



المملكة العربية السعودية
وزارة التعليم
جامعة أمّ القُرى

SELF-STUDY
for
REPORT
Umm Al-Qura University



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

Self-Study Report for Umm Al-Qura University



1440 – 2018





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A. General Information

Name of Educational Institution: Umm Al Qura University	
Name of University Rector: His Excellency/ Prof. Abdullah bin Omar Bafail	Contact details - Address: Al-Abidiyyah - Makkah, 21955, P.O. Box 715 - Telephone: 0125280347 - 0125271774 - Email: rect@uqu.edu.sa
Names of vice rectors:	
Name of University Vice Rector Dr. Yasser bin Suleiman bin Mahmoud Shosho	Contact Details: - Address: Al-Aziziyyah - Makkah, 21955, P.O. Box 715 - Telephone: 0125564528 - Email: vicerector@uqu.edu.sa
Name of University Vice Rector for Development and Entrepreneurship: Dr. Hani bin Othman Ghazi	Contact Details: - Address: Al-Aziziyyah - Makkah, 21955, P.O. Box 715 - Telephone: 0125582205 - Email: uquadcs@uqu.edu.sa
Name of University Vice Rector for Educational Affairs: Prof. Abdul Aziz bin Rashad Sorouji	Contact Details: - Address: Al-Aziziyyah - Makkah, 21955, P.O. Box 715 - Telephone: 0125271868 - Email: vr_academics@uqu.edu.sa
Name of University Vice Rector for Graduate Studies and Scientific Research: Dr. Thamer bin Hamdan Al-Harbi	Contact Details: - Address: Al-Aziziyyah - Makkah, 21955, P.O. Box 715 - Telephone: 0125589900 - Email: gssr@uqu.edu.sa
Name of University Vice Rector for branches of the university: Dr. Abdulmajeed bin Saeed bin Ali al-Ghamdi	Contact Details: - Address: Al-Aziziyyah - Makkah, 21955, P.O. Box 715 - Telephone: 01252880821 - Email: vr_branches@uqu.edu.sa
Name of University Vice Rector for Female Students' Affairs: Dr. Sarah bint Omar bin Fathi Al-Khouli	Contact Details: - Address: Al-Zahir - Makkah, 21955, P.O. Box 715 - Telephone: 0125428607 - Email: vrf@uqu.edu.sa
Name of Dean of University Development and Quality: Dr. Muhammad Ja'far Thabit	Contact Details: - Address: Al-Aziziyyah - Makkah, 21955, P.O. Box 715 - Telephone: 0125589782 - Email: quality@uqu.edu.sa



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B. Educational Institution's Profile

1. Summary of the history of the educational institution

Introduction

Umm Al-Qura University is a public university located in the city of Makkah, dating back to 1949 / 1369 AH when the Faculty of Sharia was established. It was the first higher education institution in the Kingdom of Saudi Arabia. The Faculty of Shari'a served as a center of knowledge not only for the Saudis but also for the Muslim world at large, whereby it offered educational programs in Islamic jurisprudence and the Arabic language. In 1981, Umm Al Qura University was established by the Royal Decree No. 39 to meet the growing need for skilled and efficient human resources to assist the Kingdom's sustainable development. The University has witnessed a great development in its first three decades. It opened 34 faculties and institutes and 119 academic departments in its various buildings and branches inside and outside Makkah. A total of 255 educational programs (Diploma, Bachelor, Master and PhD) are offered in various fields such as Medical Sciences, Engineering Techniques, Business Administration, Islamic Economy, Marketing, Education, and many social and applied sciences.

Historical summary

Umm Al Qura University has evolved in three phases:

The first phase (1949 -1971)

In 1949 (1369 AH), King Abdul Aziz founded the Faculty of Sharia in Makkah, making it the first higher education institution in the Kingdom of Saudi Arabia. This college was the foundation stone of the university, where it constituted the largest of its colleges. However, later on, there was an upsurge of other higher education colleges in the Kingdom. In 1952, the Teachers College was established and continued until 1959, when the Faculty of Shari'a took over the preparation and training of teachers and became a faculty of Shari'a and education together. Then in 1962, the Faculty of Education was separated from the Faculty of Sharia and became an independent college.

The second phase (1971- 1981)

In 1971, the Faculty of Sharia and the Faculty of Education became a part of the King Abdul Aziz University in Jeddah. At the end of this period, another faculty of education was established in the city of Taif, followed by the establishment of a number of academic departments and centers.



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The third phase (1981- present day)

Umm Al-Qura University was established on the basis of the Royal Decree No. 39 issued on July 30, 1981. During the first decade of the fifteenth century AH, which corresponds to the early eighties, the Faculty of Da'wah, the Faculty of Arabic Language, the Faculty of Applied Sciences, the Faculty of Social Sciences, the Faculty of Engineering and Islamic Architecture were established in addition to the Faculty of Education in Taif, which was established in 1981. This paved the way for the establishment of Taif University in 2004. Furthermore, the Faculty of Medicine and Medical Sciences was also established in 1997. This was followed by the College of Community Service and Continuing Education, the Institute of Teaching Arabic to Non-Arabic Speakers, the Hajj Research Institute and some other colleges. Then the Community College was established in Makkah in 1422 AH corresponding to 2004. It later became the first college in Umm Al-Qura University and the second college in the Kingdom to gain international accreditation as it was accredited by the National Council for Vocational Education in the United States of America. The University currently has 36 internationally accredited programs.

Campuses of the main university buildings

The main building of Umm Al-Qura University is located in Al-Abidiyyah, south of Makkah, and there are a number of other buildings in different locations in Makkah, in addition to the four branches of the university located outside Makkah. The Custodian of the Two Holy Mosques, King Fahd bin Abdul Aziz, laid the cornerstone for the Al-Abidiyyah building in 1986 to keep the university developing academically in response to the increasing demand for admission to the university. Then, in 1995, the Faculty of Sharia and Islamic Studies, the Faculty of Arabic Language, and the Faculty of Engineering and Islamic Architecture moved to the new buildings in Al-Abidiyyah, followed by the Faculty of Medicine and Medical Sciences. The university city in Al-Abidiyyah is located on a land area of 15 million square meters and it includes a number of main buildings as follows:

- The main building for male students.
- The main building for female students.
- Faculty of Medicine and the University Hospital building.
- Physical Education and Sports Services building.
- Faculty members housing and social club building.
- Male students' housing building.
- Female students' housing building.
- Central Administrative Services building
- Research Centers and Wadi Makkah Technology Company building.

The old male students building which is currently in Al-Aziziyah houses the university administration building, some supporting deanships, the Community Service and Continuing





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Education College, the Institute of Scientific Research and Revival of Islamic Heritage, the Institute of the Custodian of the Two Holy Mosques for Hajj Research, the Institute of Arabic Language and the Community College.

The main building for female students is located in Az-Zahir district. It has the headquarters of the University Vice Rectorship for Female Students' Affairs, the Deanship of University Studies for Female Students, supporting deanships, the central library and the vast majority of faculties. There are also four other female student hostels located in Al-Mansour Street, Ree' Zakhir, As-Shasha and Al-Aziziyah districts. The Community College and the Faculty of Design are located at Al-Mansour Street. In Ree' Zakhir district, there is the Faculty of Business Management in addition to a group of female students from the Department of English Language and the Faculty of Arabic Language. In As-Shasha district, there is the Faculty of Community Service and Continuing Education and the Deanship of the Preparatory Year for both the scientific and administrative disciplines. Moreover, in Al-Aziziyah district, there is the Faculty of Judicial Studies and Regulations in addition to a part of the students of the Faculty of Applied Sciences.

Campuses of the Branches of Umm Al Qura University

There are four branches of Umm Al-Qura University located outside the boundaries of Makkah and are detailed as follows:

Al-Jamoum branch building

Al-Jamoum is located about 30 km north of Makkah. Jamoum University College, which was known as the Teachers Training College, became part of Umm Al-Qura University in 1428 AH / 2007. It offers the following programs: Bachelor of Physics, Bachelor of Mathematics, Bachelor of Biology, Bachelor of Chemistry, Bachelor of Islamic Studies, Bachelor of Computer Science, Bachelor of Accounting, Bachelor of Social Services, Bachelor of Media and Bachelor of Arabic Language.

Al - Laith Branch Building

Al - Laith Branch Building is located about 180 km from the main university city south-west of Makkah. Al - Laith branch has four faculties:

- The University College in Al – Laith, which offers bachelor's programs in social and applied sciences.
- The Faculty of Engineering in Al - Laith, founded in 1432 AH / 2012.
- The Faculty of Computer Science in Al - Laith, founded in 1433 AH / 2013.
- The Faculty of Medical Sciences in Al – Laith, founded in 1427 AH / 2006.



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Al-Qunfudah branch building

Al-Qunfudah branch is located about 400 km south of Makkah. It includes five faculties as follows:

- The University College in Al-Qunfudah, which was known as the Teachers Training College. It joined Umm Al-Qura University in 2007 and offers bachelor's programs in social and applied sciences.
- The Faculty of Engineering in Al-Qunfudah, founded in 1432 AH (2012).
- The Faculty of Computer Science in Al-Qunfudah, founded in 1433 AH / 2013.
- The Faculty of Medicine in Al-Qunfudah, founded in 1434 AH (2014).
- The Faculty of Health Sciences in Al-Qunfudah, founded in 1427 AH / 2006.

