPI L2 2.3 02	Percentage of achieved DAU's community engagement strategic plan KPIs.	CEU	Achievement of DAU's Community Engagement Strategic Plan
		KPI L2 2.3 03	Satisfaction of beneficiaries with the community services	DQA	Beneficiaries' Satisfaction Report of the Community Service Activities
		KPI L2 2.3 04	Rate of community programs and initiatives	CEU	Achievement of DAU's Community Engagement Strategic Plan
		KPI L2 2.3 05	Rate of volunteer	CEU	Achievement of DAU's Community Engagement Strategic Plan

Strategic Initiative 2.3.1

Creating Community Engagement Unit at DAU Level with Appropriate Autonomy, Budget, and Resources

Strategic Initiative 2.3.1 RACI Matrix

Responsible	Accountable	Consulted	Informed
University Vice-President	University President	CEO	

Actions of Strategic Initiative 2.3.1

#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Completing the requirements to establish the CEU (CEU)	Completed set-up of CEU	Sep-23	Institutional support	UV-P
2	Ensuring appropriate autonomy for the unit and setting an annual budget for community engagement activities.	CEU Organizational structure, guideline and budget	Sep-23	Institutional support	UV-P

Strategic Initiative 2.3.2

Developing and Implementing a Community Engagement Strategy in Partnerships with Public and Private Entities with the Participation of all DAU's Units

Strategic Initiative 2.3.2 RACI Matrix

Responsible	Accountable	Consulted	Informed
Community Engagement Unit	University Vice-President	General Directorate of Planning, Development & Quality Assurance	University President

Actions of Strategic Initiative 2.3.2

#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Reviewing and updating community engagement policies	Updated community engagement policies	Dec-23	Existing community engagement policies	DQA
2	Developing and implementing a strategy to promote DAU community engagement	Community Engagement Strategy	Sep-23	Institutional support	CEU
3	Raising awareness of community engagement opportunities among faculties and students	Awareness campaign	Annually - End of AY	Institutional support	CEU
4	Identifying specific initiatives that encourage faculties, students, and administrative staff to be engaged in community activities.	Report of implemented initiatives to support faculty, administrative staff, and students engagement in community activities	Annually - End of AY	Institutional support	CEU
5	Exploring the scope to share expertise and support with community-based organizations.	Hosted events	Annually - End of AY	Institutional support	CEU
6	Developing joint community activities involving public and private entities	Joint activities	Annually - End of AY	Institutional support	CEU
7	Promoting alumni involvement in DAU's community engagement activities.	Promotion initiatives and report of DAU's community engagement activities with participation of alumni	Annually - End of AY	Institutional support	AA&CGU
8	Encouraging programs and colleges to sign agreements with government and private institutions promoting DAU's community engagement	Signed Agreements	Annually - End of AY	Institutional support	CEU
9	Publicizing faculty and student community engagement contributions through diverse highlighting tools.	Report of DAU's community engagement media exposures	Annually - End of AY	Institutional support	PR&M
10	Introducing a community engagement award for faculty, administrative staff, and students	Community engagement award	Annually - End of AY	Institutional support	University President
11	Developing and implementing mechanisms for mentoring and evaluating community engagement activities	Evaluation Report	Annually - End of AY	Community engagement activities evaluation procedures and policies	CEU

Strategic Objective 2.4

Improving Operational Effectiveness

Strategic Initiatives		KPIs			
Code	Name	Code	Name	Computation Responsibility	Data Source
2.4.1	Improving DAU's Value Chain Efficiency with Organizational Restructuring	KPI L2 2.4 01	Completion percentage of business processes recommended for improvement	GDPD&QA	Achievement of DAU's Continuous Process Improvement
		KPI L2 2.4 02	Average percentage improvement in the altered business processes KPIs	GDPD&QA	Achievement of DAU's Continuous Process Improvement
2.4.2	Generalizing the Use of Modern Technologies in DAU's Activities	KPI L2 2.4 03	Digital services maturity	ITD	Achievement of DAU's Continuous Process Improvement
2.4.3	Establishing an Audit Department within DAU's Responsible for Evaluating Operational Procedures, Risk Management, Control Functions, and Governance Processes	KPI L2 2.4 04	Implementation percentage of auditors' recommendations	IAU	Achievement of DAU's Audit Unit
		KPI L2 2.4 05	Proportion of identified risks that have been mitigated	RMC	Achievement of DAU's Audit Unit
2.4.4	Implementing a Proactive Policy to Ensure more Flexibility and Efficient Resource Allocation	KPI L2 2.4 06	Proportion of implemented proactive plans	GDPD&QA	Achievement of DAU's Proactive Plans

Strategic Initiative 2.4.1

Improving DAU Value Chain Efficiency with Organizational Restructuring

Strategic Initiative 2.4.1 RACI Matrix

Responsible	Accountable	Consulted	Informed
General Directorate of Planning, Development & Quality Assurance	University Vice-President	CEO	University President

Actions of Strategic Initiative 2.4.1

#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Analyzing DAU's value chain	DAU's value chain Analysis Report	Sep-23	Existing value chains documentation	GDPD&QA
2	Identifying areas for potential enrichment to improve DAU's value chain efficiency	Report of DAU's value chain efficiency improvement recommendations	Sep-23	Institutional support	GDPD&QA
3	Developing updated policies and procedures manually	Manually updated policies and procedures	Dec-23	Existing policies and procedures manual	GDPD&QA
4	Reviewing and updating organizational structure and guidelines	Updated organizational structure and guidelines	Apr-24	Existing organizational structure and guideline	GDPD&QA
5	Establishing updated DAU's value chain documentation	Updated DAU's value chain documentation	May-24	Institutional support	GDPD&QA
6	Establishing award for administrative staff excellence	Administrative staff excellence award Metrics	Jun-24	Institutional support	UP, DQA, HRD

Strategic Initiative 2.4.2

Generalizing the Use of Modern Technologies in DAU Activities

Strategic Initiative 2.4.2 RACI Matrix

Responsible	Accountable	Consulted	Informed
IT Department	University Vice-President	General Directorate of Planning, Development & Quality Assurance	University President

Actions of Strategic Initiative 2.4.2

#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Evaluating the functional requirements of DAU's activities to select the appropriate ERP system.	Report	Dec-23	Institutional Support	ITD
2	Installing the appropriate ERP system to automate business processes.	ERP System installed	Sep-25	Institutional Support	ITD
3	Updating policies and procedures to accommodate ERP requirements and best practices	Updated policies and procedures	Jan-26	Existing DAU's policies and procedures	DQA
4	Monitoring the utilization of automation, including digital workflows and other technologies to improve efficiency and effectiveness	Utilization Report	Annually - End of AY	Institutional Support	IAU

Strategic Initiative 2.4.3

Establishing an Audit Unit within DAU Responsible for Evaluating Operational Procedures, Risk Management, Control Functions, and Governance Processes

Strategic Initiative 2.4.3 RACI Matrix

Responsible	Accountable	Consulted	Informed
Risk Management Committee	General Directorate of Planning, Development & Quality Assurance	Internal Audit Unit	University President

Actions of Strategic Initiative 2.4.3

#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Completing the requirements to establish the IAU	DAU's IAU	23-Dec	Institutional support	CEO
2	Establishing audit practices for all operational procedures	Auditing reports	Annually - End of AY	Institutional support	IAU
3	Developing risk management policies	Risk management policies	Annually - End of AY	Institutional support	RMC
4	Conducting annual assessment of risk management	Annual Risk Management Report	Annually - End of AY	Institutional support	RMC
5	Developing and implementing risk management plans	Annual Risk Management Plans	Annually - End of AY	Institutional support	RMC
6	Conducting a periodic review of adherence to risk management policies	Auditing Enhancement Report	Annually - End of AY	Institutional support	RMC

Strategic Initiative 2.4.4

Implementing a Proactive Policy to Ensure more Flexibility and Efficient Resource Allocation

Strategic Initiative 2.4.4 RACI Matrix

Responsible	Accountable	Consulted	Informed
General Directorate of Planning, Development & Quality Assurance	University Vice-President	CEO	University President

Actions of Strategic Initiative 2.4.4

#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Developing proactive policies to ensure a flexible and efficient resource allocation	Proactive policy	Dec-23	Institutional Support	GDPD&QA
2	Fostering an environment of proactive mindset and thinking among DAU's community	Activities Report (training, workshops, brainstorming, etc.)	Annually - End of AY	Institutional Support	GDPD&QA
3	Identifying potential functional areas to apply proactive plans	Report of areas requiring proactive plans	Annually - End of AY	Institutional Support	GDPD&QA
4	Developing proactive plans	Proactive Plans	Annually - End of AY	Institutional Support	GDPD&QA
5	Reviewing and updating proactive plans	Reviewing Report	Annually - End of AY	Institutional Support	GDPD&QA

Strategic Objective 2.5

Promoting Entrepreneurship, Innovation and Knowledge Transfer

Strategic Initiatives		KPIs			
Code	Name	Code	Name	Computation Responsibility	Data Source
2.5.1	Establishing a Center for Entrepreneurship, Innovation and Knowledge Transfer	KPI L2 2.5 01	Number of patents	RSU	Patents Report
		KPI L2 2.5 02	Entrepreneurial and emerging startup businesses	CEI&KT	Entrepreneurship Report
		KPI L2 2.5 03	License agreements	CEI&KT	Report of License Agreements
2.5.2	Providing Research and Consultation Services to Public and Private Partners	KPI L2 2.5 04	Consulting and research contracts signed with external party	CEI&KT	Report of Consulting and Research Contracts Signed with External Parties
2.5.3	Diversifying and Alluring Research Funding Sources from Public and Private Entities	KPI L2 2.5 05	Proportion of external funding for research	CEI&KT	Finance Report of Research Activities at DAU

Strategic Initiative 2.5.1

Establishing a Center for Entrepreneurship, Innovation and Knowledge Transfer

Strategic Initiative 2.5.1 RACI Matrix

Responsible	Accountable	Consulted	Informed
Center for Entrepreneurship, Innovation & Knowledge Transfer	University Vice-President	Research Support Unit	University President

Actions of Strategic Initiative 2.5.1

#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Completing the requirements to establish the center for entrepreneurship, Innovation and Knowledge Transfer	CEI&KT	Sep-23	Institutional Support	UP
2	Developing strategies to enhance entrepreneurship skills, innovation, and knowledge transfer	Strategy	Dec-23	Institutional Support	CEI&KT
3	Offering entrepreneurship and innovation training	Training Report	Annually - End of AY	Institutional Support	CEI&KT
4	Supporting new startup ideas with training and mentorship	Report of startups	Annually - End of AY	Institutional Support	CEI&KT
5	Encouraging knowledge transfer between universities and industry	Proposals to encourage knowledge transfer between universities and industry	Annually - End of AY	Institutional Support	CEI&KT
6	Raising awareness on intellectual property	Activities Report	Annually - End of AY	Institutional Support	RSU
7	Providing general information on intellectual property	Activities Report	Annually - End of AY	Institutional Support	CEI&KT

Strategic Initiative 2.5.2

Providing Research and Consultation Services to Public and Private Partners

Strategic Initiative 2.5.2 RACI Matrix

Responsible	Accountable	Consulted	Informed
Center for Entrepreneurship, Innovation & Knowledge Transfer	Research Support Unit	University Vice-President	University President

Actions of Strategic Initiative 2.5.2

#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Developing research and consultation services policy	Updated research and consultation services policy	Dec-23	Institutional Support	DQA
2	Providing consultation services to public/private entities.	Consultation services Report	Annually - End of AY	Institutional Support	CEI&KT
3	Initiating collaborative research projects with public and private sectors.	Collaborative Research projects Report	Annually - End of AY	Institutional Support	CEI&KT

Strategic Initiative 2.5.3

Diversifying and Alluring Research Funding Sources from Public and Private Entities

Strategic Initiative 2.5.3 RACI Matrix			
Responsible	Accountable	Consulted	Informed
Center for Entrepreneurship, Innovation & Knowledge Transfer	Research Support Unit	University Vice-President	University President

Actions of Strategic Initiative 2.5.3					
#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Developing a policy for DAU's research project external funding	DAU's research project external funding Policy	Dec-23	Existing policies	DQA
2	Identifying opportunities for additional research funding from external sources	Report of possible research funding external sources	Annually - End of AY	Partnership Agreements Public and private entities network	CEI&KT
3	Encouraging faculties in identifying research opportunities and external sources of funding	Encouragement activities report	Annually - End of AY	Institutional Support	CEI&KT
4	Providing faculties with assistance in writing proposals for research funding by organizing workshops, marketing the capabilities of DAU's researchers, and encouraging networking opportunities.	Assistance activities report	Annually - End of AY	Institutional Support	CEI&KT

8.3. Perspective 3: Goal, Objectives, Initiatives, Actions, and KPIs

Perspective 3 Stakeholders

Strategic Goal 3

Promoting Stakeholders' Satisfaction and DAU's Image

Strategic Objectives of the Goal 3	
Code	Name
3.1	Increasing Stakeholders' Satisfaction
3.2	Developing New Services
3.3	Enhancing DAU's Image and Reputation

Strategic Objective 3.1

Increasing Stakeholders' Satisfaction

Strategic Initiatives		KPIs			
Code	Name	Code	Name	Computation Responsibility	Data Source
3.1.1	Maintaining Continuous Relationships with Stakeholders through Strong Communication and Targeted Activities	KPI L3 3.1 01	Satisfaction of visitors with university website information.	GDPD&QA	Visitors' Satisfaction Report of DAU's Website Performance
		KPI L3 3.1 02	Number of stakeholders communication events organized at institution and program levels	PR&M	Report of PR&M Achievements
		KPI L3 3.1 03	Number of stakeholder communication activities via social media	PR&M	Report of PR&M Achievements
		KPI L3 3.1 04	Number of stakeholder communication activities via e-newsletters and mass e-mails	PR&M	Report of PR&M Achievements
3.1.2	Enhancing Management of Alumni Relationships, Engagement, and Services	KPI L3 3.1 05	Number of Alumni communication events organized at institution and program levels	AA&CGU	Report of Alumni Unit Achievements

Strategic Initiatives		KPIs			
Code	Name	Code	Name	Computation Responsibility	Data Source
		KPI L3 3.1 06	Percentage of alumni with updated contact information	DAR&SA	Report of Alumni with Updated Contact Information
		KPI L3 3.1 07	Number of services and lifelong learning activities offered to DAU's alumni	AA&CGU	Report of Alumni Unit Achievements
		KPI L3 3.1 08	Graduates' satisfaction with alumni services and communication	AA&CGU	Graduates' Satisfaction Report of the Alumni Services and Communication
		KPI L3 3.1 09	Graduates' employability and enrolment in postgraduate programs	AA&CGU	Report of Alumni Unit Achievements
		KPI L3 3.1 10	Graduate salaries	AA&CGU	Report of Alumni Unit Achievements
3.1.3	Enhancing Educational Performance Standards to Attract Highly Qualified Students	KPI L3 3.1 11	Number of support programs for gifted, creative and talented students.	T&LU	Activities Report for Gifted, Creative, and Talented Students
		KPI L3 3.1 12	Proportion of newly enrolled students with weighted score 80% and above	DAR&SA	Enrolled Students Report
		KPI L3 3.1 13	Number of graduating students getting employed through the university	AA&CGU	Activities Report for Student Employment
3.1.4	Enhancing Students Experience and Satisfaction	KPI L3 3.1 14	Students' satisfaction with the offered services	DQA	Students' Satisfaction Report of the Offered Services
		KPI L3 3.1 15	Graduation rate for undergraduate Students in the specified period	DQA	Enrolled Students Report
		KPI L3 3.1 16	Students' evaluation of quality of the learning experience in the programs	DQA	Students' Satisfaction Report of the Quality of Learning Experience in the Programs
		KPI L3 3.1 17	First-year students retention rate	DQA	First-year Students Retention Report
		KPI L3 3.1 18	Number of students withdrawing from the university	DQA	Report of Students Withdrawing from DAU

Strategic Initiative 3.1.1

Maintaining Continuous Relationships with Stakeholders through Strong Communication and Targeted Activities

Strategic Initiative 3.1.1 RACI Matrix			
Responsible	Accountable	Consulted	Informed
Public Relations & Marketing	University Vice-President	IT Department	University President

Actions of Strategic Initiative 3.1.1

#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Increasing faculty and administrative staff awareness of the importance of communication with stakeholders.	Awareness raising events and training workshops	Annually - End of Academic Year	Institutional support	GDPD&QA
2	Identifying and preparing the key information to be disseminated to stakeholders.	DAU key messages and information to be disseminated	Annually - End of Academic Year	Institutional support	PR&M
3	Building stakeholders' database to facilitate DAU's information exchange.	Stakeholders' Contact Information Database	Annually - End of Academic Year	Institutional support	PR&M
4	Increasing DAU's presence and interaction on social media	Report of social media activities	Annually - End of Academic Year	Institutional support	PR&M
5	Disseminating an e-newsletter highlighting the important news and achievements of DAU to all stakeholders at an appropriate frequency	e-newsletters	Annually - End of Academic Year	Institutional support	PR&M
6	Developing an interactive website with content and services tailored to DAU stakeholders' needs	Interactive DAU's Website	Annually - End of Academic Year	Institutional support	ITD
7	Utilizing DAU's academic, social, cultural, and athletic events to communicate news and achievement to stakeholders	Activities Report of DAU's academic, social, cultural, and athletic events	Annually - End of Academic Year	Institutional support	PR&M
8	Visiting schools and hosting students and parents at DAU to raise awareness of DAU's programs and enrollment	Activities Report of visits to schools and hosting events	Annually - End of Academic Year	Institutional support	PR&M

Strategic Initiative 3.1.2

Enhancing Management of Alumni Relationships, Engagement, and Services

Strategic Initiative 3.1.2 RACI Matrix

Responsible	Accountable	Consulted	Informed
Alumni Affairs & Career Guidance Unit	University Vice-President	Public Relations & Marketing	University President

Actions of Strategic Initiative 3.1.2

#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Developing alumni policy & procedures	Alumni policy and procedures	Dec-23	Existing policies	DQA
2	Establishing an AA&CGU to communicate and coordinate with graduates.	AA&CGU	Sep-23	Institutional support	University President
3	Developing an alumni database containing updated alumni records	Updated alumni records database	Biannually - End of Semester	Existing alumni database	AA&CGU
4	Developing an action plan and allocating an annual budget for alumni initiatives	Alumni action plan	Annually - End of Academic Year	Institutional support	AA&CGU
5	Creating an alumni portal on the website with facilities for alumni registration, information sharing, etc.	Alumni portal on the website	Annually - End of Academic Year	Institutional support	AA&CGU
6	Providing services and lifelong learning opportunities for DAU's Alumni	Services and lifelong learning opportunities Report	Annually - End of Academic Year	Institutional support	AA&CGU
7	Ensuring active participation of alumni in the development and improvement of DAU's programs	Participation Report of Alumni in DAU's improvement activities	Annually - End of Academic Year	Institutional support	AA&CGU
8	Developing a mechanism to track the employment status of DAU's alumni within six months of graduation (% of employed graduates, average salary, the field of employment, enrollment in postgraduate programs, etc.)	Mechanism to track DAU's alumni employment status	Biannually - End of Semester	Institutional support	AA&CGU
9	Evaluating graduates' satisfaction with alumni services and communication	Alumni Satisfaction Report	Annually - End of Academic Year	Alumni Satisfaction Survey	AA&CGU

Strategic Initiative 3.1.3

Enhancing Educational Performance Standards to Attract Highly Qualified Students

Strategic Initiative 3.1.3 RACI Matrix

Responsible	Accountable	Consulted	Informed
Teaching & Learning Unit	University Vice-President	General Directorate of Planning, Development & Quality Assurance	University President

Actions of Strategic Initiative 3.1.3

#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Identifying and developing a database of highly qualified students.	Potential highly qualified student database	Annually - End of Academic Year	Institutional support	DAR&SA
2	Identifying the expectations of highly qualified students and the educational performance standards to be met.	Report of expected educational performance standards by highly qualified students	May-24	Institutional support	DAR&SA
3	Upgrading educational performance standards of DAU's programs to be in line with highly qualified students' expectations.	Report of programs improvements	Dec-24	Institutional support	T&LU
4	Reviewing and upgrading special scholarships provided to highly qualified students.	Special scholarship offered to highly qualified students	May-23	Institutional support	GDPD&QA
5	Establishing special programs to expand learning opportunities for DAU high-performing students	Report of highly qualified students expanded learning opportunities program	Annually - End of Academic Year	Institutional support	T&LU
6	Organizing and providing career opportunities for high performers.	Report of good career opportunities arranged for high-performing DAU's graduates	Annually - End of Academic Year	Institutional support	AA&CGU

Strategic Initiative 3.1.4

Enhancing Students Experience and Satisfaction

Strategic Initiative 3.1.4 RACI Matrix

Responsible	Accountable	Consulted	Informed
Deanship of Admission, Registration & Student Affairs	University Vice-President	Directorate of Quality Assurance	University President

Actions of Strategic Initiative 3.1.4

#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Reviewing and updating mechanisms to evaluate students' satisfaction	Updated mechanisms used to evaluate students' satisfaction	Dec-23	Student satisfaction evaluation surveys	DQA
2	Establishing a comprehensive orientation program for newly admitted students, covering all aspects of administration, academics, social life, culture, extracurricular activities, and sports.	Comprehensive orientation program for newly admitted students	Biannually - Beginning of Semester	Institutional support	DAR&SA
3	Increasing students' awareness of DAU's services, facilities, events, and opportunities.	Awareness raising activities report	Annually - End of Academic Year	Institutional support	DAR&SA
4	Ensuring active student participation in decision-making at all levels (University, College, Department, Program)	Report of student participation in decision making	Annually - End of Academic Year	Existing policies of student participation in decision making	UV-P
5	Reviewing and implementing the student-at-risk policy	Student at risk policy	Dec-23	Existing students at risk policy	DQA
6	Increasing administrative staff and faculty awareness of the importance of periodic and systematic communication with students.	Awareness raising activities report	Annually - End of Academic Year	Institutional support	DQA
7	Developing communication between students and the concerned DAU's units to ensure that all student requests, grievances, assistance, and help for students at-risk are handled seriously and promptly.	Healthy communication process	Annually - End of Academic Year	Institutional support	UV-P
8	Developing students' performance awards policy	Students' awards policy	Dec-23	Institutional support	DQA

Strategic Objective 3.2

Developing New Services

Strategic Initiatives		KPIs			
Code	Name	Code	Name	Computation Responsibility	Data Source
3.2.1	Launching of New Programs in Line with the Saudi Vision 2030 and New Labor Market Requirements	KPI L3 3.2 01	Number of new proposed programs at the university	SP&ESC	Report of New Proposed Programs at the University
3.2.2	Attracting Graduates of Tuition-Based Diploma Programs in Public Universities	KPI L3 3.2 02	Number of diploma programs graduates admitted to DAU	DAR&SA	Report of Diploma Programs Graduates Admitted to DAU during the year
3.2.3	Exploring Partnership Opportunities with Reputable Foreign Universities	KPI L3 3.2 03	Student exchange and cooperative training	T&LU	Student Exchange Programs and Cooperative Training Programs Report
		KPI L3 3.2 04	Faculty exchange	T&LU	Student Exchange Programs and Cooperative Training Programs Report
		KPI L3 3.2 05	Number of proposed programs in partnership with internationally ranked universities	T&LU	Report of diploma Programs Graduates Admitted to DAU during the year

Strategic Initiative 3.2.1

Launching of New Programs in Line with the Saudi Vision 2030 and New Labor Market Requirements

Strategic Initiative 3.2.1 RACI Matrix

Responsible	Accountable	Consulted	Informed
General Directorate of Planning, Development & Quality Assurance	University Vice-President	Study Plans & Educational System Committee	University President

Actions of Strategic Initiative 3.2.1

#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Improving the policy and procedures of establishing new programs	The updated policy and procedures of establishing new programs	Dec-23	Current policy and procedure	DQA
2	Proposing new undergraduate programs in line with the labor market requirements based on industry and expert feedbacks and Saudi Vision 2030	Proposed development of new undergraduate programs	Jun-24	Studies of the changes of the labor market requirements national trends, and Saudi Vision 2030	SP&ESC
3	Identifying possible new areas/tracks academic disciplines (minors)	New academic areas of disciplines	Jun-24	Studies of the changes of the labor market requirements national trends, and Saudi Vision 2030	SP&ESC
4	Proposing new postgraduate programs (new master programs, executive master programs, professional certificate and diploma programs)	Proposed development of new postgraduate programs	Jun-24	Studies of the changes of the labor market requirements national trends, and Saudi Vision 2030	SP&ESC
5	Completing the requirements to establish a Training Center to initiate training activities tailored to meet professional training needs of the community	Training Center	Sep-23	Institutional Support	UV-P

Strategic Initiative 3.2.2

Attracting Graduates of Tuition-Based Diploma Programs in Public Universities

Strategic Initiative 3.2.2 RACI Matrix

Responsible	Accountable	Consulted	Informed
Public Relations & Marketing	Deanship of Admission, Registration & Student Affairs	University Vice-President	University President

