جامعة دار العلوم
Dar Al Uloom University
لعلوم تواكب العصر

General Directorate of Planning, Development and Quality Assurance
Directorate of Quality Assurance
Quality Culture Unit

KPIs guide for Academic programs

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Contents:

Introduction

Performance indicators are important tools for assessing the quality and monitoring the performance of academic programs. They contribute to continuous development processes and support decision-making.

DAU seeks to measure its performance indicators by carrying out internal and external benchmarking by using appropriate tools such as surveys, statistical data, among others, depending on the nature and purpose of each indicator. The aim of the whole process is to formulate performance indicator reports that are necessary to determine the current level of performance and identify areas of strengths and those that need improvement.

This guide has been prepared to shed light on the nature of KPIs, their definition, types, and the importance of measuring them. It also includes an account of the KPIs approved by NCAAA, calculation methods, and the description cards for these indicators. The guide also provides an overview of the benchmarking types, their importance, how to carry benchmarking out, and how to use results in the evaluation processes and the development of improvement plans.

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.

Definition of Performance Indicators:

The performance indicator can be defined as:

- An administrative tool in monitoring progress towards achieving goals.
- Information and statistical data that can be measured and compared to determine progress towards the goal.
- Tools to measure how close the organization is to achieving goals.

Another Definition:

Performance indicators comprise a set of quantitative and qualitative measures used to track performance during a certain period to identify the extent to which agreed performance levels have been achieved. These are the checkpoints that monitor progress towards achieving standards.

Importance of Performance Indicators:

1. Control and measure progress towards achieving strategic goals.
2. Develop the institution's performance for competitive purposes.
3. Help leadership make decisions based on correct and accurate information.
4. Monitor performance for the purpose of benchmarking universities, colleges, and programs.
5. Provide sufficient information to external auditors and evaluators for the purpose of academic accreditation.
6. Ensure transparency and accountability.
7. Facilitate institutional and program evaluation processes.
8. Provide the Ministry of Higher Education and beneficiaries with input to ensure that the institution is on the right track.
9. Provide evidence of improvement of performance.

Types of Performance Indicators:

1. Input indicators.

2. Operation indicators

3. Output indicators.

   - Quantitative indicators such as statistics and numerical data of different types.

   - Qualitative indicators such as measurements of the level of beneficiary satisfaction.

Levels of Performance Indicators:

Measuring performance, whether at the individual level, the level of the organizational unit, or the institution level, is a complement to the evaluation, control, and quality assurance processes.

The institution's overall performance is the total, integrated sum of the results of the institution's operations and its interaction with both internal and external environment. Therefore, it includes the following levels:

1. Performance of individuals in their organizational units.

2. Performance of organizational units within the general framework of the institution.

3. The overall performance of the institution with reference to its internal and external environment.

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Characteristics of a good performance indicator (SMART)

Characteristics of a good performance indicator:

1. It is precisely and clearly defined.
2. It is clearly understood by individuals and teams within the organization.
3. It is realistic and achievable within the capabilities of the institution.
4. It is quantitatively and qualitatively measurable.
5. It is simple, and easy to calculate and understand.
6. It is highly credible.
7. It is achievable within an acceptable period.
8. It can be evaluated periodically, so that reports on the extent of its progress can be issued and communicated to all stakeholders.
9. Determining the individuals and departments responsible for achieving them and following up on these bodies.
10. It is compatible with and directly related to the institution's vision, goals, and strategic objectives.
11. It is representative of the institution and is fully inclusive of its performance and operations.
12. It can be verified by an independent body.