Adham branch building

Adham, which is the home of the University College of Adham, is located about 250 km south of Makkah. The college was established in 1433 AH / 2013 and it offers bachelor's programs in computer science, Arabic language and basic sciences.

Supporting Deanships

The supporting deanships provide the university with technical and academic support and provide basic services to support the teaching and learning processes. There are eleven supporting deanships at the university as follows:

- The Deanship of Admission and Registration
- The Deanship of Student Affairs
- The Deanship of Academic Development and Quality
- The Deanship of Graduate Studies
- The Deanship of Scientific Research
- The Deanship of Library Affairs
- The Deanship of E-Learning and Distance Education
- The Deanship of University Studies for Female Students
- The Deanship of Information Technology.
- The Deanship of Faculty Members and Employee Affairs
- The Deanship of Joint First Year



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2. Description of the organizational and administrative structure of the institution

University Council

UQU is a government university supervised by the Ministry of Education and guided by the bylaws and regulations of the Council of Higher Education and Saudi Universities. The bylaws and guidelines require each Saudi University to have a university council chaired by the Minister of Education while the Rector serves as the deputy chairman. Membership of the University Council includes the Secretary General of the Council of Higher Education, the vice rectors, the deans, and may include up to three external members appointed by the Minister of Education. The Council is responsible to oversee the university's educational, administrative and financial operations and implement the general policy of the University such as approving strategies, approving internal guidelines and procedures, proposing the establishment of new colleges, departments and programs, awarding degrees; discussing the annual report of the University, approving the budget proposal, accepting gifts and donations, and making recommendations to the Higher Education Council.

University administration

In addition to the university council, the university is managed by a number of senior administrators, including the university rector, his vice rectors, supervisors, deans, heads of departments, general managers and some personnel of the university units and departments.

The rector of the University is appointed by a Royal Decree for a period of four years, which is renewable. He is the principal academic and executive officer of the University, who administers its affairs in accordance with the rules and regulations established by the Council of Higher Education and Saudi Arabian universities, and in accordance with the policy of the State and the decisions of the University Council. He also represents the university in its dealings with other institutions. Apart from the colleges and institutes of the university, the University Council, the internal control unit, the Follow up Department, the Finance Department, the Legal Department, the Safety Department, the Investment Department and the Budget and Planning Department, the Media Center, the Public Relations Department, the Event Management Center, the University Projects, the Buildings and Operations Department, the Maintenance and Services Department, the Security Department, and the Expenditure Department are all under the direct management of the University Rector.

Six vice rectors work as deputies to the University Rector: The Vice Rector, the Vice Rector for Graduate Studies and Scientific Research, the Vice Rector for Development and



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Entrepreneurship, the Vice Rector of the University's branches, the Vice Rector for Educational Affairs, and the Vice Rector for Female Student Affairs.

The Vice Rector (administration) oversees the Deanship of Faculty Members and Employees Affairs, the University Medical Center, and the Administrative and Finance Affairs Department, the Procurement and Tenders Department, the Storage Department, the Documentation Archiving Center, the University Press, the Administrative Development Unit, and the Communication Center.

The Vice rector for Graduate Studies and Scientific Research is responsible for the Institute of Manuscripts and Revival of Islamic Heritage, the Deanship of Library Affairs, the Deanship of Graduate Studies, the Scientific Council, the Office of University Scientific Journals, the Office of Scholarships and Internal Relations, and the Deanship of Scientific Research.

The Vice Rector for Development and Entrepreneurship is responsible for the Deanship of Academic Development and Quality, the Deanship of Information Technology, the Institute of Research and Consultancy Studies, the Institute of Innovation and Entrepreneurship, the International Cooperation Unit, and the Intellectual Property Office.

The Vice Rector of Branches is responsible for the University's branches, as well as the Housing Department and the Department of Museums.

The Vice Rector for Educational Affairs oversees the Deanship of Student Affairs, the Deanship of Admission and Registration, the English Language Center, the Deanship of E-learning and Distance Education, and the Deanship of the Preparatory Year.

The Vice Rector for Female Students Affairs is responsible for the Deanship of University Studies for Female Students and the Vice Deanship of University Studies at Al-Aziziyah, Ree' Dhakhir, Al-Mansour Street, and As-Shasha.

There are different structures for departments at UQU. The majority of departments are considered a single academic unit, with departmental councils including both male and female members and offering one or more programs. In some medical colleges, however, different departments participate in offering a single program, but each department is considered an administrative unit, with a chair and a council.

The different branches are basically considered colleges, and their deans participate in the university council in the same way the deans of the other colleges do. The staff members and students also participate in the university events and activities. Some supporting deanships, such as the Deanship of Student Affairs and the Deanship of Admission and Registration, have representatives or vice-deans at the branches in order to closely supervise the deanships' duties at the branches.



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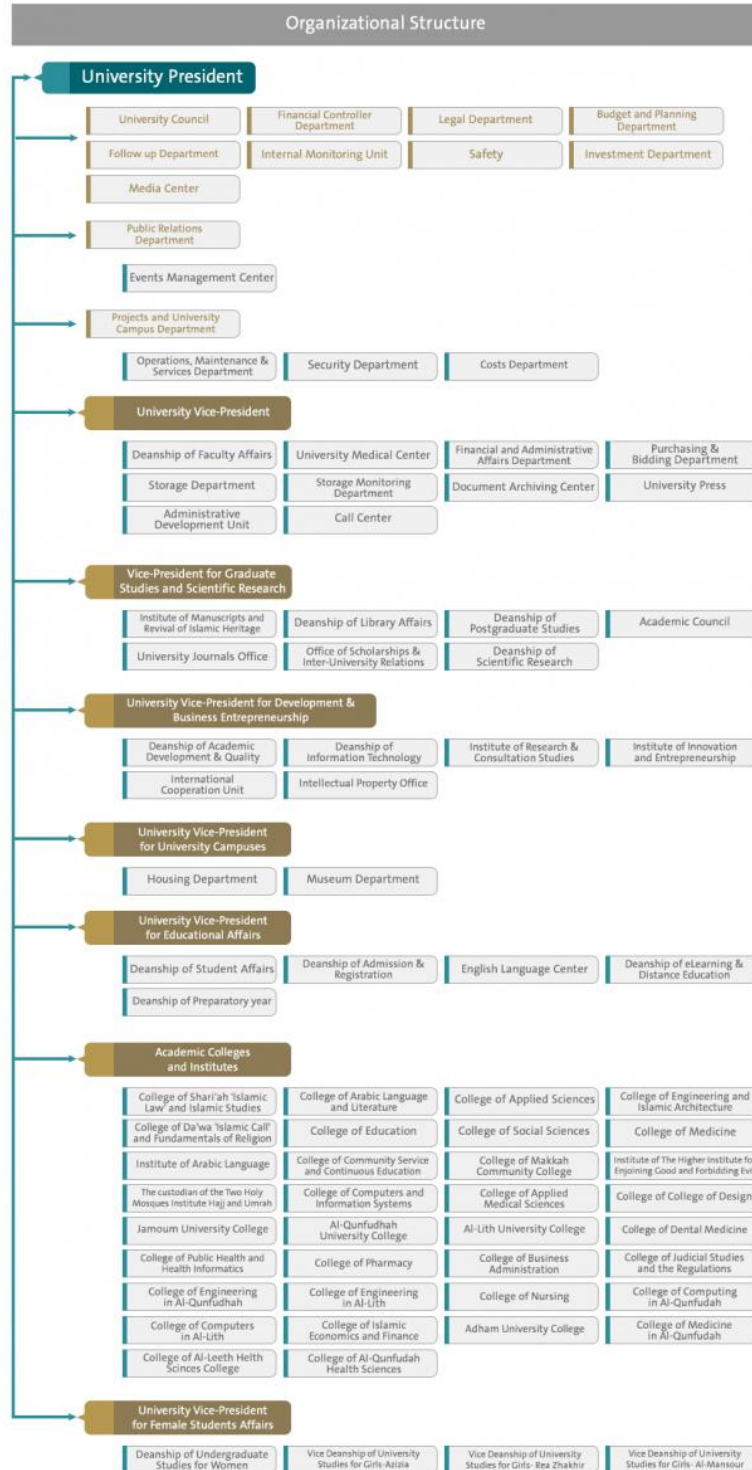


Figure 1 The Organizational Structure of the University



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3. The status of the educational institution in terms of academic accreditation

In 2013, Umm Al-Qura University underwent a "developmental review" conducted by the National Center for Academic Accreditation and Evaluation (NCAAA), the Education Evaluation Commission, formerly known as the National Commission for Academic Accreditation and Assessment. The review team identified recommendations and suggestions (set out in Appendix b.3.1) and the University prepared action plans for their implementation (Appendix b.3.2), which were delivered to the National Center for Academic Accreditation and Evaluation. A special committee was formed to follow up the implementation of these plans. The committee meets regularly to follow up on progress in the implementation of the practical plans that were developed to achieve the recommendations of the National Center for Academic Accreditation and Evaluation (Herein attached are minutes of the follow-up committee b.3.3). The University succeeded in completing more than 70% of the recommendations before applying for institutional accreditation.

In addition, 36 programs have been accredited at various faculties of the University by international accreditation institutions such as ABET, AHPGS, ASIIN, AALE, COE. More programs are also working to get international accreditation.