Actions of Strategic Initiative 3.2.2

#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Communicating with diploma program students and identifying potential students for enrollment in DAU's programs.	Communication activities report for each college	Annually - End of Academic Year	Institutional Support	PR&M
2	Offering incentives/scholarships to attract diploma program graduates to enroll in DAU.	Incentives to attract diploma program graduates to enroll in DAU	Annually - End of Academic Year	Institutional Support	UP
3	Creating a database of prospective diploma program graduates to establish continuous communication about their potential enrollment in DAU.	Database of contact information and continuous communication activities report	Annually - End of Academic Year	Institutional Support	PR&M

Strategic Initiative 3.2.3

Exploring Partnership Opportunities with Reputable Foreign Universities

Strategic Initiative 3.2.3 RACI Matrix

Responsible	Accountable	Consulted	Informed
Teaching & Learning Unit	University Vice-President	Research Support Unit, and Deanship of Admission, Registration & Student Affairs	University President

Actions of Strategic Initiative 3.2.3

#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Identifying possible institutes for entering into articulation agreements	List of possible institutes for entering into articulation agreements	Annually - End of Academic Year	Institutional support	UV-P
2	Developing joint programs both at disciplinary and inter-disciplinary levels by partnering with well-recognized international universities.	Proposed joint programs	Annually - End of Academic Year	Institutional support	T&LU
3	Signing agreements of international partnerships and networks to foster faculty and student exchange and promote educational and research collaboration.	Signed agreements	Annually - End of Academic Year	Educational and research partnership policy and procedures Institutional support	UV-P
4	Ensuring participation of faculty members in exchange programs and educational and research collaboration with international universities	Activities Report	Annually - End of Academic Year	Institutional support	T&LU
5	Ensuring participation of students in exchange programs with international universities	Activities Report	Annually - End of Academic Year	Institutional support	T&LU
6	Assessing the effectiveness of partnerships signed with international universities	Assessment Report	Annually - End of Academic Year	Educational and research partnership policy and procedures	T&LU

Strategic Objective 3.3

Enhancing DAU's Image and Reputation

Strategic Initiatives		KPIs			
Code	Name	Code	Name	Computation Responsibility	Data Source
3.3.1	Developing and Implementing Positioning Strategy for DAU to Enhance its Competitiveness in the Private Higher Education Market	KPI L3 3.3 01	Stakeholders' perception score	GDPD&QA	Stakeholders' Perception Report
3.3.2	Launching Effective Marketing Campaign to Enhance DAU's Image Using Modern Media and Communication Channels Targeting Potential Stakeholders	KPI L3 3.3 02	Number of marketing activities and events	PR&M	Report of DAU's marketing activities and events during the year
		KPI L3 3.3 03	Budget percentage growth dedicated to marketing campaigns	PR&M	Finance Report of Marketing Campaigns at DAU
		KPI L3 3.3 04	Website stakeholders' interaction growth rate	ITD	Report of DAU's Marketing Activities and Events during the year
3.3.3	Improving University National and International Ranking	KPI L3 3.3 05	DAU national educational category ranking	GDPD&QA	Report of DAU Ranking
		KPI L3 3.3 06	DAU national comprehensive category ranking	GDPD&QA	Report of DAU Ranking
		KPI L3 3.3 07	DAU international ranking	GDPD&QA	Report of DAU Ranking

Strategic Initiative 3.3.1

Developing and Implementing Positioning Strategy for DAU to Enhance its Competitiveness in the Private Higher Education Market

Strategic Initiative 3.3.1 RACI Matrix

Responsible	Accountable	Consulted	Informed
General Directorate of Planning, Development & Quality Assurance	University President	University Vice-President	CEO

Actions of Strategic Initiative 3.3.1

#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Identifying present DAU's Image	Current DAU's image	Sep-23	Institutional Support	GDPD&QA
2	Identifying desired target market for DAU	Desired DAU's image	Jan-24	Institutional Support	GDPD&QA
3	Determining desired positioning for DAU	Desired positioning for DAU	Jan-24	Institutional Support	UP and GDPD&QA
4	Developing a positioning strategy for DAU	DAU's positioning strategy	Jan-24	Institutional Support	UP and GDPD&QA
5	Implementing the positioning strategy for DAU	DAU's positioning strategy	Dec-26	Institutional Support	GDPD&QA
6	Evaluating DAU's positioning strategy	Evaluation report of DAU's positioning strategy	Jan-27	Institutional Support	GDPD&QA

Strategic Initiative 3.3.2

Launching Effective Marketing Campaign to Enhance DAU's Image Using Modern Media and Communication Channels Targeting Potential Stakeholders

Strategic Initiative 3.3.2 RACI Matrix

Responsible	Accountable	Consulted	Informed
Public Relations & Marketing	General Directorate of Planning, Development & Quality Assurance	University Vice-President	University President

Actions of Strategic Initiative 3.3.2

#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Completing the requirements to establish an effective PR&M	Completed set-up of PR&M	Sep-23	Institutional support	UP
2	Launching a marketing campaign for all DAU's programs in the local community	Marketing Campaign Report	Annually - End of Academic Year	Institutional support	PR&M
3	Creating promotional multimedia content to highlight DAU's growth, success, achievement, and services.	Multimedia Content Report	Annually - End of Academic Year	Institutional support	PR&M
4	Developing DAU's website in accordance with international standards.	Updated website	Sep-24	Institutional support	ITD
5	Establishing new e-communication means to handle public inquiries.	E-communication and call center	Sep-24	Institutional support	PR&M

Strategic Initiative 3.3.3

Improving University National and International Ranking

Strategic Initiative 3.3.3 RACI Matrix

Responsible	Accountable	Consulted	Informed
General Directorate of Planning, Development & Quality Assurance	University Vice-President	CEO	University President

Actions of Strategic Initiative 3.3.3

#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Evaluating DAU's performance according to Saudi Global Ranking-Educational category	Evaluation Report	Mar-24	Institutional support	GDPD&QA
2	Developing an improvement plan to enhance DAU's performance in the Saudi Global Ranking-Educational category KPIs	Improvement Plan	Jun-24	Institutional support	GDPD&QA
3	Controlling and monitoring the progress of the improvement plan and providing feedback to ensure a progressive ranking for DAU in the Saudi Global Ranking-Educational category	Controlling and Monitoring Report	Annually - End of Academic Year	Institutional support	GDPD&QA
4	Evaluating DAU's performance in the Saudi Global-overall category KPIs and possible corrective and improvement actions	Evaluation Report	Annually - End of Academic Year	Institutional support	GDPD&QA
5	Evaluating DAU's performance in other national/globally recognized international ranking bodies.	Evaluation Report	Annually - End of Academic Year	Institutional support	GDPD&QA

8.4. Perspective 4: Goal, Objectives, Initiatives, Actions, and KPIs

Perspective **4**
 Financial
 (shareholders)

Strategic
 Goal **4**

Enhancing DAU's
 Financial
 Performance

Strategic Objectives of the Goal 4	
Code	Name
4.1	Increasing Admission and Enrolment
4.2	Diversifying Income Sources
4.3	Reducing Cost of Operations and Improving Assets Utilization

Strategic Objective 4.1

Increasing Admission and Enrolment

Strategic Initiatives		KPIs			
Code	Name	Code	Name	Computation Responsibility	Data Source
4.1.1	Ensuring the Successful Implementation of Initiatives Supporting Admission and Enrolment	KPI L4 4.1 01	Growth rate in the number of enrolled students of total admitted students for the current academic year.	DAR&SA	Enrollment Students Report
		KPI L4 4.1 02	Growth rate in credit hours registered by students in the current academic year.	DAR&SA	Enrollment Students Report

Strategic Initiative 4.1.1

Ensuring the Successful Implementation of Initiatives Supporting Admission and Enrolment

Strategic Initiative 4.1.1 RACI Matrix

Responsible	Accountable	Consulted	Informed
University Vice-President	University President	General Directorate of Planning, Development & Quality Assurance	CEO

Actions of Strategic Initiative 4.1.1

#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Setting annual budget for initiatives promoting admission and enrolment.	Assigned annual budget for admission and enrolment initiatives	Annually - End of Academic Year	Funding	CEO
2	Providing necessary financial, human, technical, facilities, and equipment to promote admission and enrolment.	Allocated resources for admission and enrolment initiatives	Annually - End of Academic Year	Funding, Competencies, techniques, facilities and equipment	CEO
3	Ensuring engagement of all DAU's units in the effort to increase admission and enrolment.	Engagement efforts report	Annually - End of Academic Year	Control and motivation mechanisms	UP
4	Implementing good governance principles (autonomy, accountability, transparency, responsibility, consensus orientation) and practices to enhance admission and enrolment initiatives	Good governance policy	Dec-23	Policies, mechanisms and well to implement good governance principles and practices	GDPD&QA
5	Opening up with interactive engagement to the local and international environment to expand enrolment and admission	Activities report	Annually - End of Academic Year	Existing agreements and partnership activities	UP
6	Adopting technological advancement and digital transformation across DAU's functional units and in its services to improve admission and registration processes.	Technology and digital tools adopted report	Annually - End of Academic Year	Technological and digital tools, equipment, and software applications	CEO
7	Promoting innovation and creativity throughout the institution, as well as encouraging initiatives and development proposals, to increase the university's attractiveness and suitability to prospective students.	Policy to create positive organizational climate and work environment	Dec-23	DAU's policies	UV-P
8	Establishing support measures to succeed in DAU's repositioning campaign aimed for the improvement of educational quality and for the improvement of student facilities and services to attract highly qualified students	Repositioning Strategy Implementation Report	Annually - End of Academic Year	DAU's Repositioning strategy	UP

Strategic Objective 4.2

Diversifying Income Sources

Strategic Initiatives		KPIs			
Code	Name	Code	Name	Computation Responsibility	Data Source
4.2.1	Encouraging Initiatives Pursuing New Revenue Opportunities	KPI L4 4.2 01	Percentage of the income from sources other than tuition	FD	Finance Report of DAU's Income other than Tuition
		KPI L4 4.2 02	Growth rate of the income from sources other than tuition	FD	Finance Report of DAU's Income other than Tuition
		KPI L4 4.2 03	Number of proposed incomes generating initiatives	IAU	Report of Proposed Income Generating Initiatives

Strategic Initiative 4.2.1

Encouraging Initiatives Pursuing New Revenue Opportunities

Strategic Initiative 4.2.1 RACI Matrix

Responsible	Accountable	Consulted	Informed
University Vice-President	University President	General Directorate of Planning, Development & Quality Assurance	CEO

Actions of Strategic Initiative 4.2.1

#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Opening up with interactive engagement to the local and international environment to hunt for new revenue sources.	Activities report	Annually - End of Academic Year	Existing agreements and partnership activities	UP
2	Promoting innovation and creativity throughout the institution, as well as encouraging initiatives and development proposals to pursuit opportunities for new revenue sources.	Policy to create positive organizational climate and work environment	Dec-23	DAU's policies	UV-P
3	Allocating necessary resources to exploit new revenue-sourcing opportunities	Allocated resources allocated to pursue new revenue opportunities	Annually - End of Academic Year	Funding, Competencies, techniques, facilities, and equipment	CEO
4	Implementing good governance principles (autonomy, accountability, transparency, responsibility, consensus orientation) and practices to encourage search and promote new revenue sources	Good governance policy	Dec-23	Policies and mechanisms to implement good governance principles and practices	GDPD&QA

Strategic Objective 4.3

Reducing Cost of Operations and Improving Assets Utilization

Strategic Initiatives		KPIs			
Code	Name	Code	Name	Computation Responsibility	Data Source
4.3.1	Supporting Initiatives to Promote an Effective Cost-cutting and Assets-utilizing System	KPI L4 4.3 01	Average occupancy rate of facility units	DQA	DAU's Facility Units Occupancy Report
		KPI L4 4.3 02	Average occupancy rate per seat of facility units	DQA	DAU's Facility Units Occupancy Report
		KPI L4 4.3 03	Annual expenditure rate per student	FD	DAU's Facility Units Occupancy Report
		KPI L4 4.3 04	Number of proposed cost-saving initiatives	IAU	Report of Proposed Cost-Saving Initiatives
		KPI L4 4.3 05	Percentage of implemented cost-saving initiatives	IAU	Report of Proposed Cost-Saving Initiatives

Strategic Initiative 4.3.1

Supporting Initiatives to Promote an Effective Cost-cutting and Assets-utilizing System

Strategic Initiative 4.3.1 RACI Matrix

Responsible	Accountable	Consulted	Informed
University Vice-President	University President	General Directorate of Planning, Development & Quality Assurance	CEO

Actions of Strategic Initiative 4.3.1

#	Actions	Deliverables	Target Date	Needed Resources	Responsibility
1	Ensuring engagement of all DAU's units in cost-cutting and asset utilization initiatives.	Engagement efforts report	Annually - End of Academic Year	Control and motivation mechanisms	University President
2	Implementing good governance principles (autonomy, accountability, transparency, responsibility, consensus orientation) and practices to reduce costs and maximize asset-utilization.	Good governance policy	Dec-23	Policies, mechanisms and well to implement good governance principles and practices	GDPD&QA
3	Adopting technological advancement and digital transformation to reduce costs and improve utilization of assets.	Technology and digital tools adopted report	Annually - End of Academic Year	Technological and digital tools, equipment, and software applications	CEO
4	Promoting innovation and creativity throughout the institution as well as encouraging initiatives and development proposals to reduce costs and maximize asset-utilization.	Policy to create positive organizational climate and work environment	Dec-23	DAU's policies	University Vice-President

9. DAU's Strategy Map and Balanced Scorecard

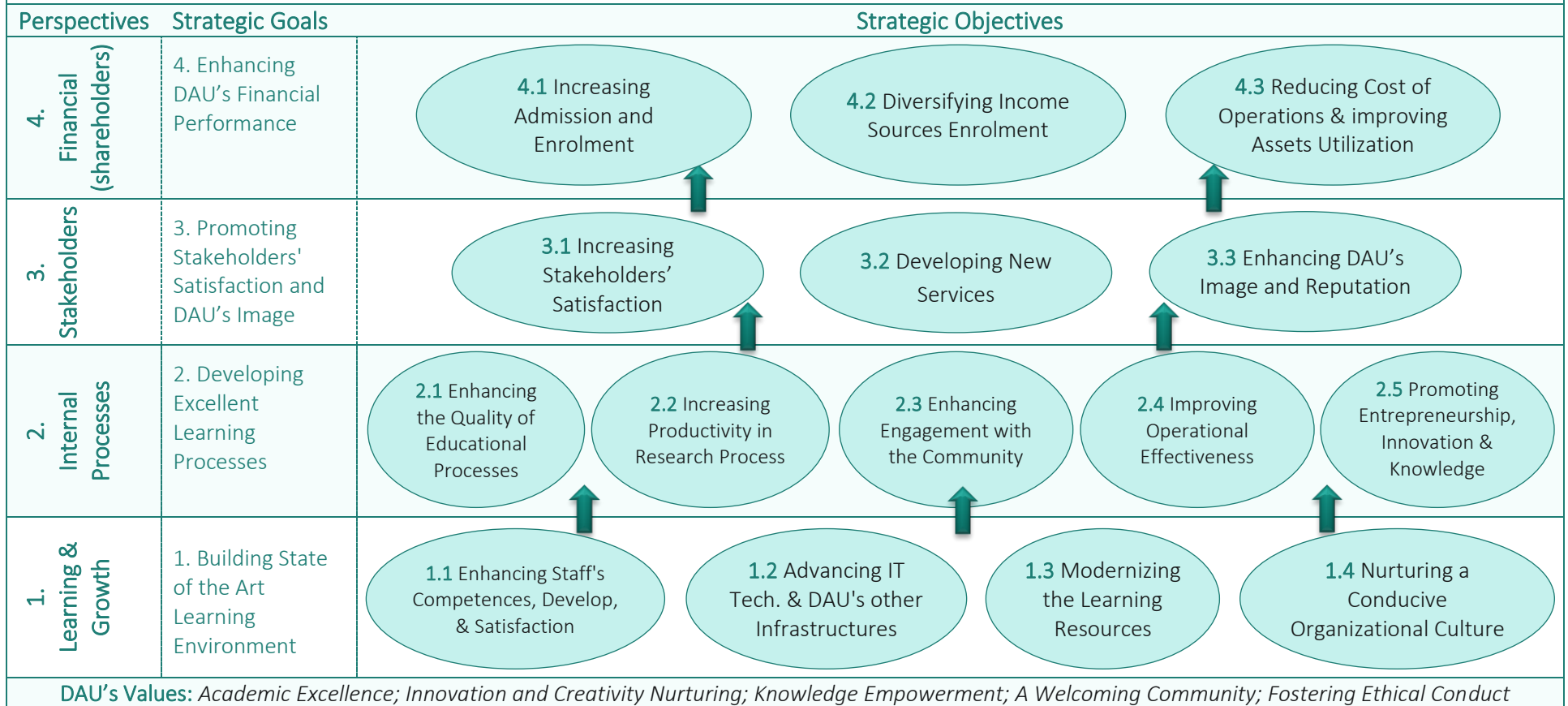
9.1. DAU's Strategy Map

DAU's Balanced Scorecard Strategy Map is a one-page visual representation of how DAU can create value by focusing on four major business activities (Financial, Customer, Internal Process, and Learning and Growth) rather than focusing solely on financials or bottom-line. Additionally, the strategy map is a powerful communication tool. It allows DAU's faculties and administrative staff to see their role in achieving the strategic plan (2023-2027) objectives and have a coherent understanding of the strategy. Another advantage of constructing a strategy map for DAU is that it facilitates cascading the strategy plan across all levels of DAU (Colleges, Academic Departments, Administrative Departments, Extra). The strategy map of each unit of DAU would simply be a replica of DAU's strategy map, with the strategic objectives scalable to take into account each unit's role in the overall plan. Hence, the process of developing strategy plans for DAU's units, when needed, will be simplified, since it will also be a small-scale replica of DAU's strategic plan. As a result, everyone in DAU will understand how all the units' sub-strategies are interconnected and how their coordination is essential to achieving the overall business objectives. The figure below illustrates DAU's strategy map, constructed with specific strategic goals and strategic objectives derived from our strategic planning's development processes so far.

DAU's STRATEGY MAP

DAU's Vision: *To be a world-class university*

DAU's Mission: *To inspire professional and personal success of our graduates through excellence in education, research, and community engagement.*



9.2. DAU's BSC

9.2.1 Perspective 1 (Learning & Growth) BSC

Perspective 1: Learning & Growth													
Strategic Goal 1: Building State of the Art Learning Environment													
Strategic Objectives	KPI Codes	KPI Names	KPI Baseline 2022	Targets					Strategic Initiatives	RACI Matrix			
				2023 Target	2024 Target	2025 Target	2026 Target	2027 Target		R	A	C	I
1.1 Enhancing Staffs' Competences, Development, and Satisfaction	KPI L1 1.1 01	Proportion of faculty members with doctoral qualifications	UV	UV	UV	UV	UV	UV	1.1.1 Developing Faculty Members' Skills and Recruitment of Highly Qualified Faculties	HRD	UV-P	DQA	UP
	KPI L1 1.1 02	Ratio of students to teaching staff	UV	UV	UV	UV	UV						
	KPI L1 1.1 03	Average percentage of teaching staff attending continuous professional development programs	UV	UV	UV	UV	UV						
	KPI L1 1.1 04	Average teaching load	UV	UV	UV	UV	UV						
	KPI L1 1.1 05	Percentage of faculties whose improvement plans have been completed based on the results of the developed evaluation system	UV	UV	UV	UV	UV						
1.2 Advancing IT Tech. and DAU's other Infrastructures	KPI L1 1.2 01	Satisfaction of beneficiaries with technical services	UV	UV	UV	UV	UV	UV	1.2.1 Upgrading Digital DAU's Infrastructure and Technological Equipment	ITD	UV-P	DQA	UP
	KPI L1 1.2 02	Percentage completion rate of the reengineering of DAU's IT infrastructure as envisioned by campus master plan	UV	UV	UV	UV	UV						
	KPI L1 1.2 03	Satisfaction of beneficiaries with facilities and services	UV	UV	UV	UV	UV	1.2.2 Reengineering of Facilities and Services to Upgrade to National and International Standards and Stakeholders' Expectations	PMD	UV-P	DQA	UP	
	KPI L1 1.2 04	Percentage completion rate of the reengineering of DAU's facilities and services as envisioned by campus master plan	UV	UV	UV	UV	UV						
	KPI L1 1.2 05	Percentage completion rate of the reengineering of DAU's central library facilities and services as envisioned by campus master plan	UV	UV	UV	UV	UV						
1.3 Modernizing the Learning Resources	KPI L1 1.3 01	Percentage of courses whose teaching materials were completed on the LMS system in first week of the semester.	UV	UV	UV	UV	UV	UV	1.3.1 Adopting New Learning Technologies to Improve the Learning Process	DLS&L	T&LU	ITD	UP
	KPI L1 1.3 02	The using rate of learning and teaching platforms for DAU courses	UV	UV	UV	UV	UV						
	KPI L1 1.3 03	Satisfaction of beneficiaries with learning resources	UV	UV	UV	UV	UV	UV	1.3.2 Adopting IT Monitoring and Evaluation System to Ensure Efficient Utilization of DAU's Learning Technologies	DLS&L	T&LU	ITD	UP

Perspective 1: Learning & Growth

Strategic Goal 1: Building State of the Art Learning Environment

Strategic Objectives	KPI Codes	KPI Names	KPI Baseline 2022	Targets					Strategic Initiatives	RACI Matrix			
				2023 Target	2024 Target	2025 Target	2026 Target	2027 Target		R	A	C	I
1.4 Nurturing a Conducive Organizational Culture	KPI L1 1.4 01	Proportion of teaching staff leaving the institution	UV	UV	UV	UV	UV	UV	1.4.1 Promoting Positive Culture and Supportive Organizational Climate	HRD	UP	GDPD&OA	CEO
	KPI L1 1.4 02	Student satisfaction towards campus life	UV	UV	UV	UV	UV	UV	1.4.2 Promoting the Sense of Belonging to DAU	DQA	UP	HRD	CEO
	KPI L1 1.4 03	Faculty satisfaction towards campus life	UV	UV	UV	UV	UV	UV					
	KPI L1 1.4 04	Administrative staff satisfaction towards campus life	UV	UV	UV	UV	UV	UV					
	KPI L1 1.4 05	Average number of social, cultural, and athletic activities carried out at the university	UV	UV	UV	UV	UV	UV					

9.2.2 Perspective 2 (Internal Processes) BSC

Perspective 2: Internal Processes													
Strategic Goal 2: Developing Excellent Learning Processes													
Strategic Objectives	KPI Codes	KPI Names	KPI Baseline 2022	Targets					Strategic Initiatives	RACI Matrix			
				2023 Target	2024 Target	2025 Target	2026 Target	2027 Target		R	A	C	I
2.1 Enhancing the Quality of Educational Processes	KPI L2 2.1 01	Percentage of achieved indicators of the institution's strategy plan objective	UV	UV	UV	UV	UV	UV	2.1.1 Implementing an Effective Governance of Quality System Ensuring Continuous Improvement of the Learning Processes	DOA	UV-P	GDPD&QA	UP
	KPI L2 2.1 02	Satisfaction of faculties with educational environment	UV	UV	UV	UV	UV	UV					
	KPI L2 2.1 03	Average percentage achievement of improvement plans for university programs	UV	UV	UV	UV	UV	UV					
	KPI L2 2.1 04	The percentage of achieved of the university's improvement plan objectives	UV	UV	UV	UV	UV	UV	2.1.2 Improving Current Programs	T&LU	UV-P	GDPD&QA	UP
	KPI L2 2.1 05	Alignment of graduates' jobs with their majors	UV	UV	UV	UV	UV	UV					
	KPI L2 2.1 06	Employers' evaluation of the institution graduates' proficiency	UV	UV	UV	UV	UV	UV					
	KPI L2 2.1 07	Students' performance in the professional and/or national examinations	UV	UV	UV	UV	UV	UV					
	KPI L2 2.1 08	Percentage of programs reviewed in the past four years	UV	UV	UV	UV	UV	UV					
	KPI L2 2.1 09	Proportion of national accredited programs	UV	UV	UV	UV	UV	UV	2.1.3 Obtaining and Maintaining National Accreditation for the Institutional and for the Academic Programs	DOA	UV-P	GDPD&QA	UP
	KPI L2 2.1 10	Proportion of international accredited programs	UV	UV	UV	UV	UV	UV	2.1.4 Obtaining and Maintaining a Reputable International Accreditation for Eligible Academic Programs	DOA	UV-P	GDPD&Q	UP
	KPI L2 2.1 11	Average number of initiatives and activities offered by each academic program to improve students' skills, increase their employment prospects, and qualify them for entrepreneurship	UV	UV	UV	UV	UV	UV	2.1.5 Promoting Student Development	T&LU	UV-P	GDPD&QA	UP
	KPI L2 2.1 12	Average number of activities and initiatives performed in cooperation with local and international educational institutions and employers	UV	UV	UV	UV	UV	UV	2.1.6 Enhancing Industry Linkages	T&LU	UV-P	GDPD&QA	UP