Areas for the Use of Performance Indicators:

Performance indicators are used in evaluating:

- Strategic plans
- Program and course specifications.
- Self-evaluation scales.
- Annual reports
- Operational plans for development and improvement

Performance Analysis and How to Determine Performance Indicators

This is done in two stages:

- **The first stage**: evaluate the current level of performance through:

1. Data and information collection
2. Data Analysis
3. Identify areas that need improvement

- **The second stage:** develop an action plan for improvement, which includes:

1. Setting a work plan
2. Applying the plan
3. Monitoring results
4. Reviewing performance

Setting a work plan

Applying the plan

Monitoring results

Reviewing performance
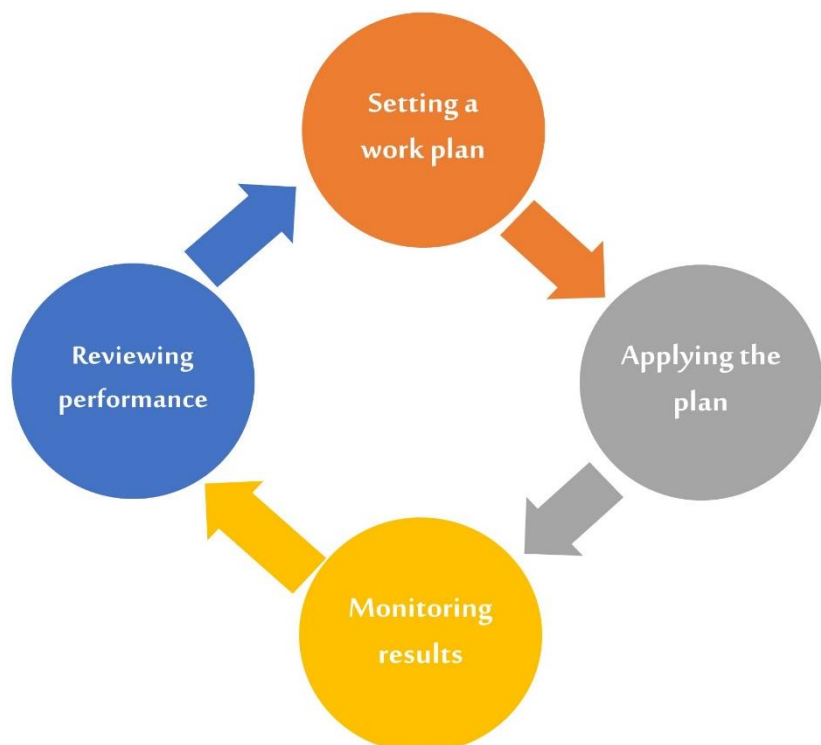
Benchmarking:

Leading organizations that aim for stability and continuous improvement, while achieving excellence and innovation, need to constantly work on enhancing their performance by comparing it to the performance of their competitors and other leading organizations in their field of work.

- **Benchmarking Definition:**

One of the tools used by organizations for evaluation, development, and performance improvement is by comparing their performance to other models, whether within the same organization, outside of it, or at the local or global level. The purpose is to identify areas of strength that can be enhanced and areas that need improvement to achieve the best performance. It is an ongoing process that does not stop at a certain point.

Types of Benchmarking

There are several types of benchmarking, the most important of which are:

Internal and External Benchmarking:

1. **Internal Benchmarking:**

- Self-comparison: This involves comparing an organization or program with its own performance in previous years. This type of benchmarking helps assess performance trends, whether there is improvement, stability, or decline.

- Comparison with other programs within the same institution: In this case, an educational institution compares each program or department within it with similar programs and departments based on specific criteria. The required information is gathered using various measurement tools.

2. **External Benchmarking:**

It can be either local or international. In external benchmarking, an educational institution compares its performance as an organization or program with another institution or a similar program based on specific criteria. The required information is gathered using various measurement tools.

Importance of Benchmarking:

1. Allows an organization to assess its actual performance compared to its competitors.
2. Helps the organization identify the specific performance gap between itself and other institutions in its field.
3. Provides opportunities for collaboration between institutions or local units.
4. Guides the organization, internally and externally, towards best practices and leveraging the expertise of other successful institutions.