The following table is a list of internationally accredited programs.

Table 1 Internationally Accredited Programs

S/ No.	Faculty	Accreditation body	Program
1	Community College in Makkah	COE	Accounting
			Architecture
			Calculus
			Marketing
			Banks
2	Engineering	ABET	Electrical Engineering
			Mechanical Engineering
			Civil Engineering
3	Computer	ABET	Computer Engineering
			Computer
4	Applied Medical Sciences	AHPGS	Clinical Nutrition
			Laboratory Medicine
			Physiotherapy



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S/ No.	Faculty	Accreditation body	Program
5	Public health and Health Informatics	AHPGS	Health Information Management and Technology
			Anesthesia
			Emergency Medical Services
6	Nursing	AHPGS	Nursing
7	Social Science	AALE	Geography
			English Language
			Social service
			Information Science
			Media
8	Medicine	AHPGS	Medicine
9	Dentistry	AHPGS	Dentistry
10	Pharmacy	AHPGS	Bachelor of Pharmacy
			Doctor of Pharmacy
11	Computer in Al-Jamoum	ABET	Computer Science
12	Computer in Al-Qunfudhah	ABET	Computer Science
13	Applied Sciences	ASIIN	Biology
			Microorganisms
			Physics
			Medical Physics
14	Engineering	ASIIN	Mathematics
			Architecture

4. Description of quality assurance arrangements in the educational institution

The quality assurance system is integrated with all the core operation areas of the university. The quality assurance system is achieved by adhering to two overlapping and interrelated frameworks:

The first is the commitment of all units and departments to the regulations, instructions, policies of the Ministry of Education and the internal regulations and procedures of Umm Al Qura University. All these are illustrated by a set of handbooks explaining the procedures and regulations at all levels of the University. They also provide guidance on all aspects of jobs and scope of work. Compliance with these procedures is ensured through different councils at different levels of the university. Recommendations issued by these councils are compiled in



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the official document in order to support them. There is also a number of other internal and external departments which periodically follow up the implementation of these instructions and regulations, including the Department of Follow-Up and External Audit.

The second framework emphasizes the need to adhere to the best practices in every field. This is achieved through coordinated and concerted efforts at the University in collaboration with all beneficiaries of its outputs. The organizational structure of the University illustrates the roles and responsibilities of each individual at the institutional level, where everyone is doing his or her best to achieve the University's vision, mission and objectives.

The Vice Rector for Development and Entrepreneurship monitors all activities related to continuous development and improvement. He is assisted by the Deanship of Development and Quality as the central body responsible for coordinating, supporting and monitoring compliance, as well as ensuring the quality of all teaching and learning processes, including services, support, infrastructure, equipment, systems and outputs. Umm Al Qura University also follows the guidelines of the National Center for Academic Accreditation and evaluation, their standards, best practices and tools in activating quality assurance.

A comprehensive quality manual has been developed which explains the quality assurance system at the university and provides the necessary guidance and information about the various committees and their roles and responsibilities. This manual has been distributed at all levels and among all those interested in the administrative system. A Higher Quality Committee was formed under the chairmanship of the Vice Rector for Development and Entrepreneurship, the Dean of Development and Quality, in addition to members from all educational and administrative units.

The next level of quality assurance system is the formation of specialized quality committees in all educational and academic units. These committees are supervised by the deans of the faculties and the supporting deanships through the vice deans of development and quality and the heads of the academic departments. Then in each department there is a quality committee that monitors the programs offered.

Note: The report of third standard provides more information about the quality assurance system at the university.

5. Summary of the strategic plan of the institution

Umm Al-Qura University has updated its strategic plan for the period from 2018 through 2020 in line with the vision of the Kingdom 2030. The University has involved a sample of all key stakeholder groups, including the management, faculty members, students and key employers, by holding special workshops to discuss the internal and external factors affecting the University. The following is a summary of Umm Al-Qura University's strategic plan.





Vision of Umm Al-Qura University

Excellence locally and regionally in education, scientific research, community service and entrepreneurship.

Mission of Umm Al-Qura University

Provision of education, quality scientific research in the service of the community, Hajj and Umrah, and contribution to the development of the knowledge economy in accordance with the 2030 Vision.

The strategic plan of the University is based on the following main areas:

1. Learning and Teaching
2. Scientific Research
3. Responsibility towards the Community
4. Improvement of the Infrastructure
5. Leadership, Administrative, and Technical Affairs
6. Quality Assurance and Improvement
7. External Collaboration
8. Media and Market Promotion
9. Investment and knowledge economy

These areas in turn are linked to the nine strategic objectives that lead to 21 strategic objectives, as described below:

Table 2 Strategic Objectives

S/ No.	Area	Strategic objective	Sub-objective
1-	Learning and teaching	Application of the model of the learning institution	Sub-objective 1: Improvement of the performance of the teaching staff
			Sub-objective 2: Improvement of the student experience
			Sub-objective 3: Updating the programs of the faculties to keep pace with the labor market
2-	Scientific research	Sustaining scientific research and improving its outputs to meet the needs of the community	Sub-objective 1: To increase scientific excellence
			Sub-objective 2: Development of the research environment and improvement of the outputs of scientific research
3-		Active participation in volunteering,	Sub-objective 1: Community awareness and education



S/ No.	Area	Strategic objective	Sub-objective
	Responsibility towards the Community	community service, pilgrims and Umrah	Sub-objective 2: Dissemination and adoption of a culture of volunteerism
4-	Improvement of the Infrastructure	Improvement of Infrastructure	Sub-objective 1: Completion of non-performing projects
			Sub-objective 2: Establishment of new projects
5-	Leadership, administrative and technical affairs	Development of the performance of leaders, administrative staff and technicians and developing their scientific, creative and intellectual abilities	Sub-objective 1: Leadership development
			Sub-objective 2: Administrative Development
			Sub-objective 3: Technical development
6-	Quality assurance and improvement	Establishment of an integrated system for total quality management	Sub-objective 1: Access to national academic accreditation
			Sub-objective 2: Obtaining international academic accreditation for some faculty programs
7-	External Collaboration	Conducting local, regional and international agreements and partnerships with different organizations	Sub-objective 1: Ratification of local agreements
			Sub-objective 2: Ratification of regional agreements
			Sub-objective 3: Ratification of international agreements
8-	Media and Market Promotion	Marketing of the university and its programs and activities to be a reliable academic trade mark	Sub-objective 1: Improvement of the mental image of the university in the society
			Sub-objective 2: Marketing of the University's programs and activities
9-	Investment and knowledge economy	Development of the University's own resources	Sub-objective 1: Taking advantage of the university facilities materially
			Sub-objective 2: Investing in the knowledge economy

6. List of the prominent achievements of the educational institution and the certificates obtained.

1. The University obtained a ranking of 541 in the QS ranking of 2017 and was the fourth in the ranking of Saudi universities in this classification and 18th in the Arab countries.
2. Five inventors from Umm Al-Qura University won five awards at the 2013 Innovation Exhibition held recently by *the King Abdul Aziz and His Companions Foundation for*



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talent and creativity in cooperation with *Saudi Aramco* at the Riyadh International Conference and Exhibition Center. There was a total number of 7 participations presented by the University's staff at this exhibition, which is considered one of the most important specialized exhibitions in innovation and knowledge in the Middle East and a means to transfer and convey the culture of innovation and creativity to the Saudi society to become a knowledge society.

3. Male and female students of Umm Al-Qura received 15 awards at the Student Scientific Conference in 1431 AH.
4. In 2012, Umm Al-Qura University won the financing of *the Center for Technical Innovation* in Geographical Information Systems. The contract, worth fifty million SR was signed in partnership with *King Abdul Aziz City for Science and Technology*.
5. According to the report issued by *the American Society for the Advancement of Science* entitled "Analysis of the Comprehensive National Plan for Science, Technology and Innovation for September 2014", the Science and Technology Unit of Umm Al-Qura University was ranked fourth out of a total of 54 technical units throughout the Kingdom of Saudi Arabia.
6. In 1438 AH, the University received support for the largest number of national initiatives (i.e. nine initiatives) in the national transformation program.
7. Umm Al-Qura University was selected among the top five universities in academic research and development and management of research grants in the field of crowd management and environmental pollution in 2018 -1439 AH by virtue of its geographical location and its connection to the ceremonies of Hajj and Umrah.
8. The Ministry of Education awarded a two billion SR grant to the University in 1439 AH to support the research equipment of the university.
9. The University won 6 grants for post-doctoral researchers in the field of computer (applied data) and communicable diseases.
10. The University Vice Rectorship for Business and Cognitive Creativity won the Makkah Award for Excellence, organized by Makkah Region on 4-8-1438 AH.
11. Umm Al-Qura University received the Shield of Excellence Award for Educational Content, at the ceremony organized by the National Center for e-Learning during the period 16 -18 Jumada Ula, 1439 AH.
12. The researcher Fahd Al-Maliki received the first position in the Award of Excellence in Scientific Research on 10-10-2018. This award is granted annually by *the General Presidency of the Affairs of Holy Mosque and the Prophet's Mosque*
13. Umm Al-Qura University won the second position for digital excellence among the Saudi universities in the fifth session of the award given by the Ministry of Communications and Information Technology on 20-12-1432 AH.
14. The University has organized several international conferences in which distinguished researchers participated, such as:



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- The Forum on Innovation in Dentistry, which was attended by international speakers specialized in the field of dentistry and the transfer of biotechnology from Saudi Arabia, the United States, China and Britain in 2014.
- Islamic Finance and Banking Conference on 6/8 March 2018.
- The 12th International Conference on Islamic Economics and Finance, 10/11/2018.
- The Hisbah Conference organized by the Higher Institute for the Promotion of Virtue and the Prevention of Vice under the title "National affiliation and intellectual security" during the period between 27- 29/5 corresponding to 13 - 15/2/2018.
- Conference on “the Jurisprudence of Priorities” and its role in contemporary life, during the period 27-29 / 10/1434 AH.
- The First International Conference on Arabic Science, entitled “University Education between Academic Achievement and Vocational Training” organized by the Faculty of Arabic Language, 27-29 / 5/1434 AH.
- The Forum on Innovation in Transportation and Crowd Management, 2015, organized by the Center of Research Excellence in Transport and Crowd Management at Umm Al-Qura University, with the participation of experts from around the world, government officials and academics to review the latest innovations in the field of transportation and crowd management.
- The first forum on the development of informal areas organized by *the Scientific Chair of Prince Khalid Al-Faisal for the development of informal areas and neighborhoods* in 1435 AH.
- Smart Cities Conference 2009 (Applications for Makkah Al-Mukarramah) organized by *the Municipality of the Holy Capital City* in cooperation with *the Commission for Communications and Information Technology* and *the Institute of the Custodian of the Two Holy Mosques for Hajj Research*, held by the University in 2009.
- Organizing 18 forums on Hajj and Umrah research. The forum is held annually by *the Institute of Hajj and Umrah Research* and attracts researchers from various scientific disciplines.
- Sponsorship of the Saudi Forum for Emerging Companies on 16 Safar, 1439 AH corresponding to 05 November 2017, organized by Wadi Makkah Technology Company.

Periodic Institutional Profile Templates A1 and A2

Attached Separately.





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Land and Building Summary

	Total Land Area (Square Meters)	Land Area per Student (Square Meters)	Total Building Space (Square Meters)	Building Space per Student (Square Meters)
Main Campus				
Abdiah Makkah (Male)	10,000,000	287.6	1,077,125	31.0
Abdiah Makkah (Female) (Under Construction)	4,500,000	111.1 After transition	384,020	9.5 After transition
a- Aziziah Makkah (Male)	185,900	196.4	95,182	100.5
b- Al-Zahir Makkah (Female)	120,000	4.3	103,143	3.7
c- Al-Mansour Makkah (Female)	10,000	2.3	8,800	2.0
d- Ree'a Zakhir Makkah (Female)	12,000	5	10,790	4.5
e- Shisha Makkah (Female)	11,000	9.5	8,800	7.7
f- Aziziah Makkah (Female)	8,100	9.9	7,100	8.7
g- Al-Qunfudah Campus	6,000,000	310.9	35,120	1.8
h- Al-Leith Campus	2,300,000	336.4	33,500	4.9
i- Adham Campus	20,000	12.3	6,100	3.8
j- Al-Jamoum Campus	4,334,417	1357.2	16,000	5.0
Totals	27501417	191.3	1,785,680	12.4



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C. Procedures of the Self - study

In the year 2011, Umm Al-Qura University started developmental review process for the project of Institutional Accreditation, through the National Center for Academic Accreditation and Evaluation under the Education and Training Evaluation Commission (NCAAA-ETEC) formerly known as the National Commission for Assessment and Academic Accreditation (NCAAA). During this phase, NCAAA provided guidance, assistance and technical support to prepare UQU for Institutional Accreditation. A review panel team visited UQU in 2014 and conducted a full-fledge review. At the end of the visit, the review panel presented its observations in the form of recommendations and suggestions. Umm Al-Qura University has undertaken to implement the recommendations by developing implementation plans for all the recommendations. Umm Al-Qura University applied for institutional accreditation to the National Center for Academic Accreditation and Evaluation (NCAAA) after completing more than 70% of the overall recommendations. The procedures for preparing the self-study of Umm Al-Qura University for 2018 are a continuation of continuous efforts since the Review Panel visit for developmental review in 2014. The same procedures of carrying out the self-study and writing the SSRI as in 2013 were adopted.

Phase I - Developmental Review (2013)

Umm Al-Qura University launched the Developmental Phase of the Project of Institutional Accreditation in October 2011 by signing an official contract with the National Commission for Academic Accreditation and Evaluation (NCAAA). The project was a sign of Umm Al-Qura University's commitment to improving the quality of teaching and learning processes and providing high quality services to its employees and stakeholders. The project was inaugurated by the UQU Rector in a grand ceremony which was attended by all high-ups in the cadre along with students and staff members. The Secretary General of NCAAA also graced the occasion with his presence.

A Steering Committee of the uppermost level led by the Rector UQU as its chairman, was formed. This committee included the Vice Rector for Development and Entrepreneurship (Vice Rector for Development and Community Service previously) as its deputy chairman, the chairmen of 11 main committees corresponding to the 11 quality standards and chairmen of 4 supporting committees for the project and 2 consultants.

The main eleven committees represented the eleven standards of NCAAA. Standard 4 'Learning and Teaching' carrying the bulk of the task, was divided into five subcommittees, representing clusters of colleges in similar categories. A holistic approach for the project was preferred and almost all the high-ups in UQU hierarchy and representatives from all colleges including the branch campuses took part in the process. These committees comprised of all the



Vice Rectors, majority of the Deans of colleges, including the branch campuses, all the Vice Deans for Development in the colleges and faculty members, both male and female from all campuses who were well-versed in quality assurance procedures. The total number of all the members exceeded 150.

Chairmen of these committees were carefully chosen so that the flow of information could be augmented. Every effort was made to make sure that the right person is leading the right committee with the three-fold purpose in mind:

- To obtain data, evidence and documentation easily.
- To help the person in-charge to tidy up his own work-station in accordance with good practices in the field.
- To help channelizing top-to-bottom communication and to help in spreading the culture of quality throughout the university.

As a core requirement of the project, UQU's Self-Study process took off immediately after the inauguration ceremony. The chart below shows the organizational structure of the committees formed for the self-study process.

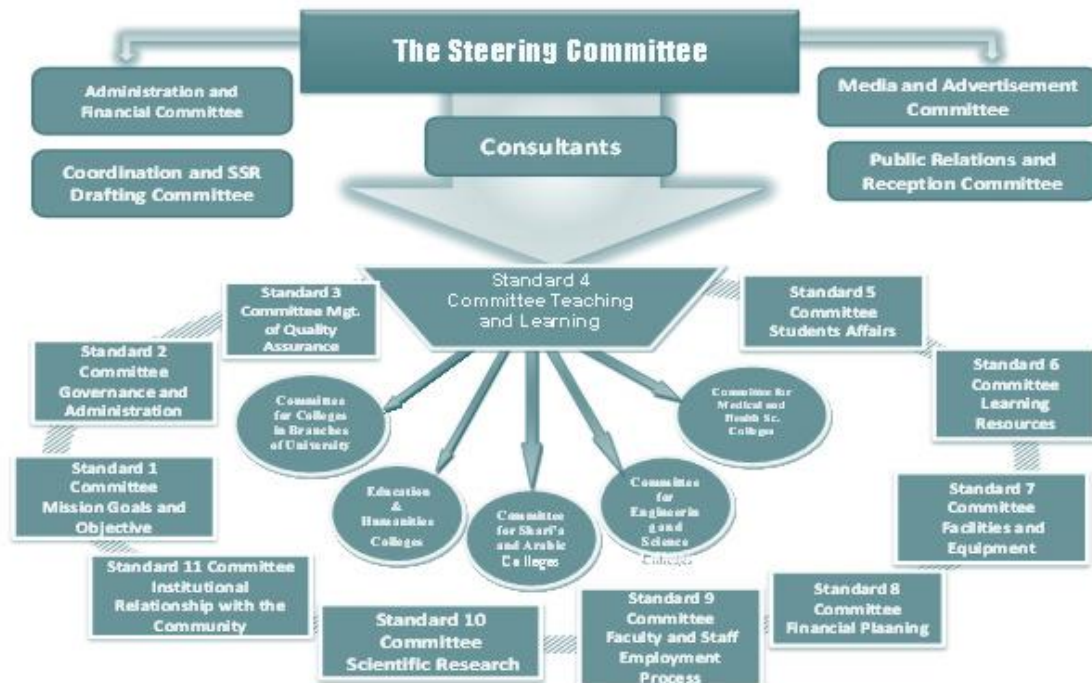


Figure 2 The Organizational Structure of the Self-Study Committees

The Vice Rector for Development and Entrepreneurship and the Dean of Development and Quality combinedly held meetings with members of all the main committees. Special folders, carrying all the required documents of NCAAA (both in hard and in soft), were prepared by the Accreditation Unit at the Deanship of Academic Development and Quality Assurance and were distributed among members of all the committees in these meetings. The process for conducting self-study was eloquently presented and explained.

A series of special workshops was organized by the Deanship of University Development and Quality Assurance in collaboration with NCAAA to explain the process of accreditation and the core issues for members of the committees and faculty members at large.