Perspective 2: Internal Processes

Strategic Goal 2: Developing Excellent Learning Processes

Strategic Objectives	KPI Codes	KPI Names	KPI Baseline 2022	Targets					Strategic Initiatives	RACI Matrix			
				2023 Target	2024 Target	2025 Target	2026 Target	2027 Target		R	A	C	I
2.2 Increasing Productivity in Research Process	KPI L2 2.2 01	The percentage of achieved DAU's research strategic plan KPIs.	UV	UV	UV	UV	UV	UV	2.2.1 Enhancing the Quantity of Research Production by Faculties and Students	RSU	UV-P	Scientific Council	UP
	KPI L2 2.2 02	Percentage of publications of faculty members	UV	UV	UV	UV	UV	UV					
	KPI L2 2.2 03	Number of publications of students	UV	UV	UV	UV	UV	UV					
	KPI L2 2.2 04	Rate of published research per faculty member	UV	UV	UV	UV	UV	UV					
	KPI L2 2.2 05	Percentage of DAU faculties' participation with research paper in peer-review scientific conferences	UV	UV	UV	UV	UV	UV					
	KPI L2 2.2 06	Published books and chapters	UV	UV	UV	UV	UV	UV					
	KPI L2 2.2 07	Proportion of the budget dedicated to research	UV	UV	UV	UV	UV	UV	2.2.2 Enhancing the Quality and Impact of Research	RSU	UV-P	Scientific Council	UP
	KPI L2 2.2 08	Citations rate in refereed journals per faculty member	UV	UV	UV	UV	UV	UV					
	KPI L2 2.2 09	Proportion of scientific publishing in classified journals for full-time faculty members	UV	UV	UV	UV	UV	UV					
	KPI L2 2.2 10	Researchers getting international research awards	UV	UV	UV	UV	UV	UV					
2.3 Enhancing Engagement with the Community	KPI L2 2.3 01	Proportion of the budget dedicated to community engagement	UV	UV	UV	UV	UV	UV	2.3.1 Creating Community Engagement Unit at DAU Level with Appropriate Autonomy, Budget, and Resources	UV-P	UP	CEO	
	KPI L2 2.3 02	Percentage of achieved DAU's community engagement strategic plan KPIs.	UV	UV	UV	UV	UV	UV	2.3.2 Developing and Implementing a Community Engagement Strategy in Partnerships with Public and Private Entities with the Participation of all DAU's Units	CEU	UV-P	GDPD&QA	UP
	KPI L2 2.3 03	Satisfaction of beneficiaries with the community services	UV	UV	UV	UV	UV	UV					
	KPI L2 2.3 04	Rate of community programs and initiatives	UV	UV	UV	UV	UV	UV					
	KPI L2 2.3 05	Rate of volunteer	UV	UV	UV	UV	UV	UV					

Perspective 2: Internal Processes

Strategic Goal 2: Developing Excellent Learning Processes

Strategic Objectives	KPI Codes	KPI Names	KPI Baseline 2022	Targets					Strategic Initiatives	RACI Matrix			
				2023 Target	2024 Target	2025 Target	2026 Target	2027 Target		R	A	C	I
2.4 Improving Operational Effectiveness	KPI L2 2.4 01	Completion percentage of business processes recommended for improvement	UV	UV	UV	UV	UV	UV	2.4.1 Improving DAU's Value Chain Efficiency with Organizational Restructuring	GDPD&QA	UV-P	CEO	UP
	KPI L2 2.4 02	Average percentage improvement in the altered business processes KPIs	UV	UV	UV	UV	UV	UV					
	KPI L2 2.4 03	Digital services maturity	UV	UV	UV	UV	UV	UV	2.4.2 Generalizing the Use of Modern Technologies in DAU's Activities	ITD	UV-P	GDPD&QA	UP
	KPI L2 2.4 04	Implementation percentage of auditors' recommendations	UV	UV	UV	UV	UV	UV	2.4.3 Establishing an Audit Department within DAU's Responsible for Evaluating Operational Procedures, Risk Management, Control Functions, and Governance Processes	RMC	GDPD&QA	IAU	UP
	KPI L2 2.4 05	Proportion of identified risks that have been mitigated	UV	UV	UV	UV	UV	UV					
	KPI L2 2.4 06	Proportion of implemented proactive plans	UV	UV	UV	UV	UV	UV	2.4.4 Implementing a Proactive Policy to Ensure more Flexibility and Efficient Resource Allocation	GDPD&QA	UV-P	CEO	UP
2.5 Promoting Entrepreneurship, Innovation and Knowledge Transfer	KPI L2 2.5 01	Number of patents	UV	UV	UV	UV	UV	UV	2.5.1 Establishing a Center for Entrepreneurship, Innovation and Knowledge Transfer	CEI&KT	UV-P	RSU	UP
	KPI L2 2.5 02	Entrepreneurial and emerging startup businesses	UV	UV	UV	UV	UV	UV					
	KPI L2 2.5 03	License agreements	UV	UV	UV	UV	UV	UV					
	KPI L2 2.5 04	Consulting and research contracts signed with external party	UV	UV	UV	UV	UV	UV	2.5.2 Providing Research and Consultation Services to Public and Private Partners	CEI&KT	RSU	UV-P	UP
	KPI L2 2.5 05	Proportion of external funding for research	UV	UV	UV	UV	UV	UV	2.5.3 Diversifying and Alluring Research Funding Sources from Public and Private Entities	CEI&KT	RSU	UV-P	UP

9.2.3 Perspective 3 (Stakeholders) BSC

Perspective 3: Stakeholders													
Strategic Goal 3: Promoting Stakeholders' Satisfaction and DAU's Image													
Strategic Objectives	KPI Codes	KPI Names	KPI Baseline 2022	Targets					Strategic Initiatives	RACI Matrix			
				2023 Target	2024 Target	2025 Target	2026 Target	2027 Target		R	A	C	I
3.1 Increasing Stakeholders' Satisfaction	KPI L3 3.1 01	Satisfaction of visitors with university website information.	UV	UV	UV	UV	UV	UV	3.1.1 Maintaining Continuous Relationships with Stakeholders through Strong Communication and Targeted Activities	PR&M	UV-P	ITD	UP
	KPI L3 3.1 02	Number of stakeholder communication events organized at institution and program levels	UV	UV	UV	UV	UV	UV					
	KPI L3 3.1 03	Number of stakeholder communication activities via social media	UV	UV	UV	UV	UV	UV					
	KPI L3 3.1 04	Number of stakeholder communication activities via e-newsletters and mass e-mails	UV	UV	UV	UV	UV	UV					
	KPI L3 3.1 05	Number of Alumni communication events organized at institution and program levels	UV	UV	UV	UV	UV	UV					
	KPI L3 3.1 06	Percentage of alumni with updated contact information	UV	UV	UV	UV	UV	UV	3.1.2 Enhancing Management of Alumni Relationships, Engagement, and Services	AA&CGU	UV-P	PR&M	UP
	KPI L3 3.1 07	Number of services and lifelong learning activities offered to DAU's alumni	UV	UV	UV	UV	UV	UV					
	KPI L3 3.1 08	Graduates' satisfaction with alumni services and communication	UV	UV	UV	UV	UV	UV					
	KPI L3 3.1 09	Graduates' employability and enrolment in postgraduate programs	UV	UV	UV	UV	UV	UV					
	KPI L3 3.1 10	Graduate salaries	UV	UV	UV	UV	UV	UV					
	KPI L3 3.1 11	Number of support programs for gifted, creative and talented students.	UV	UV	UV	UV	UV	UV	3.1.3 Enhancing Educational Performance Standards to Attract Highly Qualified Students	T&LU	UV-P	GDPD&QA	UP
	KPI L3 3.1 12	Proportion of newly enrolled students with weighted score 80% and above	UV	UV	UV	UV	UV	UV					
	KPI L3 3.1 13	Number of graduating students getting employed through the university	UV	UV	UV	UV	UV	UV					
	KPI L3 3.1 14	Students' satisfaction with the offered services	UV	UV	UV	UV	UV	UV	3.1.4 Enhancing Students Experience and Satisfaction	DAR&SA	UV-P	DOA	UP
	KPI L3 3.1 15	Graduation rate for undergraduate Students in the specified period	UV	UV	UV	UV	UV	UV					
	KPI L3 3.1 16	Students' evaluation of quality of the learning experience in the programs	UV	UV	UV	UV	UV	UV					
	KPI L3 3.1 17	First-year students retention rate	UV	UV	UV	UV	UV	UV					

Perspective 3: Stakeholders													
Strategic Goal 3: Promoting Stakeholders' Satisfaction and DAU's Image													
Strategic Objectives	KPI Codes	KPI Names	KPI Baseline 2022	Targets					Strategic Initiatives	RACI Matrix			
				2023 Target	2024 Target	2025 Target	2026 Target	2027 Target		R	A	C	I
	KPI L3 3.1 18	Number of students withdrawing from the university	UV	UV	UV	UV	UV	UV					
3.2 Developing New Services	KPI L3 3.2 01	Number of new proposed programs at the university	UV	UV	UV	UV	UV	UV	3.2.1 Launching of New Programs in Line with the Saudi Vision 2030 and New Labor Market Requirements	GDPD&QA	UV-P	SP&ESC	UP
	KPI L3 3.2 02	Number of diploma programs graduates admitted to DAU	UV	UV	UV	UV	UV	UV	3.2.2 Attracting Graduates of Tuition-Based Diploma Programs in Public Universities	PR&M	DAR&SA	UV-P	UP
	KPI L3 3.2 03	Student exchange and cooperative training	UV	UV	UV	UV	UV	UV	3.2.3 Exploring Partnership Opportunities with Reputable Foreign Universities	T&LU	UV-P	RSU, DAR&SA	UP
	KPI L3 3.2 04	Faculty exchange	UV	UV	UV	UV	UV	UV					
	KPI L3 3.2 05	Number of proposed programs in partnership with internationally ranked universities	UV	UV	UV	UV	UV	UV					
	3.3 Enhancing DAU's Image and Reputation	KPI L3 3.3 01	Stakeholders' perception score	UV	UV	UV	UV	UV	UV	3.3.1 Developing and Implementing Positioning Strategy for DAU to Enhance its Competitiveness in the Private Higher Education Market	GDPD&QA	UP	UV-P
KPI L3 3.3 02		Number of marketing activities and events	UV	UV	UV	UV	UV	UV	3.3.2 Launching Effective Marketing Campaign to Enhance DAU's Image Using Modern Media and Communication Channels Targeting Potential Stakeholders	PR&M	GDPD&QA	UV-P	UP
KPI L3 3.3 03		Budget percentage growth dedicated to marketing campaigns	UV	UV	UV	UV	UV	UV					
KPI L3 3.3 04		Website stakeholders' interaction growth rate	UV	UV	UV	UV	UV	UV					
KPI L3 3.3 05		DAU national educational category ranking	UV	UV	UV	UV	UV	UV	3.3.3 Improving University National and International Ranking	GDPD&QA	UV-P	CEO	UP
KPI L3 3.3 06		DAU national comprehensive category ranking	UV	UV	UV	UV	UV	UV					
KPI L3 3.3 07		DAU international ranking	UV	UV	UV	UV	UV	UV					

9.2.4 Perspective 4 (Financial) BSC

Perspective 4: Financial (Shareholders)													
Strategic Goal 4: Enhancing DAU's Financial Performance													
Strategic Objectives	KPI Codes	KPI Names	KPI Baseline 2022	Targets					Strategic Initiatives	RACI Matrix			
				2023 Target	2024 Target	2025 Target	2026 Target	2027 Target		R	A	C	I
4.1 Increasing Admission and Enrolment	KPI L4 4.1 01	Growth rate in the number of enrolled students of total admitted students for the current academic year.	UV	UV	UV	UV	UV	UV	4.1.1 Ensuring the Successful Implementation of Initiatives Supporting Admission and Enrolment	UV-P	UP	GDPD&QA	CEO
	KPI L4 4.1 02	Growth rate in credit hours registered by students in the current academic year.	UV	UV	UV	UV	UV	UV					
4.2 Diversifying Income Sources	KPI L4 4.2 01	Percentage of the income from sources other than tuition	UV	UV	UV	UV	UV	UV	4.2.1 Encouraging Initiatives Pursuing New Revenue Opportunities	UV-P	UP	GDPD&QA	CEO
	KPI L4 4.2 02	Growth rate of the income from sources other than tuition	UV	UV	UV	UV	UV	UV					
	KPI L4 4.2 03	Number of proposed incomes generating initiatives	UV	UV	UV	UV	UV	UV					
4.3 Reducing Cost of Operations and Improving Assets Utilization	KPI L4 4.3 01	Average occupancy rate of facility units	UV	UV	UV	UV	UV	UV	4.3.1 Supporting Initiatives to Promote an Effective Cost-cutting and Assets-utilizing System	UV-P	UP	GDPD&QA	CEO
	KPI L4 4.3 02	Average occupancy rate per seat of facility units	UV	UV	UV	UV	UV	UV					
	KPI L4 4.3 03	Annual expenditure rate per student	UV	UV	UV	UV	UV	UV					
	KPI L4 4.3 04	Number of proposed cost-saving initiatives	UV	UV	UV	UV	UV	UV					
	KPI L4 4.3 05	Percentage of implemented cost-saving initiatives	UV	UV	UV	UV	UV	UV					

10. Methodology for implementation of the BSC in DAU

10.1 Cascading Key Points

For DAU's strategy to be effective, strategic goals and objectives must be coherent with how DAU's top managers, faculties and administrative staff interpret them at different DAU's hierarchical levels: Top Managers, Support Units, Colleges, Academic Departments, Academic Programs, Academic Committees, and teams and Individuals. In DAU's Balanced scorecard this coherence is achieved via the cascading process. Therefore, DAU's strategy is transformed to a system everyone supports by cascading high-level strategy to first academic and support units and then to individuals.

The following key points are taken into consideration when DAU's Balanced scorecard cascading is implemented:

- *Cascading is done by goals and objectives:* support units, colleges, departments, and teams develop their own scorecard and align their goals and objectives with DAU's strategy map. At their levels, they can map additional goals and objectives using the strategy map.
- *Keeping cause-and-effect connections:* Cause-and-effect connections between objectives and goals should be maintained at different Tiers. Without this, the next level's strategy map will be useless and achieving coherence between goals, objectives, initiatives and actions at different tiers cannot be achieved.
- *All objectives should have responsible:* Delegating responsibility for achieving objectives is fundamental to cascading BSC. The top tier of managers sets strategic goals, objectives, and initiatives. The next tier of managers interprets these objectives in terms of narrower, more specific objectives to assume responsibility for, and so on for the following tier managers.
- *Cascading is a bidirectional process with a discussion origin:* Scorecards should be cascaded to the lower levels for the purpose of the reporting (or even direct control), at the same time, the top manager scorecard must aggregate the values from lower-level scorecards and present the required information for the decision-makers.
- *Establish a hard connection by indicators:* Cascading KPIs makes sense when lower levels are scaled copies of the parent level. This makes monitoring and accountability easier and logical.

10.2 DAU's Cascading Tiers

Hierarchical Level	DAU's Entities	# Cascading Tier
1. Top Managers	UP; UV-P; CEO; GDPD&QA	
2. Support Units	HRD; DQA; DAR&SA; T&LU; ITD; DLS&L; PMD; O&M; RSU; CEU; DLS&L; T&PDU; PR&M; IAU; RMC; CEI&KT; SP&ESC; FD	Tier 1: University Wide
3. Colleges	University Preparatory Program; College of Business Administration; College of LAW; College of Architectural Engineering and Digital Design; College of Medicine; College of Dentistry; College of Pharmacy and Applied Medical Sciences; College of Business Administration; and College of LAW	Tier 2: Colleges
4. Academic Departments	Marketing Department; Human Resources Management Department; Finance & Banking Department; Accounting Department; Basic Medical Science Department; Clinical Medical Sciences Department; Medical Education Department; Department of Dentistry; Architecture Department; Interior Design Department; Graphic Design Department; Department of Bachelor's Degree Program in Law; Department of Master's Degree Program in Law; Nursing Department; and Respiratory Therapy Department	Tier 3: Academic Departments & Programs
5. Academic Programs	Bachelor of Marketing; Bachelor of HRM; Bachelor of Finance & Banking; Bachelor of Accounting; Bachelor of Law; Bachelor of Architectural Engineering; Bachelor of Interior Design; Bachelor of Graphic Design; Bachelor of Medicine; Bachelor of Dentistry; Bachelor of Nursing; Bachelor of Respiratory Therapy; Master of Business Administration; Master of Management Information System; Master of Project Management; Master of Public Law; and Master of Private Law	
7. Teams and Individuals	Teaching Staff & Administrative Staff	Tier 4: Teams & Individuals

Tier 1: University Wide: DAU's strategic elements, such as vision, mission values, strategic goals, strategic objectives, and strategic initiatives are defined and articulated through a high-level strategy map and scorecard (called a Tier 1 entities). The top managers and support units at this level are responsible for DAU strategic objectives' completion level through the implementation of DAU's strategic initiatives. For that, RACI matrix is used to assign roles and responsibilities of each entity at this level (Responsible, Accountable, Consulted, and Informed).

DAU's Strategic objectives and initiatives are translated, or cascaded, down to other, lower-level entities (colleges). The Tier 1 entities are responsible to provide support to Tier 2 entities (colleges) to develop strategic objectives and initiatives that are aligned with high-level strategy map and define college KPIs that are scaled copies of top-level KPIs. They are also responsible for monitoring the achievement of the college objectives and the measuring of the college KPIs.

Tier 2: Colleges: All DAU's colleges are called Tier 2 entities, and strategic objectives are prepared at this level and should be aligned to the strategic objectives and strategy maps of the top-level Tier 1 entities. Once Tier 2 strategic objectives are developed and approved by the Tier 1 entities, strategic initiatives, KPIs, and actions can be developed and require the approval of Tier 1 entities through a collaboration and consulting process which revolves around high level strategy map and scorecard.

Each college must form 8 committees, each one focusing on one of the college intervention areas: College Strategic Plan Committee (CSPC), Students Performance Committee (SPC), Teaching Staff Committee (TSC), Scientific Research & Innovation Committee (SR&IC), Community Engagement and Industry Linkage Committee (CE&ILC), Learning Sources Committee (LSC), Academic Program Development Committee (APDC), Academic Programs' Marketing & Attracting Students Committee (APM&ASC). Thus, each college committee collaborates with the concerned Tier 1 entity regarding initiatives, KPIs, and actions related to its intervention area. It is also responsible to provide support to Tier 3 entities (departments/programs) to develop operational plan that is aligned with college strategy map and define department/program KPIs that are scaled copies of college KPIs.

Tier 3: Academic Departments & Programs: All DAU's academic departments and programs are called Tier 3 entities. Operational plans prepared at this level should be aligned with the strategic objectives and initiatives of the Tier 2 entities (college). Each Tier 2 entity meets separately to define the value creation story for the academic department/program. Once Tier 3 objectives are developed and approved by the Tier 2 entities (colleges), operational initiatives, KPIs, and actions can be developed and require the approval of Tier 2 entities (colleges) through a collaboration and consulting process that revolves around college strategy map and scorecard.

To facilitate collaboration and cooperation between Tier 2 entities (colleges) and Tier 3 (Academic Departments & Programs), each department must form nine department/program committees that are scaled copies of college committees: Operational Plan Committee (OPC), Education Quality Process & Program Accreditation Committee (EQP&PAC), SPC, TSC, SR&IC, CE&ILC, LSC, APDC, and APM&ASC. Defining the purpose, operational plan, initiatives, and KPIs for Tier 3 is essential in cascading them to individual employees and teams at Tier 4.

Tier 4: Teams & Individuals: At this level, cascading BSC focuses on transforming the objectives at Tier 3 into personal or team objectives and KPIs around desired accomplishments and expected behaviors that will be used for individual appraisals, development plans reward and recognition plans, incentive plans, targeted training programs, individual coaching plans, and communication plans. Employees and teams must report day-to-day supervision and guidance. The efficiency of this level can be enhanced by focusing on employees and teams of employees who have similar job descriptions or that work on similar tasks and projects, so important inputs should be provided by Tier 3 including work assignments, job descriptions, personal goals, and job competencies. Individual employee and team accountability is created by aligning individual and team objectives with department/program objectives, which in turn are aligned with college strategic objectives and initiatives, which, in their turn, are also aligned with DAU's vision, mission, and strategy map.

In the figure Below, an example of the cascading is shown at four levels in DAU.

Cascading of DAU's BSC: Example

DAU's Vision: *To be a world-class university*

DAU's Mission: *To inspire professional and personal success of our graduates through excellence in education, research, and community engagement.*

Perspective: 1. *Learning & Growth*

Strategic Goal 1. *Building State of the Art Learning Environment*

# Tier	Strategic Objective	Strategic Initiative	KPIs	Target 2023	RACI Matrix				Actions
					R	A	C	I	
Tier 1: University Wide	1.1 Enhancing Staff's Competences, Development, and Satisfaction	1.1.2 Developing Workload System Balancing Teaching, Research, and Community Service Assignment	KPI_L1_1.1_04 Average teaching load	0.77	DQA	UV-P	HRD	UP	Assessing retention and turnover rates for faculties across all colleges.
									Developing a balanced workload policy that takes into account all academic assignments and activities.
									Developing a follow-up mechanism for implementation, monitoring, and evaluation of the adopted workload policy.
Tier 2: Colleges	C1.1 Improve competencies and satisfaction of COB faculties	C1.1.2 implement an appropriate workload system for COB faculties	KPI-CPE1.11 College average teaching load	0.75	College QAU	College Dean	DQA	UV-P	Assessing COB faculty retention and turnover
									Implementing, monitoring, and evaluating the updated workload policy.
Tier 3: Academic Departments & Programs	D1.1 Improve competencies and satisfaction of department faculties	D1.1.2 implement an appropriate workload system for department faculties	KPI-DPE1.09 Department average teaching load	0.76	Department EQ&PAC	Head of Department	College QAU	College Dean	Assessing department faculty retention and turnover
Tier 4: Teams & Individuals	P1.1 Improve competencies and satisfaction of faculty member	P1.1.2 Balancing Teaching, Research, and Community Service Assignment of faculty member	KPI-PPE1.09 Faculty members' average teaching load	0.75	Scheduling Coordinator	College Vice-Dean	Department EQ&PAC	Head of Department	Reducing faculty teaching load

DAU's Values: *Academic Excellence; Innovation and Creativity Nurturing; Knowledge Empowerment; A Welcoming Community; Fostering Ethical Conduct*

11. DAU's BSC Automating

It is necessary to automate DAU's BSC in order to create a visual representation of its strategy map, cascade a high-level scorecard down to customized scorecards at the following levels, communicate scorecards to all university entities, and provide a new framework for reporting and providing feedback to make strategy a continuous process.

Scorecard automation solutions allow DAU's academic and administrative leaders to:

- *use the scorecard as a dashboard control panel and monitoring system* to see a comprehensive picture of DAU's health and effectiveness in achieving its goals, objectives, initiatives, and actions. The Balanced Scorecard builds that picture with financial and non-financial KPIs, such as revenues and incomes, student enrollment, education quality, students communication and performance, faculties and administrative staff competencies, scientific research and innovation, community engagement, academic Programs' marketing and attracting students, etc.
- *visually see cause-and-effect relationships* that demonstrate how every selected strategic objective should be part of a chain of events that leads to DAU's goals. Using a scorecard, DAU's academic and administrative leaders identify root causes of performance issues, and then develop improvement plans aligned with DAU's strategy.
- *ensure that all DAU's entities speak the same language*, so DAU's academic and administrative leaders can make valid comparisons between colleges, and academic departments and programs. The BSC automation also makes it easier for DAU's entities to share information, such as performance and best practices that have proven effective in different entities.
- *ensure accountability and control* across all DAU's entities (support units, colleges, academic departments) to obtain better performances and higher shareholder value.

BSC software is implemented for the following reasons:

- *Data integration*: integrating data from multiple data sources.
- *Data analysis and storing*: analyzing the data across all data sets of the scorecard.
- *Communication and collaboration*: facilitating communication of performance data among users top down and bottom up.

A big number of software vendors are willing to offer DAU BSC software. The choice of one of these vendors is subject to different requirements from various entities (Top Managers, Support Units, Colleges, and Academic Departments):

- BSC Software must be compatible with DAU's IT infrastructure and integration capabilities.
- Ensure that BSC software is economically sensible.
- BSC Software must provide comprehensive analysis capabilities.
- The BSC software should have a good user interface and be easy to use.