5. Helps the organization prioritize improvement areas that require attention and give them priority in implementation.

6. Reduces subjectivity in decision-making related to quality.

7. Enables continuous learning.

8. Utilization of data and information.

Criteria for Selecting Benchmark Universities:

The university establishes several criteria for selecting benchmark universities, including:

1. Benchmark universities should perform the three main functions of a university: scientific research, education, and community service.

2. The number of students in benchmark universities should be comparable.

3. Benchmark universities should offer the same major disciplines in various scientific branches (medical, applied, and humanities).

4. They should grant the same academic degrees.

5. There should be similarity in the number and competence of faculty members.

Applying of Benchmarking

To establish a benchmarking framework, it is necessary to answer the following questions:

1. Where do we stand compared to others?

2. Which universities are best suited for benchmarking their activities?

3. What areas of improvement are needed?

4. How can we implement the practices of those universities?

5. How can we achieve greater excellence than those universities?

Steps for implementing benchmarking:

5. Implementing best practices and developing an action plan.	3. Researching and selecting a benchmarking partner.	1. Understanding and monitoring the current performance of the institution to identify existing gaps.
6. Evaluating the results and developing improvement plans.	4. Implementing benchmarking processes.	2. Identifying areas that require development and establishing benchmarking targets.

- Continuous development and improvement can be achieved by reapplying these steps.

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Types of Benchmarking Partners:

1. Similar Peers:

These are institutions or programs that have a similar level of performance and share similar characteristics and interests. However, for the benchmarking to be beneficial, these peers should have quality management systems in place, be accredited or on the verge of accreditation, to ensure that their practices and outcomes are at a good level.

2. Aspirational Peers:

These are distinguished institutions or programs that surpass the university or program. In this case, the institution conducts a cooperative benchmarking comparison with them to exchange experiences and acquire practices for development. It is not necessary for there to be a similarity in many features and conditions in this case.

3. Learning from Best Practices:

Here, the institution emulates some other institutions or programs that have exemplary practices and sees it beneficial to apply those practices, even if their activities are not similar. For example, the establishment of a method to secure stable financial resources in universities based on the practices of other universities.

Criteria for Selecting Benchmarking Partners:

1. Similarity in the educational system
2. Similarity in mission and objectives
3. Ability to provide data.
4. Quality of indicators and measurement methods
5. Cultural, social, and economic conditions

Relationship between Performance Indicators and Benchmarking:

There is an integrated relationship between benchmarking and performance indicators. All benchmarking activities that an institution wishes to undertake require measuring the areas that need to be compared, whether internally or externally. Therefore, after defining the main goal of benchmarking, the indicators to be used in the comparison are selected.

Performance indicators — Benchmarking
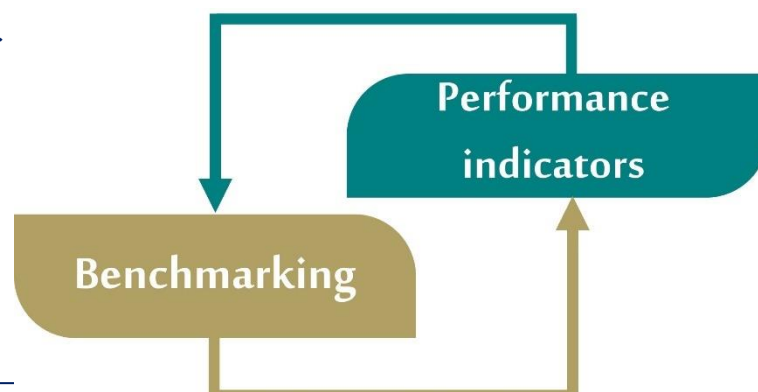
Cost of Benchmarking:

Benchmarking is usually done through the establishment of collaborative agreements between institutions to exchange indicators and information for comparison purposes. There are two scenarios:

- Free benchmarking: This occurs when the performance levels of the institutions are similar, and both parties require each other's information. In this case, benchmarking is done without any monetary exchange.