These workshops included:

- Introduction to Institutional and Program Accreditation
- Course and Program specification and its Reports
- Writing Institutional and Program Self-Study Reports
- Learning outcomes and KPI's

The Steering Committee for the project held regular meetings to follow up and discuss the progress of the committees. UQU Rector took special interest in these meetings and extended all-out support to ensure that UQU complies with all the standards as set forth by NCAAA. All deficiencies were discussed at length and appropriate remedial actions were taken to resolve all issues in a friendly atmosphere in these meetings.

Meticulous time-frame for the whole project, marking all important events, was planned and agreed upon by all the committees. The committees held regular meetings and discussed plans of action for their tasks. Most of the meetings were attended by the Dean of University Development and Quality Assurance and his team. The chairmen of the committees assigned different tasks to members. The committees designed special templates for identifying the performance indicators, supporting data, evidences and their level of performance for all the good practices under the sub-standards. Many survey questionnaires were designed and used, along with the ones suggested by NCAAA, to collect data and information.

The committees compiled their part of the reports after conducting self-study and evaluations in the light of NCAAA standards. They submitted their reports to the Editing and Drafting Committee for translation and subsequent compilation of the report. The Editing Committee after editing the reports of different standards, drafted the first draft of the Self-Study Report (UQU-SSR 2013) for the perusal of NCAAA.

The Coordination and SSR Drafting Committee, in collaboration with the Deanship of University Development and Quality Assurance was additionally assigned the task of drafting the University Profile (A-F).



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NCAAA review panel team visited UQU in 2014 and submitted their final report comprising recommendations and suggestions in June 2014. UQU was asked to prepare and submit action plans for each of the recommendations. In collaboration with DDQ, all the main committees for the standards studied their relevant recommendations and chalked out detailed action plans for the same. These action plans were duly submitted to NCAAA.

Phase II - 2018

Under the supervision of the Steering Committee, the same 11 main committees with few changes in membership (Appendix C.1) continued to work on achievement of recommendations. At this stage, the main targets of these committees were as follows:

- To ensure that the NCAAA recommendations are implemented, and to prepare and submit periodic reports about the completion rates.
- To measure performance indicators and perform the external and internal benchmarking for them.
- To collect and organize evidences for the different practices.
- To evaluate the standard's practices based on the evidence and the performance indicators, and to fill the Self Evaluation Scales Report (SESR) template.
- To write the Self Study Report, duly supported by evidence.
- To specify the strengths, priorities for improvements and recommendations.
- To prepare action plans for the recommendations and present reports about the progress.

A special Follow-Up Committee comprising representatives from all main committees held periodic meetings in order to follow up and review progress. After accomplishing over 70% of the recommended actions, these committees started working on the self-study in the same fashion as described above for the Developmental Phase. In collaboration with DDQ, the committees for all standards evaluated NCAAA criteria and best practices in the light of the evidences and accomplished projects and came up with the Self-Evaluation Scales Report (SESR) as a first step. In the next step, they drafted the Self-Study Report (SSR) for their relevant standards and submitted it along with evidences to the SSR Drafting Committee. The standard committees take ownership of the reported data and evidences submitted to support the reports on their relevant standards. The SSR Drafting Committee synchronized all the reports, edited, compiled and published the final UQU-SSRI 2018 in your hands. Outcomes of the SSRI including strengths, weaknesses and priorities for improvements were presented at a special meeting of the University Council.

Internal benchmarking was done in comparison with past performance, wherever the data was available. The comparison was made between the current performance and the levels recorded in the last three years. Only internal benchmarking was carried out for the additional indicators since they are not consistently used in different universities. However, arrangements for





external benchmarking for the key performance indicators were made with some universities. Use was also made with data that was available on websites of some universities or other available sources.

The university community has been, and will further be, updated about the results of the SSR through a series of events and publications. The feeling of credibility and ownership come from the fact that representatives from all units and colleges were involved in the data collection and writing process, and even at the stage of replying to the latest NCAA comments.

D. Context of the Self-study

1. The external context of the institution

Its location in the holy city of Makkah makes Umm Al-Qura University stand unique among all public-sector universities in the Kingdom of Saudi Arabia. The role UQU has been playing in the service of the Muslim Ummah in general and the Kingdom of Saudi Arabia in particular is significant. Thus, UQU works beyond the boundaries of Makkah region and provides its services to the whole Muslim Ummah inhabiting the globe.

Makkah is the only city in the world which receives the highest number of visitors round the year from different continents. This constant interaction with the world community adds to the responsibilities of UQU in the fields of education, research, provision of better services to the pilgrims by actively engaging in the development activities aimed at that end. The higher authorities of UQU aim at making it a unique seat of learning, by adapting its academic programs and research activities in a way that they not only meet the needs of the local community but are also in line with the international standards. Meantime, UQU also strives to maintain its religious status in the Muslim nation by catering to their specific spiritual needs. The Hajj Research Institute, The College of Shariah and Islamic Studies, The College of Da'awah and Code of Islam, The Arabic Language Institute for non-Native speakers in the University are playing a significant role in this regard. Young Muslim learners from around the world study in these institutions to equip themselves for the service of Islam and Ummah. These institutions also serve to clarify the doubts and queries emerging as a result of scientific and technological developments in the world.

UQU also has the honor to be at the forefront of organizations that are striving to provide better services to Hajj and Umrah pilgrims besides the permanent residents of Makkah. Efforts are on to improve the existing facilities in the fields of communication, housing, health and education.



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Since Makkah is a cosmopolitan city, it has witnessed increased economic and business activities in the past couple of decades. The number of pilgrims has been constantly increasing, which has had a direct impact on the socio-economic and environmental conditions of the Kingdom in general and the Makkah region in particular. The population of Makkah has increased manifold, causing the city to expand all around. UQU has been in touch with all the relevant institutions to meet the growing demands of the population in various fields.

In the Communication sector, mega projects worth billions of Riyals are in progress in Makkah to build new roads and railway lines and stations in addition to the expansion of the existing roads. The Metro Train Project, when completed, will add a new dimension to the transport system in the city.

The Haram Expansion Project, the largest of its kind in the Kingdom, will further enhance business and commercial activities in Makkah. It will boost the hotel industry and will induce construction works in the fields of civil, electrical, electronic engineering in the city. The completion of these projects will usher in a new era of progress and prosperity in the Kingdom and raise the living standard of the residents.

UQU is awake to the rapid developments in the region and stays in direct contact with the concerned quarters to update its programs and courses and introduce new ones to meet the growing demands of the job market and to better serve the local and international community.

UQU has been keeping pace with the rapid changes in the kingdom. One of the changes which have had a big effect is the launching of Vision 2030 and the National Transformation initiatives. There is currently an initiative management office, and many events were arranged by different bodies to spread the culture of the vision and strengthen its concepts among the members of the UQU community.

2. The internal context of the institution

Umm Al-Qura University is one of the largest and oldest universities in the Kingdom of Saudi Arabia and has recently witnessed significant administrative and organizational developments and changes. In May 2018, His Excellency Prof. Abdullah Bafeel was appointed as the rector of Umm Al-Qura University, replacing Prof. Bakri Assas, who served in this distinguished university for eight consecutive years. The Ministry of Education has also introduced the position of the University Female Vice Rector for Female Student Affairs. The office of the University Vice Rector for Innovation and Entrepreneurship was merged with the University Vice Rector for Development and Community Service, and was renamed the University Vice Rector for Development and Entrepreneurship.

His Excellency the University Rector has recently established several vital centers, the most important of which are follows:

- The "Decision- Making Support Center" to support decision-making in the university and improve its effectiveness and adequacy in all areas in a timely manner and appropriate accuracy using scientific and practical mechanisms and methods that ensure the preparation and making of the right decision.
- The “Media Center”, which aims to highlight the efforts of the university and its services and media activities, to be the link between the university and the various sectors inside and outside the Kingdom. It further aims to create a positive mental image of the university and its achievements.
- The “Center for Achievement and Rapid Intervention” to follow up on its initiatives and projects and ensure that they are achieved within the specified time and to quickly intervene to modify the operational plans or implement alternative plans to avoid stumbling and failure in achieving the specified objectives, in addition to developing a preventive and therapeutic system to deal with crises.
- The General Directorate of Educational Services to raise the level of educational outputs of the university and increase the attention paid to the needs of the student.
- An intellectual security unit was also established and is linked to His Excellency the University Rector, to oversee the dissemination of the culture of moderate thought among segments of the academic community. It helps to raise awareness of the moderate thought and reject extremism in all its forms.
- The university administration has paid special attention to the initiatives that achieve the vision of the Kingdom. In this course, it established an office for initiative management which oversees all initiatives of the university within the programs of achieving the vision and it enhances the professionalism of members in writing national initiatives according to the vision models and standards.
- At the administrative level, the University administration re-established a Deanship for the administration of the affairs of faculty members and administrative staff with respect to leaves, contracts and other services.

These changes have had a great effect on the organization of the work and distribution of responsibilities, and they have also strengthened the organizational and administrative climate.

UQU has kept pace with the increasing interest in knowledge economy by establishing Wadi Makkah, which oversees some innovative, effective projects, presents some investment opportunities, and holds many events, such as the forum for startup companies, which will be discussed in the course of the standards reports.



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E. Mission, goals, objectives and strategic objectives for the development of the quality level

1. Mission of the educational institution

Provision of education, quality scientific research in the service of the community, Hajj and Umrah, and contribution to the development of the knowledge economy in accordance with the 2030 Vision.

For information about the 2030 Vision, please visit <https://vision2030.gov.sa/en>.