Key Performance Indicator Sheets

KPI_L1_1.1_01

KPI Name	Unit	Frequency of computation
Proportion of faculty members with doctoral qualifications	Percentage	Annually

Description: Highly qualified teaching faculty with verified doctoral qualification ensures that students get the absolute most out of their courses.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of teaching staff with a doctoral qualification is the number of faculty members who have a full-time status with DAU's programs and have a doctoral degree issued by a recognized higher education institution. The total number of teaching staff is all faculties who have a full-time status with DAU's colleges and departments. 	= [The number of faculty members with doctoral qualification / Total number of teaching staff]×100

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
C01D01S02I04/ KPI_C1_1.1_01/ KPI-I-12	Faculty Qualifications Report Approved by HRM Directorate	HRM Platform	Human Resource Directorate	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	UV	1	0% < 30% achievement	Unacceptable
							2	30% < 45% achievement	Emerging
							3	45% < 55% achievement	Minimally Acceptable
							4	55% < 75% achievement	Acceptable
							5	75% < 90% achievement	Accomplished
							6	90% ≤ 100% achievement	Excellent



Return to Perspective 1 BSC



Return to Strategic Objective 1.1

KPI_L1_1.1_02

KPI Name	Unit	Frequency of computation
Ratio of students to teaching staff	Ratio	Annually

Description: Ratio of students per teaching staff measures the number of students enrolled in undergraduate programs including UPP per faculty member. It reflects faculty member workload and the availability of faculty members' services to their students.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of students registered in DAU's undergraduate programs including UPP is the number of all students who are enrolled and have active status. The total number of teaching staff is number of all faculties who have a full-time or part-time status with DAU's programs. 	$= \frac{\text{Total number of students enrolled in DAU's programs}}{\text{Total number of full-time teaching staff working in DAU in the same academic year}}$

KPI Compatibility C01D01S02I03/ KPI_C1_1.1_02/ KPI-I-11	Data Source SIS Report	Computation Platform SIS	Computation Responsibility Deanship of Admission, Registration & Student Affairs	Usage Level Used for informed decisions making and actions by the programs, colleges & institution
--	--------------------------------------	--	---	---

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	UV	1	< 15 : 1 or >35 : 1	Unacceptable
							2	≥ 15 : 1 and < 17 : 1 or > 33 : 1 and < 35 : 1	Emerging
							3	≥ 17 : 1 and < 19 : 1 or > 31 : 1 and < 33 : 1	Minimally Acceptable
							4	≥ 19 : 1 and < 21 : 1 or > 29 : 1 and < 31 : 1	Acceptable
							5	≥ 21 : 1 and < 23 : 1 or > 27 : 1 and < 29 : 1	Accomplished
							6	≥ 23 : 1 and ≤27:1	Excellent



Return to Perspective 1 BSC



Return to Strategic Objective 1.1

KPI_L1_1.1_03

KPI Name	Unit	Frequency of computation
Average percentage of teaching staff attending continuous professional development (CPD) programs out of the total invited.	Percentage	Annually

Description: CPD programs aim to improve the behavioral and technical skills of teaching staff through a variety of tools such as training programs, seminars, and coaching.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of teaching staff who participated in CPD programs include all DAU's faculties who participated in training programs, seminars, and coaching in order to develop their performance and their skills. The total number of invited faculties are all those who have a full-time status with DAU's colleges and departments, and were invited to participate in training programs, seminars, and coaching. 	$= \left[\frac{\text{The number of faculties who participated in CPD programs}}{\text{The total number of invited faculties}} \right] \times 100$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C1_1.1_03	CPD Report	DAU Faculties' Record	Directorate of Quality Assurance	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	UV	1	0% < 60% achievement	Unacceptable
							2	60% < 70% achievement	Emerging
							3	70% < 80% achievement	Minimally Acceptable
							4	80% < 90% achievement	Acceptable
							5	90% < 95% achievement	Accomplished
							6	95% ≤ 100% achievement	Excellent



Return to Perspective 1 BSC



Return to Strategic Objective 1.1

KPI_L1_1.1_04

KPI Name	Unit	Frequency of computation
Average teaching load	Proportion	Annually

Description: The average of teaching load ensures that faculties are available to participate in curricular and extracurricular activities, community engagement, and research.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The sum of teaching hours is the total load of all teaching staff working in DAU's colleges including UPP. The total assumed academic load for all faculties working in DAU is the total number of teaching load hours required by DAU for all faculties who have a full-time status with DAU's colleges, UPP, and other unities. 	= [The sum of teaching hours / The total assumed academic load for all faculties working in DAU]

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C1_1.1_04	SIS Report	SIS	Deanship of Admission, Registration & Student Affairs	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	> 1.4 or > 0.60	Unacceptable
						2	>1.30 and ≤ 1.40 or < 0.70 and ≥ 0.60	Emerging
						3	>1.20 and ≤ 1.30 or < 0.80 and ≥ 0.70	Minimally Acceptable
						4	> 1.10 and ≤ 1.20 or < 0.90 and ≥ 0.8	Acceptable
						5	> 1.05 and ≤ 1.1 or < 0.95 and ≥ 0.9	Accomplished
						6	> 0.95 and ≤ 1.05	Excellent



Return to Perspective 1 BSC



Return to Strategic Objective 1.1

KPI_L1_1.1_05

KPI Name	Unit	Frequency of computation
Percentage of faculties whose improvement plans have been completed based on the results of the developed evaluation system	Percentage	Annually

Description: The main objective of performance evaluation is to provide an opportunity to the teaching staff and their respective supervisor (Dean of colleges, Head of departments) for the discussion of their job performance, their expectations and accomplishments, professional development and establishing goals and objectives for supporting to all DAU's program missions. This KPI provides valuable insights into improving teaching, community engagement and research, and will eventually lead to sustainable curricula.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of faculties whose improvement plans have been completed based on the results of the developed evaluation system The total number of teaching staff is the number of all faculties who have a full-time status with DAU's colleges and departments. 	$= \left[\frac{\text{The total number of faculties whose improvement plans have been completed}}{\text{The total number of teaching staff}} \right] \times 100$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C1_1.1_05	Faculties' Evaluation Report	DAU Faculties' Record	Teaching & Learning Unit	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	UV	1	< 75% achievement	Unacceptable
							2	75% < 80% achievement	Emerging
							3	80% < 85% achievement	Minimally Acceptable
							4	85% < 90% achievement	Acceptable
							5	90% < 95% achievement	Accomplished
							6	95% ≤ 100% achievement	Excellent



Return to Perspective 1 BSC



Return to Strategic Objective 1.1

KPI_L1_1.2_01

KPI Name	Unit	Frequency of computation
Satisfaction of beneficiaries with technical services	Average rating	Annually

Description: This KPI measures the satisfaction degree of the beneficiaries with technical services in terms of Suitability, safety and confidentiality, availability and ease of access, and maintenance and support services. The aim of this KPI is to ensure that the students, faculties and administrative staff accomplish their academic and administrative endeavors within a set of conducive technical services.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The adequacy of technical services as perceived by the beneficiaries of DAU is a component of the students, faculties, and administrative staff satisfaction. This is normally scaled on a 5-point Likert Scale to get the means (average score) of the beneficiaries' perception. The total number of beneficiaries who filled the survey is the total number of students, faculties and administrative staff having a full-time status with DAU's colleges and departments who responded to the survey. 	$= \text{Sum of the scores given by the beneficiaries who responded to the adequacy of technical services} / \text{Total number of beneficiaries who filled the survey}$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI-I-15	Beneficiaries Satisfaction Report of the Technical Services	LMS	Directorate of Quality Assurance	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	< 2.5	Unacceptable
						2	2.5 - 2.99	Emerging
						3	3 - 3.49	Minimally Acceptable
						4	3.5 - 3.99	Acceptable
						5	4 - 4.49	Accomplished
						6	4.5 - 5	Excellent



Return to Perspective 1 BSC



Return to Strategic Objective 1.2

KPI_L1_1.2_02

KPI Name	Unit	Frequency of computation
Percentage completion rate of the reengineering of DAU's IT infrastructure as envisioned by campus master plan	Percentage	Annually

Description: IT infrastructure represents the key success which is empowering and enabling the faculties and administrative staff towards achieving the wanted quality in DAU. This KPI provides valuable insights into improving DAU's IT infrastructure including datacenters, networks, servers, storage, PCs, learning platforms, and printing according to the Campus Master Plan.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of achieved DAU's IT infrastructure reengineering activities is the total number of reengineering initiatives, actions, and projects of DAU's IT infrastructure that targeted the improvement of datacenters, networks, servers, storage, PCs, learning platforms, and printing. The total number of planned DAU's IT infrastructure reengineering activities is the total number of reengineering initiatives, actions, and projects of DAU's IT infrastructure envisioned by Campus Maser Plan in the same year. 	$= \left[\frac{\text{The total number of achieved DAU's IT infrastructure reengineering activities}}{\text{The total number of planned DAU's IT infrastructure reengineering activities}} \right] \times 100$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
	Campus Maser Plan Achievement Report		IT Department	Used for informed decisions making and actions by the institution

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	UV	1	0% < 30% achievement	Unacceptable
							2	30% < 45% achievement	Emerging
							3	45% < 55% achievement	Minimally Acceptable
							4	55% < 75% achievement	Acceptable
							5	75% < 90% achievement	Accomplished
							6	90% ≤ 100% achievement	Excellent



Return to Perspective 1 BSC



Return to Strategic Objective 1.2

KPI_L1_1.2_03

KPI Name	Unit	Frequency of computation
Satisfaction of beneficiaries with facilities and services	Average rating	Annually

Description: This KPI measures the satisfaction degree of the beneficiaries with facilities and services such as classrooms, labs, library, electronic resources, learning sources, health services, safety and security services, places for studying in the campus, sports facilities, canteens, and food courts, etc. The aim of this KPI is to keep the campus well-groomed, clean, maintained in optimal condition, and safe for students, faculties, and administrative staff, so that the ability to recruit and retain students improves drastically.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The adequacy of facilities and services as perceived by the beneficiaries of DAU is a component of the students, faculties and administrative staff satisfaction. This is normally scaled on a 5-point Likert Scale to get the means (average score) of the beneficiaries' perception. The total number of beneficiaries who filled the survey is the total number of students, faculties and administrative staff having a full-time status with DAU's colleges and departments who responded to the survey. 	$= \text{Sum of the scores given by the beneficiaries who responded to the adequacy of facilities and services} / \text{Total number of beneficiaries who filled the survey}$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
	Beneficiaries Satisfaction Report of the Facilities and Services	SIS	Directorate of Quality Assurance	Used for informed decisions making and actions by the institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV						1	< 2.5	Unacceptable
	UV					2	2.5 - 2.99	Emerging
		UV				3	3 - 3.49	Minimally Acceptable
			UV			4	3.5 - 3.99	Acceptable
				UV		5	4 - 4.49	Accomplished
					UV	6	4.5 - 5	Excellent



Return to Perspective 1 BSC



Return to Strategic Objective 1.2

KPI_L1_1.2_04

KPI Name	Unit	Frequency of computation
Percentage completion rate of the reengineering of DAU's facilities and services as envisioned by campus master plan	Percentage	Annually

Description: The ability to recruit and retain students is enhanced by keeping the campus clean, well-maintained, and safe. This KPI provides valuable insights into improving DAU's services and facilities including classrooms, labs, library, electronic resources, learning sources, health services, safety, and security services, places for studying in the campus, sports facilities, canteens, and food courts, according to the Campus Master Plan.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of achieved DAU's facilities and services reengineering activities is the total number of reengineering initiatives, actions and projects of DAU's facilities and services that targeted the improvement of classrooms, labs, library, electronic resources, learning sources, health services, safety and security services, places for studying in the campus, sports facilities, canteens and food courts, etc. The total number of planned DAU's facilities and services reengineering activities is the total number of reengineering initiatives, actions and projects of DAU's facilities and services envisioned by Campus Maser Plan in the same year. 	$= [\text{The total number of achieved DAU's facilities and services reengineering activities} / \text{The total number of planned DAU's facilities and services reengineering activities}] \times 100$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
	Campus Maser Plan Achievement Report		Directorate of Quality Assurance	Used for informed decisions making and actions by the institution

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV							1	0% < 30% achievement	Unacceptable
							2	30% < 45% achievement	Emerging
	UV	UV	UV	UV	UV		3	45% < 55% achievement	Minimally Acceptable
							4	55% < 75% achievement	Acceptable
							5	75% < 90% achievement	Accomplished
							6	90% ≤ 100% achievement	Excellent



Return to Perspective 1 BSC



Return to Strategic Objective 1.2

KPI_L1_1.2_05

KPI Name	Unit	Frequency of computation
Percentage completion rate of the reengineering of DAU's central library facilities and services as envisioned by campus master plan	Percentage	Annually

Description: In DAU, the library's primary responsibility is to facilitate teaching, learning, and research by providing relevant, high-quality and up-to-date information resources. To meet the increasing demand for library resources and services and technological advancements, continuous improvements are necessary. This KPI provides valuable insights into improving DAU's central library facilities and services according to the Campus Master Plan.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of achieved DAU's central library facilities and services reengineering activities is the total number of reengineering initiatives, actions and projects of DAU's central library facilities and services. The total number of planned DAU's central library facilities and services reengineering activities is the total number of reengineering initiatives, actions and projects of DAU's central library facilities and services envisioned by Campus Maser Plan in the same year. 	$= \left[\frac{\text{The total number of achieved DAU's central library facilities and services reengineering activities}}{\text{The total number of planned DAU's central library facilities and services reengineering activities}} \right] \times 100$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
	Campus Maser Plan Achievement Report		Directorate of Learning Sources & Libraries	Used for informed decisions making and actions by the institution

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	UV	1	0% < 30% achievement	Unacceptable
							2	30% < 45% achievement	Emerging
							3	45% < 55% achievement	Minimally Acceptable
							4	55% < 75% achievement	Acceptable
							5	75% < 90% achievement	Accomplished
							6	90% ≤ 100% achievement	Excellent



Return to Perspective 1 BSC



Return to Strategic Objective 1.2

KPI_L1_1.3_01

KPI Name	Unit	Frequency of computation
Percentage of courses whose teaching materials were completed on the LMS system in first week of the semester.	Percentage	Biannually

Description: The quality of student learning is greatly enhanced by the timely submission of teaching materials and information on the LMS. This KPI measures the percentage of course materials submitted on LMS from the first week of the semester.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> Total number of sections whose course materials were submitted on LMS since the first week of the semester. The course materials and information include: posting of accreditation certificate, posting of program mission, title and code of course, textbook (reference + picture), instructor's name, office hours and e-mail, updated announcement of assessments, course specifications, syllabus, link to the platform (Cengage, McGraw Hill, etc.), chapters titles and learning objectives, hidden slides, test bank with CLOs, and any additional course material. The total number of open sections since the semester began. 	$= \left[\frac{\text{The total number of sections whose materials were submitted on LMS since the first week of the semester}}{\text{The total number of open sections since the semester began}} \right] \times 100$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C1_1.3_01	Course Materials and Information Report	LMS	IT Department	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	UV	1	0% < 25% achievement	Unacceptable
							2	25% < 50% achievement	Emerging
							3	50% < 75% achievement	Minimally Acceptable
							4	75% < 90% achievement	Acceptable
							5	90% < 95% achievement	Accomplished
							6	95% ≤ 100% achievement	Excellent



Return to Perspective 1 BSC



Return to Strategic Objective 1.3

KPI_L1_1.3_02

KPI Name	Unit	Frequency of computation
The using rate of learning and teaching platforms for DAU courses	Percentage	Biannually

Description: The usage rate of learning and teaching platform measures the extent of adoption of learning new technology in DAU's programs

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The number of DAU courses taught by using learning platforms (CENGAGE, MacGraw Hill, Pearson, etc.) and LMS for arabic courses. Platforms should contain course materials such as slides, test bank, assignments and quizzes, etc. The total Number of DAU courses taught by DAU's teaching staff. 	$= \left[\frac{\text{The total number of DAU courses taught by using learning platforms}}{\text{The total number of DAU courses taught by DAU's teaching staff}} \right] \times 100$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C1_1.3_02	Learning Platforms Report	LMS	IT Department	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	0% < 25% achievement	Unacceptable
						2	25% < 50% achievement	Emerging
						3	50% < 75% achievement	Minimally Acceptable
						4	75% < 85% achievement	Acceptable
						5	85% < 95% achievement	Accomplished
						6	95% ≤ 100% achievement	Excellent



Return to Perspective 1 BSC



Return to Strategic Objective 1.3

KPI_L1_1.3_03

KPI Name	Unit	Frequency of computation
Satisfaction of beneficiaries with learning resources	Average rating	Annually

Description: This KPI measures the average of beneficiaries' satisfaction rate with learning resources in terms of: a) their adequacy and diversity (references, journals, databases, etc.) and b) the support services provided for their utilization. The aim of this KPI is to ensure that the existing learning resources assist the teaching staff with the presentation and transmission of educational content and the achievement of educational objectives, whilst aiding the students in acquiring knowledge and profiling different skills and values.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The adequacy of learning resources as perceived by the beneficiaries of DAU is a component of the faculties and students satisfaction. This is normally scaled on a 5-point Likert Scale to get the means (average score) of the beneficiaries' perception. The total number of beneficiaries who filled the survey is the total number of students and faculties having a full-time status with DAU's colleges and departments who responded to the survey. 	$= \frac{\text{Sum of the scores given by the beneficiaries who responded to the adequacy of learning resources}}{\text{Total number of beneficiaries who filled the survey}}$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C1_1.3_03/ KPI-I-07	Beneficiaries Satisfaction Report of the Learning Resources	LMS	Directorate of Learning Sources & Libraries	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	< 2.5	Unacceptable
						2	2.5 - 2.99	Emerging
						3	3 - 3.49	Minimally Acceptable
						4	3.5 - 3.99	Acceptable
						5	4 - 4.49	Accomplished
						6	4.5 - 5	Excellent



Return to Perspective 1 BSC



Return to Strategic Objective 1.3

KPI_L1_1.4_01

KPI Name	Unit	Frequency of computation
Proportion of teaching staff leaving the institution	Percentage	Annually

Description: This KPI measures the degree of job satisfaction of the teaching staff. It is used to assess the effectiveness of DAU's policy and instruments used to attract and retain a high quality faculties, rewarding system, and human development programs participating to the social stability.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The number of teaching staff leaving DAU's colleges in the past year for other reasons than age retirement. This KPI covers teaching staff leaving the institution for their own reasons other than age retirement. The total number of DAU's teaching staff is all faculties who have a full-time status with DAU's colleges and departments. 	= Number of teaching staff leaving DAU's colleges in the past year for other reasons than age retirement / Total number of DAU's teaching staff

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C1_1.4_01/ KPI-I-13	Turnover Report	HRM Platform	Human Resource Directorate	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	≥ 30% achievement	Unacceptable
						2	30% > 20% achievement	Emerging
						3	20% > 15% achievement	Minimally Acceptable
						4	15% > 10% achievement	Acceptable
						5	10% > 5% achievement	Accomplished
						6	≤ 5% achievement	Excellent



Return to Perspective 1 BSC



Return to Strategic Objective 1.4

KPI_L1_1.4_02

KPI Name	Unit	Frequency of computation
Student satisfaction towards campus life	Average rating	Annually

Description: This KPI measures the average of students' satisfaction rate with campus life on a five-point scale in an annual survey in terms of organizational environment and athletic, cultural and social activities. The aim of this KPI is to ensure that the campus provides a break from schoolwork, helps alleviate stress, and makes college more enjoyable and balanced.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The adequacy of campus life as perceived by the students of DAU 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 who filled the survey is all the students who are enrolled in DAU's programs and responded to the survey. 	$= \frac{\text{Sum of the scores given by the students who responded to the adequacy of campus life}}{\text{Total number of students who filled the survey}}$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
	Students' Satisfaction Report of the Campus Life	SIS	Directorate of Quality Assurance	Used for informed decisions making and actions by the institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	< 2.5	Unacceptable
						2	2.5 - 2.99	Emerging
						3	3 - 3.49	Minimally Acceptable
						4	3.5 - 3.99	Acceptable
						5	4 - 4.49	Accomplished
						6	4.5 - 5	Excellent



Return to Perspective 1 BSC



Return to Strategic Objective 1.4

KPI_L1_1.4_03

KPI Name	Unit	Frequency of computation
Faculty satisfaction towards campus life	Average rating	Annually

Description: This KPI measures the average of faculties' satisfaction rate with campus life on a five-point scale in an annual survey in terms of organizational environment; and athletic, cultural and social activities. The aim of this KPI is to ensure that the campus provides support for the effective delivery of lectures and contributes to the faculties' career development .

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The adequacy of campus life as perceived by the faculties of DAU is a component of the faculties' satisfaction. This is normally scaled on a 5-point Likert Scale to get the means (average score) of the faculties' perception. The total number of faculties who filled the survey is the total number of faculties having a full-time status with DAU's colleges and departments who responded to the survey. 	$= \frac{\text{Sum of the scores given by the faculties who responded to the adequacy of campus life}}{\text{Total number of faculties who filled the survey}}$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
	Faculties' Satisfaction Report of the Campus Life	SIS	Directorate of Quality Assurance	Used for informed decisions making and actions by the institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	< 2.5	Unacceptable
						2	2.5 - 2.99	Emerging
						3	3 - 3.49	Minimally Acceptable
						4	3.5 - 3.99	Acceptable
						5	4 - 4.49	Accomplished
						6	4.5 - 5	Excellent



Return to Perspective 1 BSC



Return to Strategic Objective 1.4

KPI_L1_1.4_04

KPI Name	Unit	Frequency of computation
Administrative staff satisfaction towards campus life	Average rating	Annually

Description: This KPI measures the average of administrative staff's satisfaction rate with campus life in terms of organizational environment and athletic, cultural, and social activities. The aim of this KPI is to ensure that the campus life encourages administrators to work constructively and collaboratively with colleagues, seeking guidance as required, and maintain a positive attitude to ensure successful relationships.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The adequacy of campus life as perceived by the administrative staff of DAU is a component of the administrative staff satisfaction. This is normally scaled on a 5-point Likert Scale to get the means (average score) of the administrative staff's perception. The total number of administrative staff who filled the survey is the total number of administrative staff having a full-time status with DAU's administrative units who responded to the survey. 	$= \frac{\text{Sum of the scores given by the administrative staff who responded to the adequacy of campus life}}{\text{Total number of administrative staff who filled the survey}}$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
	Administrative Staff's Satisfaction Report of the Campus Life	SIS	Directorate of Quality Assurance	Used for informed decisions making and actions by the institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	< 2.5	Unacceptable
						2	2.5 - 2.99	Emerging
						3	3 - 3.49	Minimally Acceptable
						4	3.5 - 3.99	Acceptable
						5	4 - 4.49	Accomplished
						6	4.5 - 5	Excellent



Return to Perspective 1 BSC



Return to Strategic Objective 1.4

KPI_L1_1.4_05

KPI Name	Unit	Frequency of computation
Average number of social, cultural, and athletic activities carried out at the university	Proportion	Annually

Description: This KPI measures the average number of the activities including participation in social, cultural, and sports events inside and outside the university and carried out by the programs. These activities constitute an opportunity for students, faculties and administrative staff to promote psychological and physical well-being but also to develop various interpersonal skills such as patience, communication, leadership, punctuality, accountability, teamwork, trust, and others, and therefore grow and achieve success in life.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The Total number of social, cultural and athletic activities including all activities like volunteering, martial arts, theater, music, sports, etc. in which students, faculties and administrative staff participated. The total number of DAU's academic programs is the total number of academic programs provided by DAU's colleges. 	$= \frac{\text{Total number of the social, cultural and athletic activities in which students, faculties and administrative staff participated}}{\text{Total number of DAU's academic programs}}$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C1_1.4_05	DAU's Social, Cultural and Sports Activities Report		Community Engagement Unit	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	0 < 3 achievement	Unacceptable
						2	3 < 5 achievement	Emerging
						3	5 < 10 achievement	Minimally Acceptable
						4	10 < 15 achievement	Acceptable
						5	15 < 20 achievement	Accomplished
						6	≥ 20 achievement	Excellent



Return to Perspective 1 BSC



Return to Strategic Objective 1.4

KPI_L2_2.1_01

KPI Name	Unit	Frequency of computation
Percentage of achieved indicators of the institution's strategy plan objectives	Percentage	Annually

Description: This KPI measures the institution's (DAU) performance indicators of the strategic plan objectives percentage that achieved the targeted annual level. It is used to measure institution's progress toward achieving its strategic goals.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of performance indicators of the strategic plan objectives of the institution (DAU) that achieved the targeted annual level. The total number of indicators targeted for these objectives in the same year. 	$= \left[\frac{\text{Total number of performance indicators of the strategic plan objectives of the institution (DAU) that achieved the targeted annual level}}{\text{Total number of indicators targeted for these objectives in the same year}} \right] \times 100$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C2_2.1_01/ KPI-I-01	DAU's Strategic Plan Accomplishment Report		Directorate of Quality Assurance	Used for informed decisions making and actions by the institution