- Fee-based benchmarking: Sometimes, when one institution outperforms another and the latter seeks access to their knowledge and expertise, a cooperative agreement is formed. The superior institution guides and supports the lower-performing institution for a specified period to improve its performance and reach the desired level. Fees are charged based on the amount of support required.

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KPIs approved by the NCAAA:

The National Centre for Academic Accreditation and Evaluation has identified 11 key performance indicators at the program level. All of which are in line with the evolving program accreditation standards version 2022. These indicators are the minimum to be periodically measured, and the academic program can use additional performance indicators if it believes they are necessary to ensure the quality of the program:

Code	Key Performance Indicators	Description
KPI-P-01	Students' Evaluation of quality of learning experience in the program	Average of the overall rating of final year students of the quality of learning experience in the program, satisfaction with the various services offered by the program (restaurants, transport, sports facilities, academic, vocational, psychological guidance...), student satisfaction with the adequacy and diversity of learning sources (references, periodicals, information databases... etc.) on a five-point scale in an annual survey.
KPI-P-02	Students' evaluation of the quality of the courses	Average students overall rating for the quality of courses on a five-point scale in an annual survey
KPI-P-03	Completion rate	Proportion of undergraduate students who completed the program in minimum time in each cohort
KPI-P-04	First-year students retention rate	Percentage of first-year undergraduate students who continue at the program the next year to the total number of first-year students in the same year
KPI-P-05	Students' performance in the professional and/or national examinations	Percentage of students or graduates who were successful in the professional and / or national examinations, or their score average and median (if any)
KPI-P-06	Graduates' employability and enrolment in postgraduate programs	Percentage of graduates from the program who within a year of graduation were: a. employed. b. enrolled in postgraduate programs. during the first year of their graduation to the total number of graduates in the same year
KPI-P-07	Employers' evaluation of the program graduate's proficiency	Average of the overall rating of employers for the proficiency of the program graduates on a five-point scale in an annual survey
KPI-P-08	Ratio of students to teaching staff	Ratio of the total number of students to the total number of full-time and full-time equivalent teaching staff in the program

Code	Key Performance Indicators	Description
KPI-P-09	Percentage of publications of faculty members	Percentage of full-time faculty members who published at least one research during the year to total faculty members in the program
KPI-P-10	Rate of published research per faculty member	The average number of refereed and/or published research per each faculty member during the year (total number of refereed and/or published research to the total number of full-time or equivalent faculty members during the year)
KPI-P-11	Citations rate in refereed journals per faculty member	The average number of citations in refereed journals from published research per faculty member in the program (total number of citations in refereed journals from published research for full-time or equivalent faculty members to the total research published)

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KPI description cards:

KPI-P-01: Students' Evaluation of quality of learning experience in the program

KPI Code	KPI-P-01
KPI Name	Students' Evaluation of quality of learning experience in the program
KPI Description	Average of the overall rating of **final year** students of the quality of learning experience in the program, satisfaction with the various services offered by the program (restaurants, transport, sports facilities, academic, vocational, psychological guidance…), student satisfaction with the adequacy and diversity of learning sources (references, periodicals, information databases… etc.) on a five-point scale in an annual survey.
KPI Cycle Time	Annually
KPI polarity	Positive
KPI Measurement Tool	Program Evaluation Survey Student experience survey
KPI Level	Program

Current year ....

Actual (current) value	Target value	Internal benchmarking	External benchmarking			New Target value
			University 1	University 2	University 3	

calculating KPI (calculating method)	Through the results of the Program Evaluation Survey (PES) and Student Experience Survey (SES), which are distributed annually to final-level students, the average for each item (all surveys items) is calculated, calculated the average of these averages, then the final evaluation is calculated on a five-point scale.
Analysis	
Priorities for Improvement	

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KPI-P-02: Students' evaluation of the quality of the courses