2. Summary of the strategic plan for the development of the quality level

One of the basic keystones of the University's mission is to contribute to the development of society through the provision of high-quality systems for all the activities and outputs of the university.

For this reason, the Deanship of Academic Development and Quality has been continuously working continuously to ensure the implementation of quality management systems for all the activities of the university. This plan is part of the series of the university plans for quality assurance from 1439 AH to 1441 AH.

The plan includes a strategic vision for quality assurance at the university through alignment with the UQU strategic plan 1439 -1441 AH, as well as the strategic plan of the Deanship of Academic Development and Quality 1435 -1440 AH, which analyze the internal and external contexts of the university and what affects the achievement of quality assurance. These plans were also used to identify the strategic identity of the quality management systems of the university and to formulate its goals, objectives and strategic initiatives. The plan included 3 goals and 5 strategic objectives.

To ensure the achievement of the strategic goals and objectives, 18 strategic initiatives have been designed for this, as detailed for each strategic goal and objective as follows.

First Goal: Effective Total Quality System

- 1) Development of the standards, principles and methodologies of the total quality work.
 - 1.a. Study and define the basic requirements and specifications of the required quality systems and take inventory of the processes to be developed.
 - 1.b. Develop an action plan to establish internal quality systems for university faculties and departments and set priorities.
 - 1.c. Develop quality manuals (policies, processes and templates).



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- 1.d. Develop systems and a plan for auditing and review to determine the scope of compliance with quality systems.
 - 1.e. Qualify a number of internal reviewers (reviewers) to carry out reviews.
 - 1.f. Disseminate the culture of quality in all faculties and departments of the university.
- 2) Consolidation of the culture of institutional and teamwork.
 - 2.a. Spread the culture of accountability and preparing and submitting quarterly reports.
 - 2.b. Make the work within the colleges and university departments institutional.
 - 2.c. Educate the university employees and members on the philosophy and concepts of institutional work and its importance.

Second Goal: Institutional and academic accreditation

- 3) Ensure the quality of the university's activities by obtaining institutional academic accreditation.
 - 3.a. Implement and follow up the plan to meet the requirements of institutional accreditation.
 - 3.b. Re-conduct the self-study according to what has been achieved with respect to implementation of the recommendations.
 - 3.c. Take statutory steps to apply for institutional accreditation.
- 4) Ensure the quality of the educational process in different academic programs by obtaining academic accreditation for them.
 - 4.a. Develop a plan for the local and international program accreditation for the university programs.
 - 4.b. Rehabilitate and prepare the targeted programs to provide the requirements for their academic accreditation.
 - 4.c. Take statutory steps to apply for academic accreditation for the targeted academic programs.

Third Goal: A university community that is professional in quality

- 5) Develop the skills of the university employees in the areas of total quality management.
 - 5.a. Develop and improve training procedures, processes and policies.
 - 5.b. Cooperation and exchange of knowledge and experience in training with local, regional and international bodies.
 - 5.c. Preparation and implementation of training programs for faculty members and administrative staff.



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An operational plan was also designed to achieve the strategic goals and objectives of Quality Management System in the university, including 73 procedural objectives and 15 performance indicators to ensure that the strategic objectives are met. A timeline for the implementation of the procedural objectives was developed within 3 years starting from Muharram 1439 AH.

Table 3 Quality Management Operational Plan

Main goals	Strategic objectives	Performance indicators	Target performance level	Actual performance level
First goal: Effective Total Quality System	1) Development of the standards, principles and methodologies of the total quality work	Percentage of establishment of internal quality systems (manuals, policies, procedures, templates) according to the approved plan	Completion of 80 % of the approved plan for the preparation of faculties and departments of the university to achieve quality requirements	Completion of 80% of the approved plan for the preparation of faculties and departments of the university to achieve quality requirements
		The number of times the annual review of the entire operations of the university was done	Conducting a full review of the systems used in all units of the university at least once a year	Conducting a review of 70% of the university units
		Percentage of individuals participating in awareness raising events on quality systems	80% of the target group of employees of the university attended the events for the dissemination of quality culture	This indicator will be measured during the second year of the Quality Plan according to its timeline
	2) Consolidation of the culture of institutional and teamwork	Percentage of participating individuals who believe in the accounting culture	80% of the target group of employees of the university	This indicator will be measured during the second year of the Quality Plan according to its timeline
		The existence of an approved	Stability and belief in the	This indicator will be measured



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Main goals	Strategic objectives	Performance indicators	Target performance level	Actual performance level
		and consistent system governing the course of work at the university	implementation of the system	during the second year of the Quality Plan according to its timeline
		Number of workshops and awareness training courses on the concept and importance of institutional culture	4 workshops annually	This indicator will be measured during the second year of the Quality Plan according to its timeline
Second goal: Institutional and academic accreditation	3) Ensure the quality of the university's activities by obtaining institutional academic accreditation	Implementation rate of the plan to meet the requirements of institutional accreditation according to the schedule	100 % of the plan	100 % of the plan
		The overall rate of each major standard	A minimum of 3 stars as a general average	100 % of standards rates are at least 3 stars
		Formal procedures for applying and obtaining accreditation	100 % of the statutory procedures and preparation for the final review	This indicator will be measured during the second year of the Quality Plan according to its timeline
	4) Ensure the quality of the educational process in different academic programs by obtaining academic accreditation	Percentage of programs included in the plan	70 % of the university programs	The accreditation plan has been developed and it includes 70 % of the university's programs
Program readiness for accreditation requirements		100 % of the accreditation requirements for each program	All the programs that applied for accreditation were prepared in the	



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Main goals	Strategic objectives	Performance indicators	Target performance level	Actual performance level
	accreditation for them			first year and they are 7
		Obtaining program accreditation	100 % of the targeted programs (30 % of the university programs)	30% of undergraduate programs have been approved at the university
Third goal: university community that is professional in quality	5) Development of the skills of employees of the university in the areas of total quality management.	Average satisfaction rate of stakeholders on the mechanisms and procedures	The average should be at least 4 out of 5	This indicator will be measured during the second year of the Quality Plan according to its timeline
		Average rate of agreements per year	The number of agreements shall not be less than 2 per year	This indicator will be measured during the second year of the Quality Plan according to its timeline
		Percentage of beneficiary evaluation of the training programs	The rating is not less than 4 from a 5- point scale	This indicator will be measured during the second year of the Quality Plan according to its timeline
Analysis				
Strengths:				
<ul style="list-style-type: none"> Establishment of internal quality systems, including manuals, policies, procedures and operation templates. Conducting full review of the systems used in most faculties and units of the university. Meeting the requirements of institutional accreditation and the rates of main standards are not less than 3 stars. Accreditation of 30 % of undergraduate programs at the university. 				
Improvement recommendations:				
<ul style="list-style-type: none"> Disseminate the culture of accountability and the concepts of integrated institutional work. Improve training procedures, processes and policies. 				



F. Progress towards the achievement of key quality objectives

In 2014, a group of external reviewers visited Umm Al-Qura University in the framework of the Development Review Contract ratified with the National Commission for Academic Accreditation and Assessment (NCAAA). The visit lasted for three days. At the end of the visit, the University was given a report of the visit, including 57 recommendations for performance development (full report attached in F.1). Umm Al-Qura University accepted these recommendations and prepared detailed implementation plans and delivered them in its response to the NCAAA report (attached to the responses and operational plans in F.2). These recommendations have formed the basis for the University's improvement plans since then. Eleven committees were formed to follow up on the implementation of these recommendations and periodic reports were submitted to the competent committee for follow up of implementation (attached is a sample of these reports in F.3). Table 4 shows these recommendations and their rates of implementation according to the latest reports submitted by the Committees of Standards.

Table 4 Completion Rates of Recommendations

Standard	Recommendation No.	Statement	%
First	Recommendation 1	Umm Al-Qura University should revise its mission in a way that characterizes the desired balance between its three core areas of operation, based on inclusive consultation with all internal as well as relevant external stakeholders.	90
	Recommendation 2	Umm Al-Qura University should ensure that its revised mission is sufficiently clear and focused to allow for effective planning and decision-making, both for shorter and longer terms.	70
	Recommendation 3	Umm Al-Qura University should develop specific and attainable strategic plans in line with and aimed at achieving its mission for the entire institution as well as each of the branches, colleges, and administrative units.	70
	Recommendation 4	Umm Al-Qura University should develop action plans including targets and KPIs on the basis of its mission and strategic plan, and an appropriate allocation of resources.	70



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Standard	Recommendation No.	Statement	%
Second	Recommendation 5	Umm Al-Qura University should ensure that upper administration properly communicates policies, monitor the implementation of policies, and evaluate their effectiveness.	30
	Recommendation 6	Umm Al-Qura University should distribute responsibilities to lower levels of management whilst ensuring oversight.	100
	Recommendation 7	UMM AL-QURA UNIVERSITY should increase the number of female Deans and Vice Deans and ensure that they are represented in relevant councils.	40
	Recommendation 8	Umm Al-Qura University should ensure that written and published policies exist for all areas of the university's operations.	40
Third	Recommendation 9	Umm Al-Qura University should focus on promoting quality assurance and improvement so that all teaching staff and other staff will participate in self-evaluations and cooperate in reporting and improvement processes in their areas.	100
	Recommendation 10	Umm Al-Qura University should develop mechanisms to ensure that feedback is given on actions taken as a result of evaluations of different units and functions of male and female sections separately.	100
	Recommendation 11	Umm Al-Qura University should focus on developing statistical data relevant for the assessment of various reports related to teaching and learning and should make it readily available routinely.	100
	Recommendation 12	Umm Al-Qura University should develop and approve its KPIs (consistent with the NCAA's KPIs) from the appropriate authorities for its various colleges, departments, and administrative units to start internal and external benchmarking.	100
	Recommendation 13	Umm Al-Qura University should develop a database of its graduates and the employers of its alumni in order to take their views on a number of issues related to Umm Al-Qura University activities.	50