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	UV	1	0% < 25% achievement	Unacceptable
							2	25% < 50% achievement	Emerging
							3	50% < 75% achievement	Minimally Acceptable
							4	75% < 85% achievement	Acceptable
							5	85% < 95% achievement	Accomplished
							6	95% ≤ 100% achievement	Excellent



Return to Perspective 2 BSC



Return to Strategic Objective 2.1

KPI_L2_2.1_02

KPI Name	Unit	Frequency of computation
Satisfaction of faculties with educational environment	Average rating	Annually

Description: This KPI measures the average of faculties' satisfaction rate with educational environment. The aim of this KPI is to examine the current teaching climates and cultures that faculty experience and to provide participating institutions with actionable information to improve the teaching environments on DAU's campus. The purpose is to determine how DAU satisfies faculty teaching needs, inspires positive motivation for teaching, provides adequate teaching resources, creates a collegial teaching environment between peers, and encourages effective student interactions. The questionnaire used consists of four parts: quality of learning and teaching, educational environment and infrastructure readiness, learning sources and overall evaluation.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The adequacy of the educational environment as perceived by the faculties of DAU is a component of the faculty staff satisfaction. This is normally scaled on a 5-point Likert Scale to get the means (average score) of the faculties' perception. The total number of faculties who filled the survey is the total number of faculties having a full-time status with DAU's colleges and departments who responded to the survey. 	$= \text{Sum of the scores given by the faculties who responded to the adequacy of educational environment} / \text{Total number of faculties who filled the survey}$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
C01D01S02I06/ KPI_C2_2.1_02	Faculties Satisfaction Report of the Educational Environment	SIS	Directorate of Quality Assurance	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	< 2.5	Unacceptable
						2	2.5 - 2.99	Emerging
						3	3 - 3.49	Minimally Acceptable
						4	3.5 - 3.99	Acceptable
						5	4 - 4.49	Accomplished
						6	4.5 - 5	Excellent



Return to Perspective 2 BSC



Return to Strategic Objective 2.1

KPI_L2_2.1_03

KPI Name	Unit	Frequency of computation
Average percentage achievement of improvement plans for university programs	Percentage	Annually

Description: This KPI measures the average percentage achievement of improvement plans for DAU's academic programs. The follow-up of program improvement plans allows DAU to take a good hard look at current improvement activities and assesses which actions, initiatives, projects and expectations should be completed and therefore provides required support. These improved activities should be communicated to programs so that they know the best practices to achieve ambitious objectives.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The sum of the percentage achievement of improvement plans for university programs is the total number of improvement objectives of DAU's programs that targeted annual level. The total number of DAU's programs is the total number of academic programs provided by DAU's colleges. 	= Sum of the percentage achievement of improvement plans for university programs / Total number of DAU's academic programs

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C2_2.1_03	Achievement of Improvement Plans for DAU's Programs Report		Learning & Teaching Unit	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	0% < 25% achievement	Unacceptable
						2	25% < 50% achievement	Emerging
						3	50% < 75% achievement	Minimally Acceptable
						4	75% < 85% achievement	Acceptable
						5	85% < 95% achievement	Accomplished
						6	95% ≤ 100% achievement	Excellent



Return to Perspective 2 BSC



Return to Strategic Objective 2.1

KPI_L2_2.1_04

KPI Name	Unit	Frequency of computation
The percentage of achieved of the university's improvement plan objectives	Percentage	Annually

Description: This KPI measures the average percentage achievement of DAU's improvement plan. DAU's improvement plan is considered as an instrument of institutional orientation, consistent with the educational model and the strategic plan. By following up, it gives the opportunity to succeed. It is used to address failures in meeting institutional objectives or to ameliorate concerns about institutional decisions.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The sum of the performance indicators of DAU's improvement plan that achieved the targeted annual level. The total number of indicators targeted for DAU's improvement plan in the same year. 	$= \left[\frac{\text{The sum of the performance indicators of DAU's improvement plan that achieved the targeted annual level}}{\text{The total number of indicators targeted for DAU's improvement plan in the same year}} \right] \times 100$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
	Achievement of DAU's Improvement Plans		Directorate of Quality Assurance	Used for informed decisions making and actions by the institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	0% < 25% achievement	Unacceptable
						2	25% < 50% achievement	Emerging
						3	50% < 75% achievement	Minimally Acceptable
						4	75% < 85% achievement	Acceptable
						5	85% < 95% achievement	Accomplished
						6	95% ≤ 100% achievement	Excellent



Return to Perspective 2 BSC



Return to Strategic Objective 2.1

KPI_L2_2.1_05

KPI Name	Unit	Frequency of computation
Alignment of graduates' jobs with their majors	Percentage	Annually

Description: This KPI measures the alignment between DAU's majors and graduates current occupations. The alignment between DAU students' majors and career pursuits has implications for both individuals' and the labor market's satisfaction. This KPI reflects DAU's success in providing updated programs responding to the present and future job market needs, that would facilitate the hiring of graduates in jobs aligned with their majors.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of graduates employed in major-aligned jobs is the total number of DAU's graduates who within a year of graduation were employed in jobs aligned with their majors. The total number of graduates who filled the survey is the total number of graduates who within a year of graduation were employed and responded to the survey. 	$= \left[\frac{\text{The total number of graduates employed in major-aligned jobs}}{\text{The total number of graduates who filled the survey}} \right] \times 100$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C2_2.1_05/ C1D01S09I25	DAU's Graduates Report	SIS	Learning & Teaching Unit	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	0% < 25% achievement	Unacceptable
						2	25% < 50% achievement	Emerging
						3	50% < 60% achievement	Minimally Acceptable
						4	60% < 75% achievement	Acceptable
						5	75% < 90% achievement	Accomplished
						6	90% ≤ 100% achievement	Excellent



Return to Perspective 2 BSC



Return to Strategic Objective 2.1

KPI_L2_2.1_06

KPI Name	Unit	Frequency of computation
Employers' evaluation of the institution graduates' proficiency	Average rating	Annually

Description: This KPI measures the average of employers' satisfaction rate with the proficiency of the institution graduates. The aim of this KPI is to identify the knowledge, skills, and values demanded by the employers and therefore to incorporate them in the programs' learning outcomes.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The proficiency of DAU's graduates is a component of the employers satisfaction. 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 filled the survey is the total number of employers who have recruited DAU's graduates and responded to the survey. 	= Sum of the scores given by the employers who responded to the proficiency of DAU's graduates / Total number of employers who filled the survey

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
C01D01S01I01/ KPI_C2_2.1_06/ KPI-I-08	Employers' Satisfaction Report	SIS	Learning & Teaching Unit	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline		KPI Target					KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation	
UV	UV	UV	UV	UV	UV	1	< 2.5	Unacceptable	
						2	2.5 - 2.99	Emerging	
						3	3 - 3.49	Minimally Acceptable	
						4	3.5 - 3.99	Acceptable	
						5	4 - 4.49	Accomplished	
						6	4.5 - 5	Excellent	



Return to Perspective 2 BSC



Return to Strategic Objective 2.1

KPI_L2_2.1_07

KPI Name	Unit	Frequency of computation
Students' performance in the professional and/or national examinations	Percentage	Annually

Description: This KPI helps colleges to know how well students are learning in the education system especially on national education goals, aims of the curriculum, and preparation for further learning and for life. It allows to assess areas of strength and weakness in particular students' knowledge, skills and values, and therefore improve academic programs. The professional and national examinations are specialized and include the following exams (1) Higher Education Outcomes Project: It is a measure adopted by ETEC to evaluate the learning outcomes in a number of Saudi higher education programs, (2) Fundamentals of Engineering, (3) Exams of the Saudi Commission for Health specialties including SMLE, SDLE, SPLE, and SNLE, or any other professional exam approved by ETEC in the future. Graduating students and new alumni take these tests.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of students or graduates who were successful in the professional and / or national examinations, or their score average and median (if any) The total number of students or graduates who participated in the professional and / or national examinations in the same year. 	$= \left[\frac{\text{Total number of students or graduates who were successful in the professional and/or national examinations}}{\text{Total number of students or graduates who participated in the professional and/or national examinations}} \right] \times 100$

KPI Compatibility KPI_C2_2.1_07	Data Source Performance on Professional and / or National Examinations Report	Computation Platform DAU Students' Record	Computation Responsibility Learning & Teaching Unit	Usage Level Used for informed decisions making and actions by the programs, colleges & institution
---	---	---	---	--

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	UV	1	0% < 35% achievement	Unacceptable
							2	35% < 60% achievement	Emerging
							3	60% < 70% achievement	Minimally Acceptable
							4	70% < 80% achievement	Acceptable
							5	80% < 90% achievement	Accomplished
							6	90% ≤ 100% achievement	Excellent



Return to Perspective 2 BSC



Return to Strategic Objective 2.1

KPI_L2_2.1_08

KPI Name	Unit	Frequency of computation
Percentage of programs reviewed in the past four years	Percentage	Annually

Description: Through the use of this KPI, DAU is able to assess the effectiveness and quality of each academic program, stimulate planning and continuous improvement, and encourage development of strategic plans. Additionally, it allows DAU to evaluate the program's strengths, weaknesses, relevance, and goals. Reviewing academic programs ensures that DAU meets accreditation requirements and provides assurance of quality to students, faculty, staff, parents, alumni, and others interested in DAU.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of programs comprehensively reviewed in the past four years is the total number of academic programs that were overall reviewed before exceeding four years since the last review occurred. The total number of DAU's programs requiring review is the total number of academic programs provided by DAU's colleges and aren't reviewed since at least four years. 	$= \frac{\text{[Total number of programs comprehensively reviewed in the past four years]}}{\text{Total number of DAU's programs requiring review}} \times 100$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C2_2.1_08	DAU's Academic Programs Review Report		Learning & Teaching Unit	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	0% < 33% achievement	Unacceptable
						2	33% < 60% achievement	Emerging
						3	60% < 80% achievement	Minimally Acceptable
						4	80% < 90% achievement	Acceptable
						5	90% < 95% achievement	Accomplished
						6	95% ≤ 100% achievement	Excellent



Return to Perspective 2 BSC



Return to Strategic Objective 2.1

KPI_L2_2.1_09

KPI Name	Unit	Frequency of computation
Proportion of national accredited programs	Percentage	Annually

Description: This KPI helps DAU to ensure that its colleges are credible and provide quality education and therefore it can be confident that colleges meet all the established national quality standards, offer a top-notch academic curriculum, promote a student-centered learning environment, and ensure continuous improvement with the best educational practices.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of programs with full or conditional accreditation from ETEC-NCAAA that remains in effect. The total number of programs in DAU. 	$= \left[\frac{\text{The total number of programs with full or conditional accreditation from ETEC-NCAAA and remains in effect}}{\text{Total number of programs in DAU}} \right] \times 100$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C2_2.1_09/ KPI-I-02/ C1D01S03I10	National Accreditation Certificate		Directorate of Quality Assurance	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	UV	1	0% < 33% achievement	Unacceptable
							2	33% < 65% achievement	Emerging
							3	65% < 80% achievement	Minimally Acceptable
							4	80% < 90% achievement	Acceptable
							5	90% < 95% achievement	Accomplished
							6	95% ≤ 100% achievement	Excellent



Return to Perspective 2 BSC



Return to Strategic Objective 2.1

KPI_L2_2.1_10

KPI Name	Unit	Frequency of computation
Proportion of international accredited programs	Percentage	Annually

Description: This KPI helps DAU to ensure that its colleges are credible and provide quality education and therefore it can be confident that colleges meet all the established international quality standards, offer a top-notch academic curriculum, promote a student-centered learning environment, and ensure continuous improvement with the best educational practices.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of programs with valid international accreditation approved by ETEC-NCAAA that remains in effect The total number of programs in DAU. 	$= \left[\frac{\text{The total number of programs with valid international accreditation approved by ETEC-NCAAA and remains in effect}}{\text{Total number of programs in DAU}} \right] \times 100$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C2_2.1_10/ KPI-I-02/ C1D01S03I10	International Accreditation Certificate		Directorate of Quality Assurance	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	UV	1	0% < 25% achievement	Unacceptable
							2	25% < 33% achievement	Emerging
							3	33% < 50% achievement	Minimally Acceptable
							4	50% < 67% achievement	Acceptable
							5	67% < 80% achievement	Accomplished
							6	80% ≤ 100% achievement	Excellent



Return to Perspective 2 BSC



Return to Strategic Objective 2.1

KPI_L2_2.1_11

KPI Name	Unit	Frequency of computation
Average number of initiatives and activities offered by each academic program to improve students' skills, increase their employment prospects, and qualify them for entrepreneurship	Average	Annually
Description: Through this KPI, DAU can measure how colleges and academic programs are improving students' skills through appropriate initiatives and activities to enhance their employment prospects and to become independent entrepreneurs.		
Data Required for Computation	Computation Formula	
<ul style="list-style-type: none"> The total number of initiatives and activities offered by all DAU's academic programs to improve students' skills, increase their employment prospects, and qualify them for entrepreneurship. The total number of DAU's academic programs is the total number of academic programs provided by DAU's colleges. 	= Total number of initiatives and activities offered by each academic program to improve students' skills, increase their employment prospects, and qualify them for entrepreneurship / Total number of DAU's academic programs	

KPI Compatibility KPI_C2_2.1_11	Data Source Report of Initiatives and Activities Offered by each Academic Program to Improve Students' Skills, Increase their Employment Prospects, and Qualify them for Entrepreneurship.	Computation Platform 	Computation Responsibility Alumni Affairs & Career Guidance Unit	Usage Level Used for informed decisions making and actions by the programs, colleges & institution
---	--	-------------------------------------	--	--

KPI Baseline	KPI Target					KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	0 < 1 achievement	Unacceptable
						2	1 < 2 achievement	Emerging
						3	2 < 3 achievement	Minimally Acceptable
						4	3 < 5 achievement	Acceptable
						5	5 < 7 achievement	Accomplished
						6	≥ 7 achievement	Excellent



Return to Perspective 2 BSC



Return to Strategic Objective 2.1

KPI_L2_2.1_12

KPI Name	Unit	Frequency of computation
Average number of activities and initiatives performed in cooperation with local and international educational institutions and employers	Average	Annually

Description: In order to gain experience in national and international cooperation and to strengthen its capacities, as well as to produce high-quality innovative deliverables, DAU uses this KPI to measure how colleges and academic programs are partnering with local and international institutions and employers.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of activities and initiatives performed in cooperation with local and international educational institutions and employers. The total number of DAU's academic programs is the total number of academic programs provided by DAU's colleges. 	$= \frac{\text{Total number of activities and initiatives performed in cooperation with local and international educational institutions and employers}}{\text{Total number of DAU's academic programs}}$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C2_2.1_12	Report of Activities and Initiatives Performed in Cooperation with Local and International Educational Institutions and Employers.		Alumni Affairs & Career Guidance Unit	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	0 < 1 achievement	Unacceptable
						2	1 < 2 achievement	Emerging
						3	2 < 3 achievement	Minimally Acceptable
						4	3 < 5 achievement	Acceptable
						5	5 < 7 achievement	Accomplished
						6	≥ 7 achievement	Excellent



Return to Perspective 2 BSC



Return to Strategic Objective 2.1

KPI_L2_2.2_01

KPI Name	Unit	Frequency of computation
The percentage of achieved DAU's research strategic plan KPIs.	Percentage	Annually

Description: The research in DAU is considered as one of the important topics contributing to its visibility, reputation, sustainability, and development. Students and the society benefit directly from high-quality research projects that improve teaching and learning in classrooms. The development and implementation of a comprehensive research strategy and a knowledge-driven growth based on innovation are essential today. This KPI measures the average percentage achievement of DAU's research strategic plan.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The sum of the performance indicators of DAU's research strategic plan that achieved the targeted annual level. The total number of indicators targeted for DAU's research strategic plan in the same year. 	$= \left[\frac{\text{The sum of the performance indicators of DAU's research strategic plan that achieved the targeted annual level}}{\text{The total number of indicators targeted for DAU's research strategic plan in the same year}} \right] \times 100$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C2_2.2_01	Achievement of DAU's Research Strategic Plan		Research Support Unit	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	UV	1	0% < 25% achievement	Unacceptable
							2	25% < 50% achievement	Emerging
							3	50% < 75% achievement	Minimally Acceptable
							4	75% < 85% achievement	Acceptable
							5	85% < 95% achievement	Accomplished
							6	95% ≤ 100% achievement	Excellent



Return to Perspective 2 BSC



Return to Strategic Objective 2.2

KPI_L2_2.2_02

KPI Name	Unit	Frequency of computation
Percentage of publications of faculty members	Percentage	Annually

Description: Besides teaching and community engagement, DAU Colleges' faculty members engage in research work that includes papers published in peer-reviewed journals. This KPI measures the percentage of full-time faculty members who published at least one research during the year.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of full-time faculty members who published at least one research during the year is the total number of faculties who have a full-time status and have papers published in approved peer-reviewed journals within the academic year. The total number of faculty members in the institution is the number of all faculty members who have a full-time status with DAU's colleges and departments . 	$= \left[\frac{\text{The total number of full-time faculty members who published at least one paper research during the year}}{\text{The total number of faculty members in the institution}} \right] \times 100$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI-I-16/ KPI_C2_2.2_02	Achievement of DAU's Research Strategic Plan	DAU Faculties' Record	Research Support Unit	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	UV	1	0% < 25% achievement	Unacceptable
							2	25% < 33% achievement	Emerging
							3	33% < 50% achievement	Minimally Acceptable
							4	50% < 75% achievement	Acceptable
							5	75% < 85% achievement	Accomplished
							6	85% ≤ 100% achievement	Excellent



Return to Perspective 2 BSC



Return to Strategic Objective 2.2

KPI_L2_2.2_03

KPI Name	Unit	Frequency of computation
Number of publications of students	Number	Annually

Description: Engagement of DAU's faculties in research activities finds its way into classroom discussions and student-generated research. As a result of this emphasis on research, DAU's students who participate in the culture of research, are taught by recognized and respected experts in their fields of study, and are engaged in research works. Those who aspire to graduate studies, they are better prepared to continue advanced academic programs. This KPI measures the increase of the number of students' refereed publications.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of publications of students during the year is the total number of papers published by DAU's students in approved peer-reviewed journals within the academic year. 	Counting the number of papers of students during the year

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C2_2.2_03	Achievement of DAU's Research Strategic Plan	DAU Students' Record	Research Support Unit	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	UV	1	< 5	Unacceptable
							2	5 - 9	Emerging
							3	10 - 14	Minimally Acceptable
							4	15 - 19	Acceptable
							5	20 - 25	Accomplished
							6	> 25	Excellent



Return to Perspective 2 BSC



Return to Strategic Objective 2.2

KPI_L2_2.2_04

KPI Name	Unit	Frequency of computation
Rate of published research per faculty member	Proportion	Annually

Description: Faculty members involvement level in research activities entails various contextual meanings as availability of scientific scholarship opportunities and experience in implementing real scientific or academic research, and especially, in the increasingly important activities of research production. This KPI measures the increase of the average number of refereed and/or published research per each faculty member during the year.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of refereed and/or published research is the total number of papers published in approved peer-reviewed journals within the academic year. The total number of faculty members in the institution is all faculty members who have a full-time status with DAU's colleges and departments . 	= [The total number of refereed and/or published paper research during the year / The total number of faculty members in the institution]

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
C02D02S05I14/ KPI_C2_2.2_04/ KPI-I-17	Achievement of DAU's Research Strategic Plan	DAU Faculties' Record	Research Support Unit	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	0 < 0.5 achievement	Unacceptable
						2	0.5 < 1 achievement	Emerging
						3	1 < 1.5 achievement	Minimally Acceptable
						4	1.5 < 2 achievement	Acceptable
						5	2 < 3 achievement	Accomplished
						6	≥ 3 achievement	Excellent



Return to Perspective 2 BSC



Return to Strategic Objective 2.2

KPI_L2_2.2_05

KPI Name	Unit	Frequency of computation
Percentage of DAU faculties' participation with research paper in peer-review scientific conferences	Percentage	Annually

Description: Scientific conferences hold great importance of the life of faculty members. These platforms are not only to update knowledge, experiences, new aspects, others perspectives, and latest information, but are also a good way of networking and partnerships. This KPI measures the number of DAU faculties' participation with research papers in peer-reviewed scientific conferences.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number DAU faculty members' participation with paper in peer-reviewed scientific conferences during the academic year is the number of all faculty members who have a full-time status with DAU's colleges and departments and presented empirical research, academic research and creative or innovative academic works in national or international peer-reviewed scientific conferences. The total number of faculty members in the institution is the number of all faculty members who have a full-time status with DAU's colleges and departments . 	$= \left[\frac{\text{The total number of DAU faculties' participation with paper in peer-reviewed scientific conferences during the academic year}}{\text{The total number of faculty members in the institution}} \right] \times 100$

<div style="background-color: #008080; color: white; padding: 5px; font-weight: bold;">KPI Compatibility</div> <div style="background-color: #e0f2f1; padding: 20px; font-size: 1.2em;">KPI_C2_2.2_05</div>	<div style="background-color: #008080; color: white; padding: 5px; font-weight: bold;">Data Source</div> <div style="background-color: #e0f2f1; padding: 20px;">Achievement of DAU's Research Strategic Plan</div>	<div style="background-color: #008080; color: white; padding: 5px; font-weight: bold;">Computation Platform</div> <div style="background-color: #e0f2f1; padding: 20px;">DAU Faculties' Record</div>	<div style="background-color: #008080; color: white; padding: 5px; font-weight: bold;">Computation Responsibility</div> <div style="background-color: #e0f2f1; padding: 20px;">Research Support Unit</div>	<div style="background-color: #008080; color: white; padding: 5px; font-weight: bold;">Usage Level</div> <div style="background-color: #e0f2f1; padding: 20px;">Used for informed decisions making and actions by the programs, colleges & institution</div>
---	--	--	--	--

KPI Baseline	KPI Target					KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	< 5% achievement	Unacceptable
						2	5% < 10% achievement	Emerging
						3	10% < 15% achievement	Minimally Acceptable
						4	15% < 20% achievement	Acceptable
						5	20% < 25% achievement	Accomplished
						6	≥ 25% achievement	Excellent

KPI_L2_2.2_06

KPI Name	Unit	Frequency of computation
Rate of Published books and chapters	Number	Annually

Description: Publishing books and chapters is very important because they (generally) offer different opportunities for academic writing from the stock in trade journal articles and they are a good way to promote alternative modes of academic publishing. In addition, publishing books and chapters contributes to the enhancement of DAU's reputation. This KPI measures the increase of the proportion of books and chapters published during the year to the total number of faculty members in DAU.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of books and chapters is the total number of books and chapters published in ISI within the academic year. The total number of faculty members in the institution is the number of all faculty members who have a full-time status with DAU's colleges and departments . 	$= \left[\frac{\text{The total number of books and chapters published in the available data base during the academic year}}{\text{The total number of faculty members in the institution}} \right]$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
C2D01S05 I16/ KPI_C2_2.2_06	Achievement of DAU's Research Strategic Plan	DAU Faculties' Record	Research Support Unit	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	0.00 < 0.02 achievement	Unacceptable
						2	0.02 < 0.03 achievement	Emerging
						3	0.03 < 0.05 achievement	Minimally Acceptable
						4	0.05 < 0.07 achievement	Acceptable
						5	0.07 < 0.01 achievement	Accomplished
						6	≥ 0.01 achievement	Excellent



Return to Perspective 2 BSC



Return to Strategic Objective 2.2

KPI_L2_2.2_07

KPI Name	Unit	Frequency of computation
Proportion of the budget dedicated to research	Percentage	Annually

Description: Research funding is an essential part of conducting research. DAU dedicates a part of its annual budget to ensure the successful execution of the research projects and the achievement of the research objectives. This KPI measures the proportion of the budget dedicated to research.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total amount of the budget dedicated to research is the total budget spent by DAU including research costs, like translation, incentives for study participants, conference fees, grants and contracts for special research projects, etc. The total amount of the institution budget in the same year 	$= \left[\frac{\text{The total amount of the budget dedicated to research}}{\text{The total amount of the institution budget}} \right] \times 100$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
C2D01S06I17/ KPI-I-20	Finance Report of Research Activities at DAU	Finance Platform	Research Support Unit	Used for informed decisions making and actions by the institution

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	UV	1	< 0.5% achievement	Unacceptable
							2	0.5% < 1% achievement	Emerging
							3	1% < 2% achievement	Minimally Acceptable
							4	1% < 2% achievement	Acceptable
							5	2% < 3% achievement	Accomplished
							6	≥ 3% achievement	Excellent



Return to Perspective 2 BSC



Return to Strategic Objective 2.2

KPI_L2_2.2_08

KPI Name	Unit	Frequency of computation
Citations rate in refereed journals per faculty member	Average	Annually

Description: The average number of citations in refereed journals from published research per faculty member in the institution

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of citations in classified journals (ISI Clarivate, SCOPUS, and ARCIF) from published research for faculty members who have a full-time status with DAU's colleges and departments . The total number of refereed and/or published research in in approved peer-reviewed journals within the academic year. 	= [The total number of citations in refereed journals during the year / The total number of refereed and/or published research in a peer-reviewed journals]