KPI Code	KPI-P-02
KPI Name	Students' evaluation of the quality of the courses
KPI Description	Average students overall rating for the quality of courses on a five-point scale in an annual survey
KPI Cycle Time	Annually
KPI polarity	Positive
KPI Measurement Tool	Course Evaluation Surveys
KPI Level	Program

Current year						
Actual (current) value	Target value	Internal benchmarking	External benchmarking			New Target value
			University 1	University 2	University 3	
calculating KPI (calculating method)	Through the results of the Course Evaluation Surveys (CES), the average for each item (all survey items) is calculated, calculated the average of these averages, then the final evaluation is calculated on a five-point scale.					
Analysis						
Priorities for Improvement						

KPI-P-03: Completion rate

KPI Code	KPI-P-03
KPI Name	Completion rate
KPI Description	Proportion of undergraduate students who completed the program in minimum time in each cohort.
KPI Cycle Time	Annually
KPI polarity	Positive
KPI Measurement Tool	SIS system plus confirm program manager
KPI Level	Program

Current year						
Actual (current) value	Target value	Internal benchmarking	External benchmarking			New Target value
			University 1	University 2	University 3	

calculating KPI (calculating method)	**It's calculated electronically through SIS system and will be confirmed by the program director. As following:** 1. Finding the number of new students before 4 or 5 or 6 years (depending on the duration of the program) 2. Finding the numbers who graduated from them in the current year 3. Divide number of students who graduated in the current year / number of new students when they were in the first level of the program (according to the duration of the program)
Analysis	
Priorities for Improvement	

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KPI-P-04: First-year students retention rate

KPI Code	KPI-P-04
KPI Name	First-year students retention rate
KPI Description	Percentage of first-year undergraduate students who continue at the program the next year to the total number of first-year students in the same year.
KPI Cycle Time	Annually
KPI polarity	Positive
KPI Measurement Tool	SIS system plus confirm program manager
KPI Level	Program

Current year						
Actual (current) value	Target value	Internal benchmarking	External benchmarking			New Target value
			University 1	University 2	University 3	

calculating KPI (calculating method)	**It's calculated electronically through SIS system and will be confirmed by the program director. As following:** 1. Finding the number of students enrolled in the program in the first year 2. Finding the number of students who continued in the program for the next year. 3. Divide the number of continuous students for the next year / numbers of enrolling students (As a percentage.)
Analysis	
Priorities for Improvement	

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KPI-P-05: Students' performance in the professional and/or national examinations

KPI Code	KPI-P-05
KPI Name	Students' performance in the professional and/or national examinations
KPI Description	Percentage of students or graduates who were successful in the professional and / or national examinations, or their score average and median (if any).
KPI Cycle Time	Annually
KPI polarity	Positive
KPI Measurement Tool	Program Manager
KPI Level	Program

Current year						
Actual (current) value	Target value	Internal benchmarking	External benchmarking			New Target value
			University 1	University 2	University 3	
calculating KPI (calculating method)	Divide number of students or graduates who passed the final or national exams / Total number of students or graduates who performed exam (as a percentage) **The program manager sends us the indicator value.					
Analysis						
Priorities for Improvement						

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KPI-P-06: Graduates' employability and enrolment in postgraduate programs

KPI Code	KPI-P-06
KPI Name	Graduates' employability and enrolment in postgraduate programs
KPI Description	Percentage of graduates from the program who within a year of graduation were : a. employed. b. enrolled in postgraduate programs. during the first year of their graduation to the total number of graduates in the same year
KPI Cycle Time	Annually
KPI polarity	Positive
KPI Measurement Tool	National Labor Observatory
KPI Level	Program

Current year						
Actual (current) value	Target value	Internal benchmarking	External benchmarking			New Target value
			University 1	University 2	University 3	

Calculating KPI (calculating method)	National Labor Observatory
Analysis	
Priorities for Improvement	