Standard	Recommendation No.	Statement	%
Fourth	Recommendation 14	Umm Al-Qura University should ensure that program reports are reviewed annually and periodically (in 2-3 years' time) by the senior administrators responsible from academic affairs with the use of performance indicators approved by the University Council, and feedback to be given appropriately.	95
	Recommendation 15	Umm Al-Qura University should organize more training programs and workshops for its teaching staff on writing program LOs and course LOs, and the mapping process.	95
	Recommendation 16	Umm Al-Qura University should demonstrate the consistency of its programs with NQF descriptors, and that all program LOs are properly addressed in the curriculum (mapping process) and attained at the time of graduation.	100
	Recommendation 17	Umm Al-Qura University should ensure that, while excluding credits given to some of the Pre-university program courses, all of its programs have at least 120 credits as required by the National Qualifications Framework (NQF).	90
	Recommendation 18	Umm Al-Qura University should encourage academic departments to take the opinions of graduates and employers through surveys and interviews and should not rely only on student surveys in reviewing their program.	75
	Recommendation 19	Umm Al-Qura University should provide more training seminars and workshops to its teaching staff on direct and indirect methods of assessing program LOs and course LOs.	95
	Recommendation 20	Umm Al-Qura University should encourage academic departments to develop formal processes to identify the educational needs of their students and assist them individually and in groups.	85
	Recommendation 21	Umm Al-Qura University should ensure that female sections have sufficient teaching resources in order to fulfill their mission properly.	85



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Standard	Recommendation No.	Statement	%
	Recommendation 22	Umm Al-Qura University should ensure that an induction program is given to new teaching staff, and a Faculty Handbook is prepared to give information about the basic rules and regulations of the university, and rights and responsibilities of teaching staff.	100
	Recommendation 23	Umm Al-Qura University should ensure that all appropriate academic administrators have a copy of student surveys evaluating the teaching performance of their teaching staff.	100
	Recommendation 24	Umm Al-Qura University should develop appropriate teaching staff evaluation criteria and ensure its implementation by the academic departments.	Replied
	Recommendation 25	Umm Al-Qura University should endeavour to increase the number of PhD qualified female teaching staff through recruitment and development of current staff in order to fulfil its mission appropriately.	95
	Recommendation 26	Umm Al-Qura University should require all colleges and departments to provide comprehensive orientation for all students each year.	100
Fifth	Recommendation 27	Umm Al-Qura University should ensure that college and department level leaders use existing statistical data regarding enrolment consistently to improve planning and reporting practices.	100
	Recommendation 28	Umm Al-Qura University should prioritize the construction of the new medical center, and medical centers for branches without centers, as a priority to meet the needs of students, faculty, and respond to feedback from employers.	85
	Recommendation 29	Umm Al-Qura University should ensure that central services, including the student services, are consistently and regularly evaluated so that appropriate action can be taken on the basis of obtained results.	100
Sixth	Recommendation 30	Umm Al-Qura University should ensure that its library strategic plan is amended by an action	40



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Standard	Recommendation No.	Statement	%
		plan that details the execution of the timing and responsible persons for each activity	
	Recommendation 31	Umm Al-Qura University should identify and use key performance indicators to evaluate the efficiency of the library	100
	Recommendation 32	Umm Al-Qura University should have evidences to show the impact of users' survey responses in improving the library services	100
	Recommendation 33	Umm Al-Qura University should ensure that there is adequate number of qualified librarians, so that the libraries can deliver effective professional services.	65
	Recommendation 34	Umm Al-Qura University should urgently provide Al-Leith branch campus (both male and female sections) with a library similar to that of the main campus and ensure that other branches have similar services to that of the main library especially the female sections.	75
	Recommendation 35	Umm Al-Qura University should improve the safety measures of the library to avoid any possible disaster.	100
Seventh	Recommendation 36	Umm Al-Qura University should implement as a high priority construction of the University Hospital, the new female campus and student accommodation; and upgrade facilities at branches.	60
	Recommendation 37	Umm Al-Qura University should develop a business plan for the acquisition of major items of equipment.	100
	Recommendation 38	Umm Al-Qura University should implement fully safety measures, including practice emergency fire drills and laboratory protocols, on all campuses.	90
Eighth	Recommendation 39	Umm Al-Qura University should ensure that cost centres are assigned to Deanships to enable them to plan and manage their portfolios.	100
	Recommendation 40	Umm Al-Qura University should negotiate with the Ministry of Finance to seek amendment of the new budget model that requires earlier closure of the previous budget to ensure a zero base for maximizing allocation	95



Standard	Recommendation No.	Statement	%
		for the next budget to ensure that carry-over is possible in relevant circumstances.	
	Recommendation 41	Umm Al-Qura University should develop its budget management and internal auditing systems to ensure close monitoring of the rationalization of expenditures in accordance with the objectives and approved operational plans of the cost accounts centres.	95
	Recommendation 42	Umm Al-Qura University should develop its risk management plan, and conduct risk assessments that include an analysis of high-level reputational and academic risks as well as its on going financial and infrastructure risks.	90
	Recommendation 43	Umm Al-Qura University should review its financial management policies and procedures to ensure consistency of various operations across all campuses.	100
Ninth	Recommendation 44	Umm Al-Qura University should develop key performance indicators and benchmarks to monitor faculty: student ratios at various departments and colleges, and disseminate such information to all relevant stakeholders.	75
	Recommendation 45	Umm Al-Qura University should appoint more female staff at senior levels to provide leadership, particularly at branch campuses.	80
	Recommendation 46	Umm Al-Qura University should develop a range of incentives to attract highly competent staff who can deliver high quality administrative functions and technical support to the educational process including more qualified librarians and IT support staff.	100
	Recommendation 47	Umm Al-Qura University should provide leadership courses for the development of administrative staff.	100
	Recommendation 48	Umm Al-Qura University should develop and implement orientation programs for its newly hired faculty and staff.	100
	Recommendation 49	Umm Al-Qura University should review and simplify its procedures for approving and sponsoring the participation and attendance of	100



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Standard	Recommendation No.	Statement	%
Tenth		more faculty members in local and international conferences.	
	Recommendation 50	Umm Al-Qura University should establish a specific committee to solve disputes in a legal manner.	100
	Recommendation 51	Umm Al-Qura University should establish key performance indicators to measure the proportion of teaching staff leaving the University for reasons other than age retirement.	100
	Recommendation 52	Umm Al-Qura University should develop a clear, effective, and achievable research strategy consistent with its vision to become an international leader in scientific research.	100
	Recommendation 53	Umm Al-Qura University should review its budgetary policies and allocate an increased budget proportion for scientific research, development and scholarly activities consistent with its research strategy and the mission.	85
	Recommendation 54	Umm Al-Qura University, should develop an effective reward policy to encourage and motivate all levels of faculty to conduct scientific research, and create an environment conducive to innovation in knowledge and science comparable to international standards.	80
	Recommendation 55	Umm Al-Qura University should plan to strengthen its ties and collaborative projects with industry and institutions at the local and national level, and initiate scientific research collaborations with outstanding international universities and clearly defined goals to significantly contribute to scientific knowledge, in general, and to the community, in particular, for technological, economic, and social development of the region.	70
	Recommendation 56	Umm Al-Qura University should plan and make a firm commitment to the development of quality faculty, scientific research capability, and required facilities in the branch campuses with equal treatment of male and female sections.	100



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Standard	Recommendation No.	Statement	%
Eleventh	Recommendation 57	Umm Al-Qura University should ensure that representatives of local employers and members of professions are actively involved in the advisory committees relevant to community services.	80

The overall average implementation of the recommendations is 85.8%. Some of the recommendations have not been completed due to various factors, some are administrative while some are financial, but Umm Al-Qura University will continue to work on the operational plans until completion of implementation.



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G. Evaluation in relation to quality standards

Standard 1: Mission and Objectives

(Overall rating is “★★★★” stars)

Introduction

The mission of Umm Al-Qura University, which was approved at the beginning of the 1439 AH academic year, is " Provision of education, quality scientific research in the service of the community, Hajj and Umrah, and contribution to the development of the knowledge economy in accordance with the 2030 Vision.". It includes the University's main areas of operation: education, scientific research, community service and service to the guests of Allah, especially as its distinctive position adds to its excellence and importance and its effective contribution to the vision of the Kingdom 2030.¹

Since its establishment in 1400 AH, Umm Al-Qura University has passed through three strategic plans:

- 1) the first strategic plan from 1431 AH to 1435 AH. (Annex G.1.1)
- 2) the second strategic plan from 1436 AH to 1438 AH. (Annex G.1.2)
- 3) the third strategic plan from 1439 AH to 1441 AH. (Annex G.1.3).