KPI Compatibility C2D01S04I11/ KPI_C2_2.2_08/ KPI-I-18	Data Source Achievement of DAU's Research Strategic Plan	Computation Platform DAU Faculties' Record	Computation Responsibility Research Support Unit	Usage Level Used for informed decisions making and actions by the programs, colleges & institution
---	---	--	--	---

KPI Baseline		KPI Target					KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation	
UV	UV	UV	UV	UV	UV	1	1 < 5 achievement	Unacceptable	
						2	5 < 7 achievement	Emerging	
						3	7 < 10 achievement	Minimally Acceptable	
						4	10 < 12 achievement	Acceptable	
						5	12 < 15 achievement	Accomplished	
						6	≥ 15 achievement	Excellent	



Return to Perspective 2 BSC



Return to Strategic Objective 2.2

KPI_L2_2.2_09

KPI Name	Unit	Frequency of computation
Proportion of scientific publishing in classified journals for full-time faculty members	Proportion	Annually

Description: Publications in a classified journals enable researchers to share their novelty ideas, research findings, and new knowledge gained from the research with the academic community . Furthermore, they contribute to the improvement of the reputation of DAU's ranking. This KPI measures the increase of the number of scientific publishing in classified journals per each faculty member during the year.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of scientific publishing in classified journals is the total number of papers published in approved and peer-reviewed journals (ISI Clarivate, SCOPUS, and ARCIF) within the academic year. The total number of faculty members in the institution is the number of all faculty members who have a full-time status with DAU's colleges and departments . 	= [The total number of scientific publishing in classified journals during the year / The total number of faculty members in DAU]

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C2_2.2_09/ C2D01S05I15	Achievement of DAU's Research Strategic Plan	DAU Faculties' Record	Research Support Unit	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	0 < 0.25 achievement	Unacceptable
						2	0.25 < 0.5 achievement	Emerging
						3	0.5 < 1 achievement	Minimally Acceptable
						4	1 < 2 achievement	Acceptable
						5	2 < 3 achievement	Accomplished
						6	≥ 3 achievement	Excellent



Return to Perspective 2 BSC



Return to Strategic Objective 2.2

KPI_L2_2.2_10

KPI Name	Unit	Frequency of computation
Researchers getting international research awards	Proportion	Annually

Description: It's important for researchers to receive prestigious international awards and prizes because they are compelling signs of excellence and one of the highest forms of recognition. In addition to the prestige and impact on national and international rankings they provide, the awards and prizes received by DAU's faculties and students help attract more high-quality faculties and students. This KPI measures the increase of the proportion of researchers getting international prizes and awards o the number of faculty members and the number of postgraduate students in a specified time frame.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of researchers getting international research awards during the year is the total number of post graduate students and faculty members who have a full-time status with DAU's colleges and departments and got research Awards and prizes from international approved scientific bodies recognizing and celebrating the research achievements within the academic year. The total number of faculty members in the institution is the number of all faculty members who have a full-time status with DAU's colleges and departments . The total number of postgraduate students is all the postgraduate students who are enrolled in DAU's programs. 	$= \left[\frac{\text{The total number of researchers getting international research awards during the year}}{\text{The total number of faculty members in DAU} + \text{The total number of postgraduate students}} \right]$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C2_2.2_10/ C2D01S08I22	Achievement of DAU's Research Strategic Plan	DAU Faculties' Record	Research Support Unit	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV							1	0 < 0.001 achievement	Unacceptable
							2	0.001 < 0.002 achievement	Emerging
	UV	UV	UV	UV	UV		3	0.002 < 0.003 achievement	Minimally Acceptable
							4	0.003 < 0.004 achievement	Acceptable
							5	0.004 < 0.005 achievement	Accomplished
							6	≥ 0.005 achievement	Excellent



Return to Perspective 2 BSC



Return to Strategic Objective 2.2

KPI_L2_2.3_01

KPI Name	Unit	Frequency of computation
Proportion of the budget dedicated to community engagement	Percentage	Annually

Description: Community engagement funding is essential to conduct community services. DAU dedicates a part of its annual budget to sustain mutual, reciprocal community-DAU partnerships . This KPI measures the proportion of the budget dedicated to community engagement.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total amount of the budget dedicated to community engagement is the total budget spent by DAU including community engagement projects serving the community, events fostering interdisciplinary collaboration; student engagement through volunteering activities for free (without payment). This excludes consultation or academic services or provision of services with payments in cash and kinds. The total amount of the institution budget in the same year 	$= \left[\frac{\text{The total amount of the budget dedicated to community engagement}}{\text{The total amount of the institution budget}} \right] \times 100$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
	Finance Report of Community Engagement Activities at DAU	Finance Platform	Community Engagement Unit	Used for informed decisions making and actions by the institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	< 0.1% achievement	Unacceptable
						2	0.1% < 0.2% achievement	Emerging
						3	0.2% < 0.3% achievement	Minimally Acceptable
						4	0.3% < 0.4% achievement	Acceptable
						5	0.4% < 0.5% achievement	Accomplished
						6	≥ 0.5% achievement	Excellent



Return to Perspective 2 BSC



Return to Strategic Objective 2.3

KPI_L2_2.3_02

KPI Name	Unit	Frequency of computation
Percentage of achieved DAU's community engagement strategic plan KPIs.	Percentage	Annually

Description: DAU is interested in maintaining an effective community engagement through collaborative relationships leading to productive partnerships that yield mutually beneficial outcomes. The objective of this interest is to improve DAU's visibility and reputation in its environment. This KPI measures the average percentage achievement of DAU's community engagement strategic plan.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The sum of the performance indicators of DAU's community engagement strategic plan that achieved the targeted annual level. The total number of indicators targeted for DAU's community engagement strategic plan in the same year. 	$= \left[\frac{\text{The sum of the performance indicators of DAU's community engagement strategic plan that achieved the targeted annual level}}{\text{The total number of indicators targeted for DAU's community engagement strategic plan in the same year}} \right] \times 100$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C2_2.3_02	Achievement of DAU's Community Engagement Strategic Plan		Community Engagement Unit	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	0% < 25% achievement	Unacceptable
						2	25% < 50% achievement	Emerging
						3	50% < 75% achievement	Minimally Acceptable
						4	75% < 85% achievement	Acceptable
						5	85% < 95% achievement	Accomplished
						6	95% ≤ 100% achievement	Excellent



Return to Perspective 2 BSC



Return to Strategic Objective 2.3

KPI_L2_2.3_03

KPI Name	Unit	Frequency of computation
Satisfaction of beneficiaries with the community services	Average rating	Annually

Description: This KPI measures the average of beneficiaries' satisfaction rate for the community services provided by DAU. The aim of this KPI is to measure the degree of community partners' satisfaction (student, teaching staff, employers...) with their involvement in various forms of DAU's community engagement.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The community services are components of the beneficiaries satisfaction. This is normally scaled on a 5-point Likert Scale to get the means (average score) of the beneficiaries' perception. The total number of beneficiaries who filled the survey is the total number of beneficiaries who responded to the survey. 	= Sum of the scores given by the beneficiaries who responded to the community services satisfaction / Total number of beneficiaries who filled the survey

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C2_2.3_03/ KPI-I-22	Beneficiaries' Satisfaction Report of the Community Service Activities	SIS	Directorate of Quality Assurance	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	UV	1	< 2.5	Unacceptable
							2	2.5 - 2.99	Emerging
							3	3 - 3.49	Minimally Acceptable
							4	3.5 - 3.99	Acceptable
							5	4 - 4.49	Accomplished
							6	4.5 - 5	Excellent



Return to Perspective 2 BSC



Return to Strategic Objective 2.3

KPI_L2_2.3_04

KPI Name	Unit	Frequency of computation
Rate of community programs and initiatives	Average	Annually

Description: Community partnerships refer to the involvement of higher education institutions in the implementation of mechanisms or local institutional organization of various areas of sustainable and comprehensive development, whether cultural, economic or social services. These partnerships are conducted with public, private or tertiary sector institutions. This KPI measures the average of community programs and initiatives provided by each academic program during the year.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of community partnerships (projects, initiatives and programs) provided is the total number of all community engagement activities serving the community, events fostering interdisciplinary collaboration, students engagement through volunteering activities for free (without payment) that have been executed by DAU's colleges and departments. The total number of academic programs is the total number of academic programs provided by DAU's colleges. 	= Total number of community programs and initiatives provided / Total number of DAU's academic programs

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C2_2.3_04/ KPI-I-23/ C1D01S10I27	Achievement of DAU's Community Engagement Strategic Plan		Community Engagement Unit	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	0 < 1 achievement	Unacceptable
						2	1 < 3 achievement	Emerging
						3	7 < 10 achievement	Minimally Acceptable
						4	10 < 12 achievement	Acceptable
						5	12 < 15 achievement	Accomplished
						6	≥ 15 achievement	Excellent



Return to Perspective 2 BSC



Return to Strategic Objective 2.3

KPI_L2_2.3_05

KPI Name	Unit	Frequency of computation
Rate of volunteer	Proportion	Annually

Description: The most significant benefit of volunteer work is the service it provides to the community in particular and to the country at large. Moreover, volunteering provides students with the opportunity to apply classroom knowledge to real-life scenarios. Taking on a volunteer role will help students develop new skills (interpersonal communication, time management, leadership, delegation, communication, leadership, and problem-solving), maturity, and self-awareness. This KPI measures the proportion of participants in volunteer opportunities through the National Volunteer Portal according to a specified time frame.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of volunteer hours is the sum of student hours spent participating in volunteer activities that have been executed by DAU, its colleges, and departments and registered in Saudi "National Volunteer Platform". The total number of DAU's students is the number of all the students who are enrolled in DAU's undergraduate and postgraduate programs and have active status. 	$= \text{Total number of volunteer hours} / \text{Total number of DAU's students}$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C2_2.3_05/ C1D01S10I28	Achievement of DAU's Community Engagement Strategic Plan		Community Engagement Unit	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	0 < 0.25 achievement	Unacceptable
						2	0.25 < 0.5 achievement	Emerging
						3	0.5 < 1 achievement	Minimally Acceptable
						4	1 < 2 achievement	Acceptable
						5	2 < 3 achievement	Accomplished
						6	≥ 3 achievement	Excellent



Return to Perspective 2 BSC



Return to Strategic Objective 2.3

KPI_L2_2.4_01

KPI Name	Unit	Frequency of computation
Completion percentage of business processes recommended for improvement	Number	Annually

Description: Business processes improvement focuses on continuous improvements to services and processes. This KPI measures the increase of the number of improved processes in DAU annually.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of improved business processes during the year is the total number of redesigned DAU's business processes to increase quality and efficiency, streamline operations and eliminate the related bottlenecks, upgrade communications, reduce errors and costs, enhance workloads, implement new technologies, and automate complex, redundant, and clerical processes, within the academic year. The total number of DAU's business processes recommended to be improved 	$= \left[\frac{\text{Total number of improved DAU's business processes during the year}}{\text{Total number of DAU's business processes recommended to be improved}} \right] \times 100$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C2_2.4_01	Achievement of DAU's Continuous Process Improvement		General Directorate of Planning, Development & Quality Assurance	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	0 < 25% achievement	Unacceptable
						2	25% < 33% achievement	Emerging
						3	33% < 50% achievement	Minimally Acceptable
						4	50% < 67% achievement	Acceptable
						5	67% < 75% achievement	Accomplished
						6	≥ 75% achievement	Excellent



Return to Perspective 2 BSC



Return to Strategic Objective 2.4

KPI_L2_2.4_02

KPI Name	Unit	Frequency of computation
Average percentage improvement in the altered business processes KPIs	Percentage	Annually

Description: The use of KPIs is very important to help monitoring progress of business processes improvements. This KPI measures the average percentage improvement in the altered business processes KPIs.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of KPIs of DAU's business processes improvement that achieved the targeted annual level The total number of KPIs targeted for improvements to services and processes in the same year 	$= \left[\frac{\text{Total number of KPIs of DAU's processes improvement that achieved the targeted annual level}}{\text{Total number of KPIs targeted for improvements to services and processes in the same year}} \right] \times 100$

KPI Compatibility KPI_C2_2.4_02	Data Source Achievement of DAU's Continuous Process Improvement	Computation Platform	Computation Responsibility General Directorate of Planning, Development & Quality Assurance	Usage Level Used for informed decisions making and actions by the programs, colleges & institution
---	---	-----------------------------	---	--

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	UV	1	0% < 25% achievement	Unacceptable
							2	25% < 50% achievement	Emerging
							3	50% < 75% achievement	Minimally Acceptable
							4	75% < 85% achievement	Acceptable
							5	85% < 95% achievement	Accomplished
							6	95% ≤ 100% achievement	Excellent



Return to Perspective 2 BSC



Return to Strategic Objective 2.4

KPI_L2_2.4_03

KPI Name	Unit	Frequency of computation
Digital services maturity	Percentage	Annually

Description: DAU encourages automation of business processes and services to ensure higher productivity, reliability, and availability, increase performance, reduce operating costs, and ensure time savings. DAU's services with digital maturity are those that have been automated and have reached the highest level of technical maturity. This KPI measures the number of applications and services automated in DAU annually .

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of applications and services automated during the year is the total number of Learning Management Systems, Student Information Systems, Classroom Management Systems, Assessment Software, Digital Whiteboard Software, Campus Management Software, Finance and Account Management Software.... developed within the academic year. The total number of services provided by DAU in the same year 	$= \left[\frac{\text{Total number of applications and services automated during the year}}{\text{The total number of services provided by DAU in the same year}} \right] \times 100$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
	Achievement of DAU's Continuous Process Improvement		IT Department	Used for informed decisions making and actions by the institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	0% < 25% achievement	Unacceptable
						2	25% < 50% achievement	Emerging
						3	50% < 75% achievement	Minimally Acceptable
						4	75% < 85% achievement	Acceptable
						5	85% < 95% achievement	Accomplished
						6	95% ≤ 100% achievement	Excellent



Return to Perspective 2 BSC



Return to Strategic Objective 2.4

KPI_L2_2.4_04

KPI Name	Unit	Frequency of computation
Implementation percentage of auditors' recommendations	Percentage	Annually

Description: Internal audits serve DAU to accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes. It is responsible for monitoring the effectiveness of the processes and establishing recommendations for improvements. This KPI measures the implementation percentage of auditors' recommendations

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of auditors' recommendations implemented and achieved is the total number of recommendations established by the internal auditor, implemented by the concerned departments and designed to promote best practices for resource management, ensure compliance with policies and regulations, avoid operational inefficiencies, develop IT projects, systems, and technology, provide objective insight, implement efficient and responsible use of resources, identify potential cost and time savings, and assist management in addressing complex, cross-functional issues. The total number of auditors' recommendations targeted for services and processes improvements in the same year. 	$= \left[\frac{\text{Total number of auditors' recommendations implemented and achieved}}{\text{Total number of auditors' recommendations targeted for improvements to services and processes in the same year}} \right] \times 100$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
	Achievement of DAU's Audit Unit		Internal Audit Unit	Used for informed decisions making and actions by the institution

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV							1	0% < 25% achievement	Unacceptable
	UV	UV	UV	UV	UV		2	25% < 50% achievement	Emerging
							3	50% < 75% achievement	Minimally Acceptable
							4	75% < 85% achievement	Acceptable
							5	85% < 95% achievement	Accomplished
							6	95% ≤ 100% achievement	Excellent



Return to Perspective 2 BSC



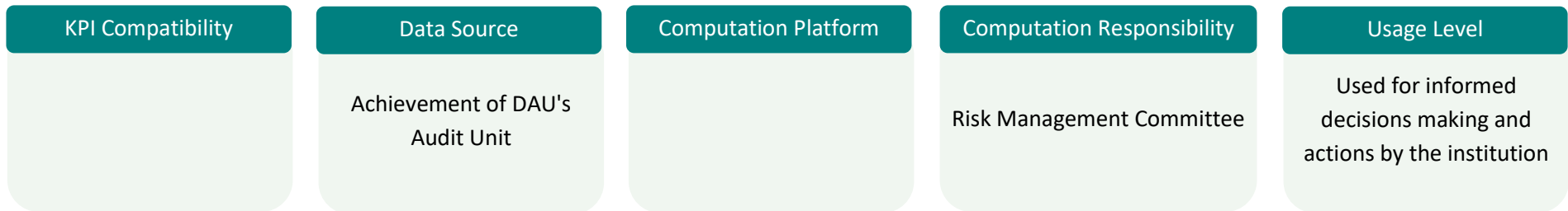
Return to Strategic Objective 2.4

KPI_L2_2.4_05

KPI Name	Unit	Frequency of computation
Proportion of identified risks that have been mitigated	Percentage	Annually

Description: Internal audit implementation is based on risk. The Audit Unit is to identifies and treats the management of risks which relates to DAU's processes. This KPI measures the proportion of identified risks that have been mitigated

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of identified risks that have been mitigated is the total number of risks that DAU is concerned with and have been treated during the year and including academic risks, enrollment risks, compliance risks, financial risks, operational risks, reputational risks, and strategic risks. The total number of identified risks that require treatment in the same year 	$= \left[\frac{\text{Total number of identified risks that have been mitigated}}{\text{Total number of identified risks that require treatment in the same year}} \right] \times 100$



KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	UV	1	0% < 25% achievement	Unacceptable
							2	25% < 50% achievement	Emerging
							3	50% < 75% achievement	Minimally Acceptable
							4	75% < 85% achievement	Acceptable
							5	85% < 95% achievement	Accomplished
							6	95% ≤ 100% achievement	Excellent



Return to Perspective 2 BSC



Return to Strategic Objective 2.4

KPI_L2_2.4_06

KPI Name	Unit	Frequency of computation
Proportion of implemented proactive plans	Percentage	Annually

Description: DAU develops proactive plans to significantly contribute to both problem avoidance/minimization and continuous improvement. This KPI measures the proportion of implemented proactive plans.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of implemented proactive plans is the total number of proactive plans through which possible problems have been avoided in advance or their negative consequences have been minimized. The total number of developed proactive plans in the same year 	$= \left[\frac{\text{Total number of implemented proactive plans}}{\text{Total number of developed proactive plans in the same year}} \right] \times 100$

KPI Compatibility	Data Source Achievement of DAU's Proactive Plans	Computation Platform	Computation Responsibility General Directorate of Planning, Development & Quality Assurance	Usage Level Used for informed decisions making and actions by the institution
--------------------------	--	-----------------------------	---	---

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	UV	1	0% < 25% achievement	Unacceptable
							2	25% < 50% achievement	Emerging
							3	50% < 75% achievement	Minimally Acceptable
							4	75% < 85% achievement	Acceptable
							5	85% < 95% achievement	Accomplished
							6	95% ≤ 100% achievement	Excellent



Return to Perspective 2 BSC



Return to Strategic Objective 2.4

KPI_L2_2.5_01

KPI Name	Unit	Frequency of computation
Number of patents	Number	Annually

Description: The obtainment of patents highlights the importance of the support that DAU provides to all teaching staff and students. This KPI measures the total number of patents obtained by DAU's staff annually.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of patents obtained by DAU's students and teaching staff who have a full-time status with DAU's colleges and departments. 	Counting the number of patents obtained by DAU's students and teaching staff during the year

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
C2D01S07I19/ KPI_C2_2.5_01/ KPI-I-19	Achievement of DAU's Continuous Process Improvement		Research Support Unit	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	0 < 1 achievement	Unacceptable
						2	1 < 2 achievement	Emerging
						3	2 < 3 achievement	Minimally Acceptable
						4	3 < 4 achievement	Acceptable
						5	4 < 5 achievement	Accomplished
						6	≥ 5 achievement	Excellent



Return to Perspective 2 BSC



Return to Strategic Objective 2.5

KPI_L2_2.5_02

KPI Name	Unit	Frequency of computation
Entrepreneurial and emerging startup businesses	Proportion	Annually

Description: Entrepreneurship is an important component of DAU's strategic objectives. DAU uses this KPI to assess the effectiveness of entrepreneurial education, i.e., entrepreneurial education service quality and entrepreneurial intention, among students of programs and policies focused on promoting entrepreneurial education. This KPI measures the rate of start-up businesses that are successfully implemented by students during the two last years.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of entrepreneurial and emerging start-up businesses that are supported and successfully developed with the help of DAU during the academic year. The total number of faculty members in DAU is all the faculty members having a full-time status with DAU's colleges in the same year. 	$= \frac{\text{[Total number of entrepreneurial and emerging startup businesses within DAU]}}{\text{The total number of faculty members in DAU}}$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C2_2.5_02/ C2D01S07I20	Entrepreneurship Report		Center for Entrepreneurship, Innovation & Knowledge Transfer	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	UV	1	0% < 0.10 achievement	Unacceptable
							2	0.10 < 0.15 achievement	Emerging
							3	0.15 < 0.25 achievement	Minimally Acceptable
							4	0.25 < 0.33 achievement	Acceptable
							5	0.33 < 0.50 achievement	Accomplished
							6	0.50 ≤ 1 achievement	Excellent



Return to Perspective 2 BSC



Return to Strategic Objective 2.5

KPI_L2_2.5_03

KPI Name	Unit	Frequency of computation
License agreements	Proportion	Annually

Description: By licensing innovative technologies, patents, and cutting-edge research to start-up, companies and institutions that can develop and commercialize it, DAU ensures broad practical applications of its research programs while generating income to support further research and education. This KPI measures the increase of the proportion of license agreements during the year.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of license agreements signed by DAU including trademarks, technology, and trade secrets within the last 5 years. The total number of faculty members in DAU is all the faculty members having a full-time status with DAU's colleges, within the last 5 years. 	$= \frac{\text{Total number of license agreements signed by DAU}}{\text{Total number of DAU's faculty members in the same year}}$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
C2D01S08I21/ KPI_C2_2.5_03	Report of License Agreements		Center for Entrepreneurship, Innovation & Knowledge Transfer	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	0 < 0.001 achievement	Unacceptable
						2	0.001 < 0.002 achievement	Emerging
						3	0.002 < 0.003 achievement	Minimally Acceptable
						4	0.003 < 0.004 achievement	Acceptable
						5	0.004 < 0.005 achievement	Accomplished
						6	0.005 ≤ 100 achievement	Excellent



Return to Perspective 2 BSC



Return to Strategic Objective 2.5

KPI_L2_2.5_04

KPI Name	Unit	Frequency of computation
Consulting and research contracts signed with external party	Percentage	Annually

Description: Consultancy and research contracts allow DAU to diversify revenue sources and offer researchers the opportunity to engage outside academia, build impact for their research, and create mutual benefits. This KPI measures the total number of consulting and research contracts signed with external parties during the year.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of consulting and research contracts signed with external parties. 	Counting the number of consulting and research contracts signed with external party during the year

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C2_2.5_04	Report of Consulting and Research Contracts Signed with External Parties		Center for Entrepreneurship, Innovation & Knowledge Transfer	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline		KPI Target					KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation	
UV	UV	UV	UV	UV	UV	1	0 < 1 achievement	Unacceptable	
						2	1 < 3 achievement	Emerging	
						3	3 < 5 achievement	Minimally Acceptable	
						4	5 < 10 achievement	Acceptable	
						5	10 < 15 achievement	Accomplished	
						6	≥ 15 achievement	Excellent	



Return to Perspective 2 BSC



Return to Strategic Objective 2.5

KPI_L2_2.5_05

KPI Name	Unit	Frequency of computation
Proportion of external funding for research	Percentage	Annually

Description: For DAU external funding of research is very important to ensure quality of research and support its long-term research strategic plan. This KPI measures the proportion of research external funding with the total budget of research during the year.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total amount of the external funding for research is the total amount offered by external parties for research projects. The total amount of the budget dedicated to research is the total budget spent by DAU and the external funding offered by external parties in the same year. 	$= \left[\frac{\text{The total amount of the external funding for research}}{\text{The total amount of the budget dedicated to research}} \right] \times 100$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
C2D01S06I18/ KPI-I-21/ KPI_C2_2.5_05	Finance Report of Research Activities at DAU	Finance Platform	Center for Entrepreneurship, Innovation & Knowledge Transfer	Used for informed decisions making and actions by the institution

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	UV	1	< 5% achievement	Unacceptable
							2	5% < 10% achievement	Emerging
							3	10% < 20% achievement	Minimally Acceptable
							4	20% < 25% achievement	Acceptable
							5	25% < 333% achievement	Accomplished
							6	≥ 33% achievement	Excellent



Return to Perspective 2 BSC



Return to Strategic Objective 2.5

KPI_L3_3.1_01

KPI Name	Unit	Frequency of computation
Satisfaction of visitors with university website information.	Average rating	Annually