KPI-P-07: Employers' evaluation of the program graduate's proficiency

KPI Code	KPI-P-07
KPI Name	Employers' evaluation of the program graduate's proficiency
KPI Description	Average of overall rating of employers for the proficiency of the program graduates on a five-point scale in an annual survey
KPI Cycle Time	Annually
KPI polarity	Positive
KPI Measurement Tool	Employer Evaluation Survey.
KPI Level	Program

Current year						
Actual (current) value	Target value	Internal benchmarking	External benchmarking			New Target value
			University 1	University 2	University 3	
calculating KPI (calculating method)	Through the results of Employers' Evaluation Survey which is sent annually at the beginning of the second semester of each year, where the average estimate for each item of evaluation (all survey items) is calculated, calculated the average of these averages, then the final evaluation is calculated on a five-point scale.					
Analysis						
Priorities for Improvement						

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KPI-P-8: Ratio of students to teaching staff.

KPI Code	KPI-P-8
KPI Name	Ratio of students to teaching staff
KPI Description	Ratio of the total number of students to the total number of full-time and full-time equivalent teaching staff in the program
KPI Cycle Time	Annually
KPI polarity	Negative
KPI Measurement Tool	SIS system and Program managers in colleges, confirm by Human Resources Management
KPI Level	Program

Current year						
Actual (current) value	Target value	Internal benchmarking	External benchmarking			New Target value
			University 1	University 2	University 3	
calculating KPI (calculating method)	Finding the number of students at the level of each program / college from SIS system. Finding the number of faculty members (full time) from Program managers in colleges, confirm by Human Resources Management. Finding the Proportion of students to the number of faculty members (program / college)					
Analysis						
Priorities for Improvement						

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KPI-P-9: Percentage of publications of faculty members

KPI Code	KPI-P-9
KPI Name	Percentage of publications of faculty members
KPI Description	Percentage of full-time faculty members who published at least one research during the year to total faculty members in the program
KPI Cycle Time	Annually
KPI polarity	Positive
KPI Measurement Tool	Form of faculty Research Activities.
KPI Level	Program

Current year						
Actual (current) value	Target value	Internal benchmarking	External benchmarking			New Target value
			University 1	University 2	University 3	
calculating KPI (calculating method)	Using information available in the form of faculty Research Activities. Divide the number of faculty members who published at least one research during the year / total faculty members in the program Exclusion of lecturers and Teaching Assistant.					
Analysis						
Priorities for Improvement						

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KPI-P-10: Rate of published research per faculty member

KPI Description Card

KPI Code	KPI-P-10
KPI Name	Rate of published research per faculty member
KPI Description	The average number of refereed and/or published research per each faculty member during the year (total number of refereed and/or published research to the total number of full-time or equivalent faculty members during the year)
KPI Cycle Time	Annually
KPI polarity	Positive
KPI Measurement Tool	Form of faculty Research Activities.
KPI Level	Program

Current year						
Actual (current) value	Target value	Internal benchmarking	External benchmarking			New Target value
			University 1	University 2	University 3	
calculating KPI (calculating method)	Using information available in the form of faculty Research Activities. Total number of refereed or published research per each faculty member during the year / the total number of full-time or equivalent faculty members during the year.					
Analysis						
Priorities for Improvement						

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KPI-P-11: Citations rate in refereed journals per faculty member

KPI Code	KPI-P-11
KPI Name	Citations rate in refereed journals per faculty member
KPI Description	The average number of citations in refereed journals from published research per faculty member in the program (total number of citations in refereed journals from published research for full-time or equivalent faculty members to the total research published)
KPI Cycle Time	Annually
KPI polarity	Positive
KPI Measurement Tool	Form of faculty Research Activities
KPI Level	Program

Current year						
Actual (current) value	Target value	Internal benchmarking	External benchmarking			New Target value
			University 1	University 2	University 3	

calculating KPI (calculating method)	Using information available in the form of faculty Research Activities. Total number of citations in refereed journals from published research for full-time or equivalent faculty members / the total research published.
Analysis	
Priorities for Improvement	