Description: This KPI measures the average of visitors' satisfaction rate with DAU's website information. This KPI helps to measure the level of efficiency, accuracy up-to-dateness, and interactivity of DAU's website information and ensure DAU's website is as fast and user-friendly as possible. A team of experts composed by independent members outside IT department calculates this KPI based on 4 criteria: (1) Website efficiency: by referring to Google analytics and Word Press, and extracting website performance. (2) Website accuracy: by making sure that the information is correct. (3) Website up-to-dateness: by making sure that the content is up to date. (4) Website interactivity: by making sure that website provides enough space for mutual, responsive, and rapid communication and utilizes nonverbal cues.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The score given to each criterion for which satisfaction of visitors with the university website information is measured. This is normally scaled on a scale of 1-10. The total number of criteria for which satisfaction of visitors with the university website information is measured (efficiency, accuracy up-to-dateness, and interactivity). 	$= \frac{\text{Sum of the score given to all criteria for which satisfaction of visitors with university website information is measured}}{\text{Total number of criteria for which satisfaction of visitors with university website information is measured}}$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C3_3.1_01	Visitors' Satisfaction Report of DAU's Website Performance	Google analytics/ Word Press	General Directorate of Planning, Development & Quality Assurance	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	< 2	Unacceptable
						2	2 - 3	Emerging
						3	4 - 5	Minimally Acceptable
						4	6 - 7	Acceptable
						5	8 - 9	Accomplished
						6	> 9	Excellent



Return to Perspective 3 BSC



Return to Strategic Objective 3.1

KPI_L3_3.1_02

KPI Name	Unit	Frequency of computation
Number of stakeholders communication events organized at institution and program levels	Number	Annually

Description: DAU's communication events are important in improving its reputation. The events organized by DAU are focused on different "event objects," such as disseminating a DAU's marketing messages by involving stakeholders in the activities to extend its visibility and increase its attractiveness. This KPI measures the number of stakeholders communication events organized at the institution and program levels.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of stakeholders communication events organized at institution and program levels during the year is the total number of events organized by DAU, colleges, academic programs and departments such as new academic programs launches, open days, publicity events, conferences, press conferences, exhibitions, competitions /contests, entertainment, charity fundraisers, national events, awareness events, etc. within the academic year. 	Counting the number of stakeholder communication activities during the year

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C3_3.1_02	Report of Public Relations & Marketing Achievements		Public Relations & Marketing	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	UV	1	< 20	Unacceptable
							2	20 - 49	Emerging
							3	50 - 79	Minimally Acceptable
							4	80 -100	Acceptable
							5	101 - 120	Accomplished
							6	> 120	Excellent



Return to Perspective 3 BSC



Return to Strategic Objective 3.1

KPI_L3_3.1_03

KPI Name	Unit	Frequency of computation
Number of stakeholder communication activities via social media	Number	Annually

Description: The aim of the use of social media by DAU is to conduct marketing and interactive communication and create sources of relational capital. This KPI measures the number of stakeholder communication activities via social media.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of stakeholder communication activities via social media during the year is the total number of communication activities implemented by DAU through Facebook, LinkedIn, Twitter, Instagram, Web-blog, Google Group, general social media platforms, academic and research social media (Research Gate, Academia Edu, etc.)... within the academic year. 	Counting the number of stakeholder communication activities via social media during the year

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C3_3.1_03	Report of Public Relations & Marketing Achievements		Public Relations & Marketing	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	UV	1	< 10	Unacceptable
							2	10 - 49	Emerging
							3	50 - 99	Minimally Acceptable
							4	100 - 149	Acceptable
							5	150 - 190	Accomplished
							6	> 190	Excellent



Return to Perspective 3 BSC



Return to Strategic Objective 3.1

KPI_L3_3.1_04

KPI Name	Unit	Frequency of computation
Number of stakeholder communication activities via e-newsletters and mass e-mails	Number	Annually

Description: E-mails and e-newsletters are the most commonly used digital communication media within DAU since they are considered to be quick, cheap and easy to use. They allow DAU to connect with more internal and external stakeholders, lead all stakeholders to rely on DAU as a source of knowledge, research, community engagement and services, and encourage DAU's stakeholders to engage with university main offerings. This KPI measures the number of stakeholder communication activities via e-newsletters and mass e-mails.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of stakeholder communication activities via e-newsletters and mass e-mails during the year is the total number of e-messages sent to internal and external stakeholders regarding DAU's announcements, to inform them about different activities, schedules, academic sessions, etc., to keep them connected and abreast of events and happenings within DAU community, to launch community engagement activities campaigns, to send polls and questionnaires allowing the collect of important information... within the academic year. 	Counting the number of stakeholder communication activities via e-newsletters and mass e-mails during the year

<p>KPI Compatibility</p> <p>KPI_C3_3.1_04</p>	<p>Data Source</p> <p>Report of Public Relations & Marketing Achievements</p>	<p>Computation Platform</p> <p>e-mail box</p>	<p>Computation Responsibility</p> <p>Public Relations & Marketing</p>	<p>Usage Level</p> <p>Used for informed decisions making and actions by the programs, colleges & institution</p>
--	--	--	--	---

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	< 10	Unacceptable
						2	10 - 49	Emerging
						3	50 - 99	Minimally Acceptable
						4	100 - 149	Acceptable
						5	150 - 200	Accomplished
						6	> 200	Excellent



Return to Perspective 3 BSC



Return to Strategic Objective 3.1

KPI_L3_3.1_05

KPI Name	Unit	Frequency of computation
Number of Alumni communication events organized at institution and program levels	Number	Annually

Description: DAU's Alumni are either distributed in Saudi Arabia for post-graduation programs or have moved out of the country. With an alumni communication events, DAU aims to connect its entire alumni network in one, and maintain a vibrant, active and engaged alumni community. This KPI measures the number of alumni communication events organized at the institution and program levels.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of alumni communication events organized at institution and program levels during the year is the total number of academic events and lectures, professional networking events, cultural events and visits, social gatherings, family-oriented events, recent graduate events, and "pre-departure"/"DAU's Welcome" events organized by DAU's colleges, programs and departments within the academic year. 	Counting the number of alumni communication events organized at institution and program levels during the year

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C3_3.1_05	Report of Alumni Unit Achievements		Alumni Affairs & Career Guidance Unit	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	< 1	Unacceptable
						2	1 - 2	Emerging
						3	3 - 4	Minimally Acceptable
						4	5 - 9	Acceptable
						5	10 - 14	Accomplished
						6	> 14	Excellent



Return to Perspective 3 BSC



Return to Strategic Objective 3.1

KPI_L3_3.1_06

KPI Name	Unit	Frequency of computation
Percentage of alumni with updated contact information	Percentage	Annually

Description: DAU aims at staying in touch and up to date on the information of its alumni, and at sharing more alumni communication events. This KPI measures the percentage of alumni with updated contact information.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of alumni with updated contact information is the total number of DAU's alumni with updated contact and information DAU's central database during the year. The total number of DAU's graduates in the same year. 	$= \frac{\text{[Total number of alumni with updated contact information during the year]}}{\text{Total number of DAU's graduates in the same year}} \times 100$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C3_3.1_06	Performance on Professional and/or National Examinations Report	SIS	Deanship of Admission, Registration & Student Affairs	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	UV	1	0% < 35% achievement	Unacceptable
							2	35% < 60% achievement	Emerging
							3	60% < 70% achievement	Minimally Acceptable
							4	70% < 80% achievement	Acceptable
							5	80% < 90% achievement	Accomplished
							6	90% ≤ 100% achievement	Excellent



Return to Perspective 3 BSC



Return to Strategic Objective 3.1

KPI_L3_3.1_07

KPI Name	Unit	Frequency of computation
Number of services and lifelong learning activities offered to DAU's alumni	Number	Annually

Description: As lifelong member of DAU community, alumni have access to faculty and fellow alumni expertise, insights, trainings, and other services to help navigate opportunities and challenges throughout their lives. This KPI measures the number of services and lifelong learning activities offered to DAU's alumni.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of services and lifelong learning activities offered to DAU's alumni during the year such as skill-building opportunities, incentives, ongoing case management/coaching, structuring and resourcing alumni services, building employer connections, etc. 	Counting the number of services and lifelong learning activities offered to DAU's alumni during the year

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C3_3.1_07	Report of Alumni Unit Achievements		Alumni Affairs & Career Guidance Unit	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	UV	1	< 1	Unacceptable
							2	1 - 4	Emerging
							3	5 - 9	Minimally Acceptable
							4	10 -14	Acceptable
							5	15 - 19	Accomplished
							6	> 19	Excellent



Return to Perspective 3 BSC



Return to Strategic Objective 3.1

KPI_L3_3.1_08

KPI Name	Unit	Frequency of computation
Graduates' satisfaction with alumni services and communication	Average rating	Annually

Description: Alumni satisfaction with the services and communication offered by DAU is the single most essential pre-condition for maintaining a vibrant, active and engaged alumni community. This KPI measures the average of graduates' satisfaction rate with alumni services and communication.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> DAU's services and communication as perceived by the alumni of DAU is a component of DAU's alumni satisfaction. This is normally scaled on a 5-point Likert Scale to get the means (average score) of the alumni's perception. The total number of alumni who filled the survey is the total number of DAU's alumni who responded to the survey. 	$= \frac{\text{Sum of the scores given by alumni who responded to DAU's services and communication}}{\text{Total number of alumni who filled the survey}}$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C3_3.1_08	Graduates' Satisfaction Report of the Alumni Services and Communication		Alumni Affairs & Career Guidance Unit	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	< 2.5	Unacceptable
						2	2.5 - 2.99	Emerging
						3	3 - 3.49	Minimally Acceptable
						4	3.5 - 3.99	Acceptable
						5	4 - 4.49	Accomplished
						6	4.5 - 5	Excellent



Return to Perspective 3 BSC



Return to Strategic Objective 3.1

KPI_L3_3.1_09

KPI Name	Unit	Frequency of computation
Graduates' employability and enrolment in postgraduate programs	Percentage	Annually

Description: By emphasizing employability, DAU is able to attract, retain, and maintain a competitive advantage in the higher education market. This KPI measures the percentage of graduates from DAU's programs who within a year of graduation were: (a) employed or (b) enrolled in postgraduate programs during the first year of their graduation.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of graduates from DAU's programs who within a year of graduation were (a) employed or (b) enrolled in postgraduate programs The total number of DAU's graduates in the same year. 	$= \frac{[\text{Total number of graduates from DAU's programs who within a year of graduation were (a) employed or (b) enrolled in postgraduate programs} / \text{Total number of DAU's graduates in the same year}] \times 100}{1}$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
C1D01S09I24/ KPI_C3_3.1_09/ KPI-I-05	Report of Alumni Unit Achievements		Alumni Affairs & Career Guidance Unit	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	0% < 33% achievement	Unacceptable
						2	33% < 50% achievement	Emerging
						3	50% < 60% achievement	Minimally Acceptable
						4	60% < 70% achievement	Acceptable
						5	70% < 80% achievement	Accomplished
						6	80% ≤ 100% achievement	Excellent



Return to Perspective 3 BSC



Return to Strategic Objective 3.1

KPI_L3_3.1_10

KPI Name	Unit	Frequency of computation
Graduate salaries	Average	Annually

Description: To apply for a university, it's important for students to understand how their choices of the university and specialty might affect their salaries. Through this KPI, DAU is looking at what an average graduate salary is for different specialties and explores tips for increasing its graduate salaries. DAU uses this KPI to measure the average of initial graduate salaries within the year.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The sum of the initial salaries of DAU's graduates who secured a full-time or equivalent employment coordinating with the National Labor Observatory (HRDF), and responded to the survey within a year of graduation. The total number of DAU's alumni who responded to the survey. 	$= \frac{\text{The sum of the initial salaries of DAU's graduates within a year of graduation (including Hiring Grants and Wage Subsidies)}}{\text{Total number of DAU's graduates who filled the survey}}$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
C1D01S09I26/ KPI_C3_3.1_10	Report of Alumni Unit Achievements	SIS	Alumni Affairs & Career Guidance Unit	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	0 < 3000 SAR achievement	Unacceptable
						2	3000 SAR < 5000 SAR achievement	Emerging
						3	5000 SAR < 7000 SAR achievement	Minimally Acceptable
						4	7000 SAR < 10000 SAR achievement	Acceptable
						5	10000 SAR < 13000 SAR achievement	Accomplished
						6	≥ 13000 SAR achievement	Excellent



Return to Perspective 3 BSC



Return to Strategic Objective 3.1

KPI_L3_3.1_11

KPI Name	Unit	Frequency of computation
Number of support programs for gifted, creative and talented students.	Number	Annually

Description: The management and nurturing of giftedness is required to help gifted and talented students explore and develop their potential in an enriched learning environment. This is necessary for laying the practical foundations to enhance the academic abilities and make DAU more attractive for highly qualified students. This KPI measures the number of support programs for gifted, creative and talented students.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of support programs for gifted, creative and talented students during the year such as scholarship, academic recognition, financial aid, job opportunities, professional development opportunities, etc. 	Counting the number of support programs for gifted, creative and talented students during the year

<p>KPI Compatibility</p> <p>KPI_C3_3.1_11</p>	<p>Data Source</p> <p>Activities Report for Gifted, Creative, and Talented Students</p>	<p>Computation Platform</p>	<p>Computation Responsibility</p> <p>Learning & Teaching Unit</p>	<p>Usage Level</p> <p>Used for informed decisions making and actions by the programs, colleges & institution</p>
--	--	------------------------------------	--	---

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	UV	1	< 1	Unacceptable
							2	1 - 2	Emerging
							3	3 - 4	Minimally Acceptable
							4	5 - 6	Acceptable
							5	7 - 8	Accomplished
							6	> 8	Excellent



Return to Perspective 3 BSC



Return to Strategic Objective 3.1

KPI_L3_3.1_12

KPI Name	Unit	Frequency of computation
Proportion of newly enrolled students with weighted score 80% and above	Percentage	Annually

Description: To become a world class university, DAU assumes that it must be an elite institution. Therefore, the university is looking for highly qualified students who can excel academically as well as make a positive contribution to DAU community. This KPI measures the proportion of newly enrolled students with weighted scores of 80% and above

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of newly enrolled students with weighted score 80%. Weight score is calculated as follows: 30% high school score, 30% aptitude test and 40% achievement. The total number of enrolled students in the same year. 	$= \frac{\text{[Total number of newly enrolled students with weighted score 80%]}}{\text{Total number of enrolled students in the same year}} \times 100$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C3_3.1_12	Enrolled Students Report	SIS	Deanship of Admission, Registration & Student Affairs	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	UV	1	0% < 2% achievement	Unacceptable
							2	2% < 5% achievement	Emerging
							3	5% < 10% achievement	Minimally Acceptable
							4	10% < 25% achievement	Acceptable
							5	25% < 50% achievement	Accomplished
							6	50% ≤ 100% achievement	Excellent



Return to Perspective 3 BSC



Return to Strategic Objective 3.1

KPI_L3_3.1_13

KPI Name	Unit	Frequency of computation
Number of graduating students getting employed through the university	Number	Annually

Description: As part of its commitment to students, DAU offers a range of employment assistance services. It is engaged in helping graduating students to acquire knowledge and skills associated to the development of employability. When DAU succeeds in helping graduating students find and get employments, its reputation will be improved and then the attractiveness, the recruitment and the retaining of qualified students into its degree programs will be enhanced. This KPI measures the number of graduating students getting employed through the university.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of graduating students getting employed after receiving employment assistance services such as teaching students about their career options, coaching students through writing resumes, helping students improve their interview technique, creating credentials for soft skills, offering digital diplomas and transcripts for better efficiency, providing live job postings, etc. 	Counting the number of graduating students getting employed through the university during the year

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C3_3.1_13	Activities Report for Student Employment		Alumni Affairs & Career Guidance Unit	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	< 10	Unacceptable
						2	10 - 12	Emerging
						3	13 - 24	Minimally Acceptable
						4	25 - 34	Acceptable
						5	35 - 40	Accomplished
						6	> 40	Excellent



Return to Perspective 3 BSC



Return to Strategic Objective 3.1

KPI_L3_3.1_14

KPI Name	Unit	Frequency of computation
Students' satisfaction with the offered services	Average rating	Annually

Description: Students' satisfaction is closely related to the quality of services. DAU considers services quality improvement as an important factor for improving its competitiveness and reducing the risk perceived by students who want to study at and graduate from the university. This KPI measures the average of students' satisfaction rate with the offered services.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The offered services (restaurants, transport, sports facilities, academic advising, ...) as perceived by the students 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 student's perception. The total number of students who filled the survey is the total number of students who responded to the survey. 	$= \text{Sum of the scores given by students who responded to the offered services} / \text{Total number of students who filled the survey}$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI-I-10/ KPI_C3_3.1_14	Students' Satisfaction Report of the Offered Services		Directorate of Quality Assurance	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	< 2.5	Unacceptable
						2	2.5 - 2.99	Emerging
						3	3 - 3.49	Minimally Acceptable
						4	3.5 - 3.99	Acceptable
						5	4 - 4.49	Accomplished
						6	4.5 - 5	Excellent



Return to Perspective 3 BSC



Return to Strategic Objective 3.1

KPI_L3_3.1_15

KPI Name	Unit	Frequency of computation
Graduation rate for undergraduate Students in the specified period	Percentage	Annually

Description: A cohort is typically a group of students who enter a program of study together, share common learning experiences during a specified period of time and complete the program at the end of that specified period of time. Cohort analysis reports present the results of tracking commencing higher education student outcomes over time. This KPI measures the percentage of undergraduate students who completed the programs during the specified period of time in each cohort.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of undergraduate students who completed the programs during the specified period of time in each cohort. The total number of enrolled students in the same cohort. 	$= \left[\frac{\text{Total number of undergraduate students who completed the programs during the specified period in each cohort}}{\text{Total number of enrolled students in the same cohort}} \right] \times 100$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
C1D01S01I02/ KPI_C3_3.1_15/ KPI-I-06	Enrolled Students Report	SIS	Directorate of Quality Assurance	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	UV	1	0% < 17% achievement	Unacceptable
							2	17% < 25% achievement	Emerging
							3	25% < 33% achievement	Minimally Acceptable
							4	33% < 50% achievement	Acceptable
							5	50% < 67% achievement	Accomplished
							6	67% ≤ 100% achievement	Excellent



Return to Perspective 3 BSC



Return to Strategic Objective 3.1

KPI_L3_3.1_16

KPI Name	Unit	Frequency of computation
Students' evaluation of quality of the learning experience in the programs	Average rating	Annually

Description: Students' evaluations of the learning experience are treated as an illuminating measure to get students' feedback from students on the appropriateness of activities for their learning needs. They enable to maintain quality and enhance learning. Two independent surveys of Student Learning Experience are used: (1) for newly admitted students (1st and 2nd levels), and others (2) for the remaining students. The questionnaires used consist of four parts: quality of learning and teaching, educational environment and infrastructure readiness, and learning sources and overall evaluation.

This KPI measures the average of overall rating of final year students of the quality of the learning experience in the programs provided by DAU.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The quality of the learning experience in the programs as perceived by the students is a component of the students' satisfaction. This is normally scaled on a 5-point Likert Scale to get the means (average score) of final year students' perception. The total number of students who filled the survey is the total number of students who responded to the survey. 	$= \frac{\text{Sum of the scores given by students who responded to the quality of learning experience in the programs}}{\text{Total number of students who filled the survey}}$

KPI Compatibility

C1D01S02I05/
KPI_C3_3.1_16/KPI-I-03

Data Source

Students' Satisfaction
Report of the Quality of
Learning Experience in the
Programs

Computation Platform

Computation Responsibility

Directorate of Quality
Assurance

Usage Level

Used for informed
decisions making and
actions by the programs,
colleges & institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV						1	< 2.5	Unacceptable
	UV	UV	UV	UV	UV	2	2.5 - 2.99	Emerging
						3	3 - 3.49	Minimally Acceptable
						4	3.5 - 3.99	Acceptable
						5	4 - 4.49	Accomplished
						6	4.5 - 5	Excellent



Return to Perspective 3 BSC



Return to Strategic Objective 3.1

KPI_L3_3.1_17

KPI Name	Unit	Frequency of computation
First-year students retention rate	Percentage	Annually

Description: The retention rate is the percentage of freshmen who continue on as sophomores. Students at DAU are encouraged to enroll in order to stay and eventually graduate from DAU. This KPI is a valuable tool for DAU and for the students and their parents. For DAU, not only does this KPI measure freshmen retention rates, but also analyze them across different dimensions (e.g., by year and/or discipline) to understand which areas have the highest risk of attrition and to develop targeted interventions. For students and their parents, this KPI is among the important factors used in judging the quality of an undergraduate college. This KPI measures the percentage of first-year undergraduate students who continue at the institution the next year.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of first-year undergraduate students who continue at the institution the next year. The total number of first-year students in the same year. 	$= \left[\frac{\text{Total number of first-year undergraduate students who continue at the institution the next year}}{\text{Total number of first-year students in the same year}} \right] \times 100$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
C1D01S02I07/ KPI_C3_3.1_17/ KPI-I-04	First-year Students Retention Report	SIS	Directorate of Quality Assurance	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	UV	1	0% < 60% achievement	Unacceptable
							2	60% < 70% achievement	Emerging
							3	70% < 80% achievement	Minimally Acceptable
							4	80% < 90% achievement	Acceptable
							5	90% < 95% achievement	Accomplished
							6	95% ≤ 100% achievement	Excellent



Return to Perspective 3 BSC



Return to Strategic Objective 3.1

KPI_L3_3.1_18

KPI Name	Unit	Frequency of computation
Number of students withdrawing from the university	Number	Annually

Description: DAU takes seriously the decision of students to suspend studies and withdraw from its programs by providing a support strategy and offering targeted interventions to improve retention, success, and experiences during their time at university. This KPI measures the number of students withdrawing from the university.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of students withdrawing from the university for any reason: academic, social, critical life moments, bereavement, poor health, maternity, financial constraints, domestic responsibilities, etc. 	Counting the number of students withdrawing from DAU during the year

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C3_3.1_18	Report of Students Withdrawing from DAU	SIS	Directorate of Quality Assurance	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline		KPI Target					KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation	
UV	UV	UV	UV	UV	UV	1	> 50	Unacceptable	
						2	46 - 50	Emerging	
						3	41 - 45	Minimally Acceptable	
						4	36 - 40	Acceptable	
						5	30 - 35	Accomplished	
						6	< 30	Excellent	



Return to Perspective 3 BSC



Return to Strategic Objective 3.1

KPI_L3_3.2_01

KPI Name	Unit	Frequency of computation
Number of new proposed programs at the university	Number	Annually

Description: Developing new academic programs is an important part of serving students, communities, and industries. In addition, new academic programs can grow enrollments, maintain relevancy in the curriculum, and differentiate DAU over other universities. This KPI measures the number of new proposed programs at the university.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of new proposed programs at the university whatever the level is: undergraduate, postgraduate, professional certificate, diploma programs, new areas/tracks academic disciplines, etc. during the year. 	Counting the number of new proposed programs at the university during the year

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C3_3.2_01	Report of New Proposed Programs at the University		Study Plans & Educational System Committee	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	UV	1	0	Unacceptable
							2	1	Emerging
							3	2	Minimally Acceptable
							4	3	Acceptable
							5	4	Accomplished
							6	> 4	Excellent



Return to Perspective 3 BSC



Return to Strategic Objective 3.2

KPI_L3_3.2_02

KPI Name	Unit	Frequency of computation
Number of diploma programs graduates admitted to DAU	Number	Annually

Description: DAU is keen to expand bridging programs for diploma graduates from other universities. In fact, DAU engages in efforts to attract such graduates and facilitate their transfer to DAU's programs. This KPI measures the number of diploma programs graduates admitted to DAU.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of diploma program graduates admitted to DAU during the year. 	Counting the number of diploma programs graduates admitted to DAU during the year

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C3_3.2_02	Report of Diploma Programs Graduates Admitted to DAU during the year	SIS	Deanship of Admission, Registration & Student Affairs	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	< 30	Unacceptable
						2	30 - 40	Emerging
						3	41 - 50	Minimally Acceptable
						4	51 - 60	Acceptable
						5	61 - 70	Accomplished
						6	> 70	Excellent



Return to Perspective 3 BSC



Return to Strategic Objective 3.2

KPI_L3_3.2_03

KPI Name	Unit	Frequency of computation
Student exchange and cooperative training	Percentage	Annually

Description: Student exchange programs for teaching or training allow students to enrich their scientific and professional experiences through exposure to other cultures. Not only are student exchange programs and cooperative training programs a great way to expand DAU students' perspectives, but they can also boost DAU graduates' employability. These programs also include students from foreign universities to study or train inside DAU. This KPI measures the percentage of DAU's students and foreign students who have benefited from student exchange programs and cooperative training programs.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of DAU's students and foreign students (undergraduate and postgraduate) who have benefited from student exchange programs for studying for the duration of one semester or more, during the year. The total number of DAU's students and foreign students (undergraduate and postgraduate) who have benefited from student exchange programs for cooperative training for the duration of one semester or more, during the year. The total number of students in the same year equals the number of all the students who are enrolled in DAU in the undergraduate and postgraduate programs and have active status. The total number of coop students in the same year equals the number of all the coop students who are enrolled in DAU in the undergraduate and postgraduate programs and have active status. 	$= \left[\frac{\text{Total number of DAU's students and foreign students who have benefited from student exchange programs for studying during the year}}{\text{Total number of DAU's students in the same year}} \times 0.5 + \left(\frac{\text{Total number of DAU coop students and foreign coop students who have benefited from student exchange programs for cooperative training during the year}}{\text{Total number of DAU coop students in the same year}} \times 0.5 \right) \times 100 \right]$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
C1D01S02I08/ KPI_C3_3.2_03	Student Exchange Programs and Cooperative Training Programs Report	DAU Students' Record	Teaching & Learning Unit	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	0% < 0.25% achievement	Unacceptable
						2	0.25% < 0.5% achievement	Emerging
						3	0.5% < 1% achievement	Minimally Acceptable
						4	1% < 2% achievement	Acceptable
						5	2% < 3% achievement	Accomplished
						6	3% ≤ 100% achievement	Excellent

KPI_L3_3.2_04

KPI Name	Unit	Frequency of computation
Faculty exchange	Percentage	Annually

Description: Through faculty exchange programs, DAU seeks to allow faculty members to participate in campus internationalization and make fundamental changes in their teaching, research, and services. That is absolutely essential to achieve positive impact on the faculties' personal and professional attitudes and performance. This KPI measures the percentage of Saudi faculty members (citizens) who contribute to academic teaching or scientific research, or both, outside Saudi Arabia, and the percentage of the foreign faculty members (non-citizens) who contribute to academic teaching or scientific research, or both inside DAU.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of citizen and non-citizen faculty members (professors, associate professors and assistant professors) who have benefited from faculty exchange programs for the duration of at least 1 semester, in the academic year. The total number of faculty members in the same year is all faculty members (PhD Holders) who have a full-time status with DAU's colleges and departments. 	$= \frac{\text{[Total number of citizen and non-citizen faculty members who have benefited from faculty exchange programs during the year]}}{\text{Total number of faculty members in the same year}} \times 100$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
C2D01S08I23/ KPI_C3_3.2_04	Faculty Member Exchange Programs and Cooperative Training Programs Report	DAU Faculties' Record	Teaching & Learning Unit	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	0% < 0.25% achievement	Unacceptable
						2	0.25% < 0.5% achievement	Emerging
						3	0.5% < 1% achievement	Minimally Acceptable
						4	1% < 2% achievement	Acceptable
						5	2% < 3% achievement	Accomplished
						6	3% ≤ 100% achievement	Excellent



Return to Perspective 3 BSC



Return to Strategic Objective 3.2

KPI_L3_3.2_05

KPI Name	Unit	Frequency of computation
Number of proposed programs in partnership with internationally ranked universities	Number	Annually

Description: International partnerships between universities are beneficial to teaching staff, students, and all partners. DAU is already seeking to make the most of the international partnership programs possibilities present by forming global partnerships and fostering relationships with internationally ranked universities. This KPI measures the number of proposed programs in partnership with internationally ranked universities.

Data Required for Computation	Computation Formula
• The total number of proposed programs in partnership with internationally ranked universities during the year	Counting the number of proposed programs in partnership with internationally ranked universities during the year

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C3_3.2_05	Report on proposed programs in partnership with internationally ranked colleges/universities		Teaching & Learning Unit	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline		KPI Target					KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation	
UV	UV	UV	UV	UV	UV	1		Unacceptable	
						2		Emerging	
						3	0 - 1	Minimally Acceptable	
						4	2 - 3	Acceptable	
						5	4 - 5	Accomplished	
						6	> 5	Excellent	



Return to Perspective 3 BSC



Return to Strategic Objective 3.2

KPI_L3_3.3_01

KPI Name	Unit	Frequency of computation
Stakeholders' perception score	Average Score	Annually

Description: The stakeholders' view represents one of the key dimensions that affect DAU performance and directly impacts its managerial decision-making process. Perceptions of the respondents (students, high school students, employers, alumni, student parents, faculty members, DAU's leaders, etc.) on the different criteria applicable to DAU are determined by comparing with competitors (other universities). The criteria for which perceptions of stakeholders are measured include tuition fees, quality, reputation, and conditions and procedures of admission. The values used for ranks undertaken between respondents' views are determined by using follows equation: $(\text{Number of competitors} - \text{Rank as perceived by stakeholders} + 1) / \text{Number of competitors}$.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The average scores given to criteria for which perceptions of stakeholders are measured, is the sum of criteria scores as perceived by all stakeholders (students, high school students, employers, alumni, student parents, faculty members, DAU's leaders, etc.) to the total number of stakeholders who participated in the stakeholders' perception study. The total number of criteria for which perceptions of stakeholders is measured (tuition fees, quality, reputation, and conditions and procedures of admission). 	$= \frac{\text{Sum of the average scores given to criteria for which perceptions of stakeholders is measured}}{\text{Total number of criteria for which perceptions of stakeholders is measured}}$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C3_3.3_01	Stakeholders' Perception Report		General Directorate of Planning, Development & Quality Assurance	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV							1	< 0.30	Unacceptable
							2	0.30- 0.49	Emerging
	UV	UV	UV	UV	UV		3	0.50 - 0.59	Minimally Acceptable
							4	0.60 - 0.69	Acceptable
							5	0.70 -0.79	Accomplished
							6	0.80 - 1.00	Excellent



Return to Perspective 3 BSC



Return to Strategic Objective 3.3

KPI_L3_3.3_02

KPI Name	Unit	Frequency of computation
Number of marketing activities and events	Number	Annually

Description: DAU marketing involves communicating and delivering the intended message about the programs to target students. The main objectives of the marketing activities and events are to attract target students, enhance the university reputation, and create trust in the interested stakeholders. This KPI measures the number of marketing activities and events.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of marketing activities and events during the year such as sharing event with the media, socializing, going live to promote events, dedicating pop-ups, marketing events to audience using emails, sparking FOMO (Fear Of Missing Out), promising a good time (and deliver!)... 	Counting the number of marketing activities and events during the year

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C3_3.3_02	Report of DAU marketing activities and events during the year		Public Relations & Marketing	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	< 2	Unacceptable
						2	2 - 5	Emerging
						3	6 - 11	Minimally Acceptable
						4	12 - 15	Acceptable
						5	16 -20	Accomplished
						6	> 20	Excellent



Return to Perspective 3 BSC



Return to Strategic Objective 3.3

KPI_L3_3.3_03

KPI Name	Unit	Frequency of computation
Budget percentage growth dedicated to marketing campaigns	Percentage	Annually

Description: Marketing campaigns funding is essential to attract and recruit students as competition intensifies in the higher education sector. This KPI measures the budget percentage growth dedicated to marketing campaigns.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total amount of the budget dedicated to marketing campaigns is DAU's total budget expenditure including paid advertising, sponsored web content, new marketing staff, registered blog domains, and marketing automation software, etc. The total amount of the institution budget in the same year 	$= \left[\frac{\text{The total amount of the budget dedicated to marketing campaigns during current year}}{\text{The total amount of the institution budget during current year}} - \frac{\text{The total amount of the budget dedicated to marketing campaigns during previous year}}{\text{The total amount of the institution budget during previous year}} \right] \times 100$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
	Finance Report of Marketing Campaigns at DAU	Finance Platform	Public Relations & Marketing	Used for informed decisions making and actions by the institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	< 0.10% achievement	Unacceptable
						2	0.10% < 0.25% achievement	Emerging
						3	0.25% < 0.50% achievement	Minimally Acceptable
						4	0.50% < 1.00% achievement	Acceptable
						5	1.00% < 1.50% achievement	Accomplished
						6	≥ 1.50% achievement	Excellent



Return to Perspective 3 BSC



Return to Strategic Objective 3.3

KPI_L3_3.3_04

KPI Name	Unit	Frequency of computation
Website stakeholders' interaction growth rate	Percentage	Annually
<p>Description: This KPI measures the communication interaction within the channels used by DAU (organic search, direct referral, social media, e-mails, paid search and display advertising). Google Analytics and Word Press offer a number of standard reports about where DAU web traffic comes from. This KPI shows which channels are best at driving users action to visit and interact with DAU's website.</p>		
Data Required for Computation	Computation Formula	
Numbers and percentages of "sessions" (visits to DAU's website) derived from direct visit, use of regular search engine, referral, social media, emails, paid search, and display advertising.	Numbers and percentages of "sessions" derived from the use of • Direct visit • Regular search engine • Referral • Social media • E-mail • Paid Search • Display advertising	
KPI Compatibility	Data Source Report of DAU Marketing Activities and Events during the year	Computation Platform Google analytics/ Word Press
		Computation Responsibility IT Department
		Usage Level Used for informed decisions making and actions by the institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	Most sessions come from 1 channel, with each contributing at least 15% of traffic	Unacceptable
						2	Most sessions come from 2 channels, with each contributing at least 15% of traffic	Emerging
						3	Most sessions come from 3 channels, with each contributing at least 15% of traffic	Minimally Acceptable
						4	Most sessions come from 4 channels, with each contributing at least 15% of traffic	Acceptable
						5	Most sessions come from 5 channels, with each contributing at least 15% of traffic	Accomplished
						6	Most sessions come from more than 5 channels, with each contributing at least 15% of traffic	Excellent



Return to Perspective 3 BSC



Return to Strategic Objective 3.3

KPI_L3_3.3_05

KPI Name	Unit	Frequency of computation
DAU national educational category ranking	Rank	Annually

Description: Education & Training Evaluation Commission in Saudi Arabia (ETEC) adopts a ranking for Saudi universities (Saudi Global Ranking) based on Educational performance (Educational category ranking (C01)) focusing on learning and teaching quality, alignment with labor market and community engagement.

Data Required for Computation	Computation Formula
Last ranking of DAU according to "Saudi Global Ranking"	DAU ranking according to "Saudi Global Ranking"

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
	Report of DAU Ranking	ETEC Website	General Directorate of Planning, Development & Quality Assurance	Used for informed decisions making and actions by the institution

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	UV	1	> 60% of universities ranking	Unacceptable
							2	in 60% to 51% of universities ranking	Emerging
							3	in 50% to 41% of universities ranking	Minimally Acceptable
							4	in 40% to 31% of universities ranking	Acceptable
							5	in 30% to 21% of universities ranking	Accomplished
							6	Top 20% of universities ranking	Excellent



Return to Perspective 3 BSC



Return to Strategic Objective 3.3

KPI_L3_3.3_06

KPI Name	Unit	Frequency of computation
DAU national comprehensive category ranking	Rank	Annually

Description: Education & Training Evaluation Commission in Saudi Arabia (ETEC) adopts ranking for Saudi universities (Saudi Global Ranking) based on Comprehensive performance (Comprehensive category ranking (C02)) focusing on learning and teaching quality, research, innovation and knowledge transfer, alignment with the labor market, and community engagement.

Data Required for Computation	Computation Formula
Last ranking of DAU according to "Saudi Global Ranking"	DAU ranking according to "Saudi Global Ranking"

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
	Report of DAU Ranking	ETEC Website /SGR Ranking	General Directorate of Planning, Development & Quality Assurance	Used for informed decisions making and actions by the institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	> 90% of universities ranking	Unacceptable
						2	in 90% to 81% of universities ranking	Emerging
						3	in 80% to 71% of universities ranking	Minimally Acceptable
						4	in 70% to 61% of universities ranking	Acceptable
						5	in 60% to 41% of universities ranking	Accomplished
						6	Top 40% of universities ranking	Excellent



Return to Perspective 3 BSC



Return to Strategic Objective 3.3

KPI_L3_3.3_07

KPI Name	Unit	Frequency of computation
DAU international ranking	Rank	Annually

Description: Rankings are generally important as a measure if a university seeks to increase its international ranking. Higher education increasingly emphasizes impact of education, research, community engagement, and infrastructure and technical environment as quality indicators. For ETEC, the approved rankings are: • Shanghai Ranking • Times • GreenMetric • QS • Webometrics

Data Required for Computation	Computation Formula
DAU's ranking in an approved international ranking	Rank of DAU in an approved international ranking

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
	Report of DAU Ranking	Shanghai Ranking Website/ Times Website/ GreenMetric Website/ QS Website/ Webometrics Website	General Directorate of Planning, Development & Quality Assurance	Used for informed decisions making and actions by the institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	≥ 2000	Unacceptable
						2	1400 - 1999	Emerging
						3	1200 - 1399	Minimally Acceptable
						4	1000 - 1199	Acceptable
						5	800 - 999	Accomplished
						6	< 800	Excellent



Return to Perspective 3 BSC



Return to Strategic Objective 3.3

KPI_L4_4.1_01

KPI Name	Unit	Frequency of computation
Growth rate in the number of enrolled students of total admitted students for the current academic year.	Proportion	Annually

Description: Determining the total number of enrolled students of the total newly admitted students allows DAU to know how many students have taken all the final steps to begin their studies including registering for classes. Growing enrollment is a consistent goal for DAU. This KPI measures the increase of the number of enrolled students comparing with the previous year and enables DAU to adopt the best student recruitment strategies, which will in turn help increase student enrollment.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of enrolled students of total newly admitted students during the current academic year. The total number of enrolled students of total newly admitted students in the previous academic year. 	$= \frac{\text{Total number of enrolled students of total newly admitted students during the current academic year}}{\text{Total number of enrolled students of total newly admitted students in the previous academic year}}$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C4_4.1_01	Enrollment Students Report	SIS	Deanship of Admission, Registration & Student Affairs	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	0 < 1.00 achievement	Unacceptable
						2	1.00 < 1.05 achievement	Emerging
						3	1.05 < 1.10 achievement	Minimally Acceptable
						4	1.10 < 1.20 achievement	Acceptable
						5	1.20 < 1.25 achievement	Accomplished
						6	≥ 1.25 achievement	Excellent



Return to Perspective 4 BSC



Return to Strategic Objective 4.1

KPI_L4_4.1_02

KPI Name	Unit	Frequency of computation
Growth rate in credit hours registered by students in the current academic year.	Proportion	Annually

Description: Students' ability to graduate on time is heavily influenced by the number of credit hours they take each term. In addition, this KPI is considered as a measure of total enrolment in DAU. To boost available credit hours, actions should be taken to improve and identify trends and opportunities to boost student credit hours, reduce conflicts, define and communicate pathways to on-time completion, etc. This KPI measures the increase of the number of credit hours registered in the current academic year compared with the previous year enabling DAU to adopt the best strategies to leverage strategic course scheduling and reporting analytics to increase available credit hours registered by students.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of credit hours registered by students in the current academic year. The total number of credit hours registered by students in the previous academic year. 	$= \frac{\text{Total number of credit hours registered by students in the current academic year}}{\text{Total number of credit hours registered by students in the previous academic year}}$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C4_4.1_02	Enrollment Students Report	SIS	Deanship of Admission, Registration & Student Affairs	Used for informed decisions making and actions by the programs, colleges & institution

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	UV	1	0 < 1.00 achievement	Unacceptable
							2	1.00 < 1.05 achievement	Emerging
							3	1.05 < 1.10 achievement	Minimally Acceptable
							4	1.10 < 1.20 achievement	Acceptable
							5	1.20 < 1.25 achievement	Accomplished
							6	≥ 1.25 achievement	Excellent



Return to Perspective 4 BSC



Return to Strategic Objective 4.1

KPI_L4_4.2_01

KPI Name	Unit	Frequency of computation
Percentage of the income from sources other than tuition	Percentage	Annually

Description: DAU seeks to diversify its income streams. Outside of tuition income, DAU should plan to generate income from a range of alternative sources including: research and consulting services, commercialization of physical assets and investment returns, etc. This KPI measures the percentage of DAU non-tuition income (resulting from initiatives-projects-services-programs) during the year.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total amount of DAU income generated from sources other than tuition during the year The total amount of DAU income in the same year 	= [The total amount of DAU income generated from sources other than tuition / The total amount of DAU income]×100

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI-I-14/ KPI_C4_4.2_01	Finance Report of DAU Income other than Tuition	Finance Platform	Finance Department	Used for informed decisions making and actions by the institution

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	UV	1	< 1% achievement	Unacceptable
							2	1% < 3% achievement	Emerging
							3	3% < 5% achievement	Minimally Acceptable
							4	5% < 10% achievement	Acceptable
							5	10% < 20% achievement	Accomplished
							6	≥ 20% achievement	Excellent



Return to Perspective 4 BSC



Return to Strategic Objective 4.2

KPI_L4_4.2_02

KPI Name	Unit	Frequency of computation
Growth rate of the income from sources other than tuition	Proportion	Annually

Description: The dependence on a single financing source particularly tuition income can cause financial instability of private universities. That is the reason why top managers in DAU need to focus on increasing income sources other than tuition, such as consulting and research, services, training, commercialization of physical assets and investment returns, etc. This KPI measures the increase of DAU's non-tuition income (resulting from initiatives-projects-services-programs) in the current academic year compared with the previous year.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total amount of DAU's income generated from sources other than tuition during the current year The total amount of DAU's income generated from sources other than tuition during the previous year 	$= \frac{\text{The total amount of DAU's income generated from sources other than tuition during the current year}}{\text{The total amount of DAU's income generated from sources other than tuition during the previous year}}$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C4_4.2_02	Finance Report of DAU's Income other than Tuition	Finance Platform	Finance Department	Used for informed decisions making and actions by the institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	0 < 1.10 achievement	Unacceptable
						2	1.10 < 1.20 achievement	Emerging
						3	1.20 < 1.30 achievement	Minimally Acceptable
						4	1.30 < 1.40 achievement	Acceptable
						5	1.40 < 1.50 achievement	Accomplished
						6	≥ 1.50 achievement	Excellent



Return to Perspective 4 BSC



Return to Strategic Objective 4.2

KPI_L4_4.2_03

KPI Name	Unit	Frequency of computation
Number of proposed incomes generating initiatives	Number	Annually

Description: DAU's income can be increased by the diversification of income sources, by attracting external funds as well as by developing internal activities that can generate additional income. For that new initiatives to diversify income streams should be continuously developed by all levels of DAU: institution, colleges and administrative departments through proposal of initiatives. This KPI measures the increase of the number of proposed initiatives generating additional income.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of proposed income generating initiatives 	Counting the number of proposed income generating initiatives during the year

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C4_4.2_03	Report of Proposed Income Generating Initiatives		Internal Audit Unit	Used for informed decisions making and actions by the institution

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	UV	1	0	Unacceptable
							2	1	Emerging
							3	2	Minimally Acceptable
							4	3	Acceptable
							5	4	Accomplished
							6	≥ 5	Excellent



Return to Perspective 4 BSC



Return to Strategic Objective 4.2

KPI_L4_4.3_01

KPI Name	Unit	Frequency of computation
Average occupancy rate of facility units	Proportion	Annually

Description: Occupancy rate is a measure that shows how many facility units are used or rented. It is often expressed as a proportion applied to any type of space or property, including university classrooms, parking, labs, sports arenas, library, clinics, and more. DAU's occupancy rate can tell property managers and owners how successfully their properties are performing. This KPI measures the average occupancy rate of DAU's facility units.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total actual occupancy of DAU's facility units (the units that are being used or rented) during the academic year The total occupancy available of facility units at DAU during the same year 	= The total actual occupancy of DAU's facility units during the academic year / The total occupancy available of facility units at DAU during the same year during the same year

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
	DAU's Facility Units Occupancy Report	SIS	Directorate of Quality Assurance	Used for informed decisions making and actions by the institution

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	UV	1	0.00 < 0.55 achievement	Unacceptable
							2	0.55 < 0.65 achievement	Emerging
							3	0.65 < 0.75 achievement	Minimally Acceptable
							4	0.75 < 0.85 achievement	Acceptable
							5	0.85 < 0.95 achievement	Accomplished
							6	≥ 0.95 achievement	Excellent



Return to Perspective 4 BSC



Return to Strategic Objective 4.3

KPI_L4_4.3_02

KPI Name	Unit	Frequency of computation
Average occupancy rate per seat of facility units	Proportion	Annually

Description: DAU seeks to use available facility units (classrooms, parking, labs, sports arenas, library, clinics, etc.) as much as they could be. It is always costly to leave facility units empty. The calculation of this KPI allows DAU to decide towards better investments of facility units. This KPI measures the average occupancy rate for DAU's facility units.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The average occupancy of DAU's facility units seats in the same category (chairs in classrooms, number of parking spaces, seats in labs, sports arenas, seats in libraries, clinics, etc.) during the academic year The average number of seats available at DAU's facility units in the same category (chairs in classrooms, number of parking spaces, seats in labs, sports arenas, seats in libraries, clinics, etc.) during the same year 	= The average occupancy of DAU's facility units seats in the same category during the academic year / The average seats available at DAU's facility units in the same category during the same year

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
	DAU's Facility Units Occupancy Report	SIS	Directorate of Quality Assurance	Used for informed decisions making and actions by the institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	0.00 < 0.40 achievement	Unacceptable
						2	0.40 < 0.50 achievement	Emerging
						3	0.50 < 0.60 achievement	Minimally Acceptable
						4	0.60 < 0.70 achievement	Acceptable
						5	0.70 < 0.80 achievement	Accomplished
						6	≥ 0.80 achievement	Excellent



Return to Perspective 4 BSC



Return to Strategic Objective 4.3

KPI_L4_4.3_03

KPI Name	Unit	Frequency of computation
Annual expenditure rate per student	Amount	Annually

Description: Enrollment, income, educational quality, international rankings of universities are correlated with total expenditure per student. In DAU, as a private university, expenditure per student should be reasonable balancing between the quality objectives on one hand and profitability objectives on the other hand. This KPI measures the average of annual operating expenditure per student.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total operating expenditure - other than accommodation and student allowances - during the academic year. The total number of students is the number of all the students who are enrolled in DAU's programs in the same year. 	$= \frac{\text{The total operating expenditure during the academic year}}{\text{The total number of students during the same year}}$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI-I-09	DAU's Facility Units Occupancy Report	Finance Platform	Finance Department	Used for informed decisions making and actions by the institution

KPI Baseline	KPI Target					KPI Levels			
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	UV	1	> 32000 or < 17000	Unacceptable
							2	>30000 and ≤32000 or <19000 and ≥17000	Emerging
							3	>28000 and ≤30000 or <21000 and ≥19000	Minimally Acceptable
							4	>26000 and ≤28000 or <23000 and ≥21000	Acceptable
							5	>25000 and ≤26000 or <24000 and ≥23000	Accomplished
							6	> 24000 and ≤ 25000	Excellent



Return to Perspective 4 BSC



Return to Strategic Objective 4.3

KPI_L4_4.3_04

KPI Name	Unit	Frequency of computation
Number of proposed cost-saving initiatives	Number	Annually

Description: Reduce costs through operating efficiencies can help to improve DAU's financial health. For DAU, in order to meet this KPI, it should be able to adopt budget constraints without compromising quality. This KPI measures the number of proposed cost-saving initiatives.

Data Required for Computation	Computation Formula
• The total number of proposed cost-saving initiatives during the academic year	Counting the number of proposed cost-saving initiatives during the year

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C4_4.3_04	Report of Proposed Cost-Saving Initiatives		Internal Audit Unit	Used for informed decisions making and actions by the institution

KPI Baseline		KPI Target					KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation	
UV	UV	UV	UV	UV	UV	1	0	Unacceptable	
						2	1	Emerging	
						3	2	Minimally Acceptable	
						4	3	Acceptable	
						5	4	Accomplished	
						6	≥ 5	Excellent	



Return to Perspective 4 BSC



Return to Strategic Objective 4.3

KPI_L4_4.3_05

KPI Name	Unit	Frequency of computation
Percentage of implemented cost-saving initiatives	Percentage	Annually

Description: DAU seeks to focus its efforts on cutting-costs and improving its bottom lines, often prodded to do so by owners. Cutting-costs initiatives should be developed at all levels of DAU (institutional level, colleges and administrative departments), and they must be implemented and work in tandem with DAU's strategy. This KPI measures the percentage of implemented cost-saving initiatives.

Data Required for Computation	Computation Formula
<ul style="list-style-type: none"> The total number of implemented cost-saving initiatives in the same year The total number of proposed cost-saving initiatives during the academic year 	$= \left[\frac{\text{The total number of implemented cost-saving initiatives in the same year}}{\text{The total number of proposed cost-saving initiatives during the academic year}} \right] \times 100$

KPI Compatibility	Data Source	Computation Platform	Computation Responsibility	Usage Level
KPI_C4_4.3_05	Report of Proposed Cost-Saving Initiatives		Internal Audit Unit	Used for informed decisions making and actions by the institution

KPI Baseline		KPI Target				KPI Levels		
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	Level	Interval	Interpretation
UV	UV	UV	UV	UV	UV	1	< 33% achievement	Unacceptable
						2	33 % < 50% achievement	Emerging
						3	50% < 67% achievement	Minimally Acceptable
						4	67% < 75% achievement	Acceptable
						5	75% < 85% achievement	Accomplished
						6	≥ 85% achievement	Excellent



Return to Perspective 4 BSC



Return to Strategic Objective 4.3