All of these plans were based on expansion strategies, quality performance and excellence and during these stages, the university has witnessed remarkable developments. For example, it obtained international accreditation for 36 programs in various disciplines, including scientific, engineering and medical (G.1.4). There were also many changes in administrative structures, in addition to development in strategic objectives.

Umm Al-Qura University regularly uses its mission as a basis for planning, directing its activities and updating its programs. It also makes sure to use its mission in a manner that is consistent with the directions of the Makkah Region in the developmental vision for Makkah to become an honorable and inspiring model globally and a keystone in Vision 2030. Umm Al-Qura University offers various services to the community and to Hajj and Umrah through several channels, including education, research, conferences, cultural events, publications, etc. These services will be clarified when reviewing the reports of various standards in this document, especially the reports of standard (4), (10) and (11).

Procedures adopted to explore information and prepare the report on this standard

¹ For information about the 2030 Vision, please visit <https://vision2030.gov.sa/en> .



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The first standard committee was formed, with the University Vice Rector for Development and Entrepreneurship as its chair and a selection of UQU leaders, faculty, and staff as members (Annex (G.0.0)). The committee held many meetings and designed a work plan for the standard. Responsibilities were distributed in a way which ensures that the tasks are completed effectively and as quickly as possible. The committee collected the available evidence and asked some units to provide the committee with the evidence required. The committee then evaluated the best practices in light of the available evidence and the measurements of the performance indicators, and then they also wrote a draft of the Self Study Report. The report was reviewed by the team of the Deanship of Academic Development and Quality, and the committee later modified the report according to the team's comments. Finally, the report was submitted to the final phrasing team to revise it for consistency to prepare a unified UQU Self Study Report.

The following is a report on the sub-standards of the first standard.

1.1 Appropriateness of the Mission

The mission statement of Umm Al-Qura University (G.1.7) concurs with the Royal Decree No. (M / 39) of 28/9/1401 AH approving the university system, which explains the purpose of its establishment, whereby the mission meets the requirements of development and needs of the society. The colleges, institutes and units in the university reflect the appropriateness of Umm Al-Qura University 's mission as a research and educational university. The mission statement encourages scientific research and creative activities that are key to progress and prosperity in the society. Among the most important aspects which the mission statement was based on is its consistency with Islamic beliefs and values. These values include good morals, collective action and cooperation, efficiency and effectiveness, equality of opportunity, justice and equality in work, and adherence to the Islamic methodology.

The Community College, the College of Community Service and Continuous Education, in addition to the Institute of the Custodian of the Two Holy Mosques for Hajj and Umrah Research, the Higher Institute for the Promotion of Virtue, and the Higher Institute for Promotion of Virtue and Prevention of Vice, provide commendable services to the local community. Moreover, there is participation in many research activities, scientific conferences and workshops related to the Hajj and Umrah system, held inside and outside Saudi Arabia. The University also has an honorable representation in updating the strategic plan for Makkah Region for the years 2018- 2028 and its alignment with the National Vision 2030. Members of the University are invited to attend various events and participate in the discussion and give their opinions. For example, members of the University were invited to attend the Makkah Cultural Forum under the slogan "How to be a role model" to participate in the dialogue and prepare complementary initiatives (G.1.8). The annual reports of the University, of which





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samples are hereby attached in (G.1.10), summarize the activities undertaken by the University in its various fields of work, which serve the achievement of its mission.

The mission statement of Umm Al-Qura University (G.1.7) highlights the key areas of interest that reflect the interests of any educational institution. However, Umm Al-Qura University's mission highlights the knowledge economy in accordance with the requirements of the Kingdom's Vision 2030. The University has paid attention to building up entrepreneurs from young national talents. The University represented by Wadi Makkah Technology Company through a forum for startup companies organized a forum to meet investors and venture capitalists to support national projects. The attached annex (G.1.9) includes the Forum's report.

1.2 Usefulness of the Mission Statement

The University's mission, issued within the strategic plan of Umm Al-Qura University 1439 - 1441 AH (G.1.3), is used to guide decision and strategies, which is in accordance with the 2nd recommendation of the NCAAA external reviewers in the developmental review. This is reflected in some recent decisions that increase the effectiveness of the university meet expectations, including the decision to restructure the Higher Supervisory Committee to Achieve the National Transition and Vision of the University (G.1.11), the decision to establish the General Administration of Educational Services (G.1.12) (G.1.13), the decision to establish the Center for Accomplishment and Rapid Intervention (G.1.14), the decision to form the Supervisory Committee for Female Student Premises (G.1.15), the decision to form the Management Development Committee (G.1.16) as well as the decision to transfer the dependency of some departments (G.1.17).

The mission statement is the focus of all the activities of the university. All projects, recruitment processes, etc. (as will be presented in Standard 7 and 9) serve the University's activities in the three areas. The annual reports of the University (G.1.10) show the record of achievements made in those areas. The distribution of budgets is also done in a manner consistent with the principles of the mission, and some detailed examples will be presented during the review of sub-standard 1.4. Annex (G.1.28) includes a matrix showing the effect of the mission statement on the goals and activities of some university units.

In the stakeholders' survey on the usefulness of Umm Al-Qura University mission format and its association with its activities and decision-making, the overall average was 3.5 on a five-point scale. This means that there is good satisfaction with the usefulness of the mission statement and its impact in directing the activities and decisions of the university.

The University Strategic Plan 1439- 1441 (G.1.3) contains a set of strategies related to a number of operational initiatives for which operational cards with performance indicators and

a time plan have been designed, which is in accordance with the 4th recommendation of the NCAAA external reviewers in the developmental review. These procedures indicate the possibility of fulfilling the mission. Because strategic plan initiatives are linked to performance indicators, this enables decision makers at the university to pursue progress towards achieving the strategic goals and objectives. Follow-up is ongoing through periodic reports given to stakeholders, and attached is one accomplishment report (G.1.25).

In order to follow up the implementation of the strategic plan, the University Rector has established “the Office of Initiative Management and Achievement of the Vision”, which unifies the efforts regarding strategic planning. (Annex (G.1.26) and (G.1.27)).

1.3 Development and Review of the Mission

The process of drafting the statement of the current mission at Umm Al-Qura University came as a result of a series of workshops and brainstorming for all the academic community. A number of workshops were held with the participation of some male and female leaders, faculty members, students from various faculties, and administrative staff. The workshops analyzed the internal and external environment using different analysis tools such as PESTLE and SWOT analysis. (Attached is the list of workshops and categories of participants (G.1.5)). Final approval was obtained from the Umm Al-Qura University Council for the strategic plan (G.1.6), and then the statement of the University's mission was published through the university's portal and adopted in the university publications and booklets.

The University undertakes a review and amendment of the mission during the preparation and updating of its strategic plans, and informs the beneficiaries of that through several channels, including the dissemination of the updated mission on the University's website (see <https://uqu.edu.sa/en/main/54289>) (G.1.18), as well as through the various opinion polls in the questionnaire and measurement of performance indicators system on the university website (results attached (G.1.18)). This is in accordance with the 1st recommendation of the NCAAA external reviewers in the developmental review. Also, stakeholders and employers were familiarized with the mission through surveys dedicated to knowing the extent to which they support the various elements of the University's identity (G.1.19). The mission consistency matrix (G.1.28) and the accomplishment reports (G.1.25) show awareness among the university units about the mission statement and the universities strategic objectives.

The process of preparing the new strategic plan TAMKEEN involves the stakeholder much more actively than before, and a report about the activities done so far is attached (G.1.30). Annual reports and accomplishment reports form a basis for the revision of the mission



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statement, and the OSM, which is a part of the plan, will be responsible for updating the strategic plan, including the mission statement.

Table 5 Key Performance Indicator (S1.1)

KPI: Stakeholders' awareness ratings of the Mission Statement and Objectives NCAA KPI Reference Number: S1.1 Institutional KPI Reference Number: S1.1					
Actual Benchmark	Target Benchmark	Internal Benchmark		External Benchmark	New Target Benchmark
3.6	4.0	2015	3.67	King Fahd University of Petroleum and Minerals Qassim University	3.9 3.6
		2016	3.62		
		2017	3.65		
		2018	3.69		

1.4 Use Made of the Mission

The mission of Umm Al-Qura University has witnessed development throughout the span of its three strategic plans (G.1.1, G.1.2, G.1.2). The mission has evolved to reflect changes in the internal and external context of the university. In each plan, the impact of the mission appeared on the content of the plan. For example, the mission of Umm Al-Qura University in the third strategic plan (1439 – 1441 AH (G.1.3)) provides for the provision of distinctive scientific education and research that serves the community, Hajj and Umrah and contributes to the development of the knowledge economy in accordance with Vision 2030. The impact of the mission has appeared on the elements of the strategic plan: in its strategic goals and objectives. One of the goals is related to learning and teaching, one is associated with scientific research, while another focuses on enhancing social responsibility, especially in the field of serving pilgrims. There is more than one goal that serves the knowledge economy and contributes to realizing the vision of the Kingdom 2030.

The University leaders have assessed the use of the University's mission as a basis for strategic planning at an average of 3.6 on a five-point scale, which is a satisfactory level, although there is a need to raise it and to educate the university community on the mechanism through which the University's mission can impact all stages of strategic planning.

The Strategic Plan 1439 -1441 AH (G.1.3) was approved at the fifth session of the University Council of the 1438/1439 AH academic year on 16/9/1439 AH (G.1.6). This was followed by announcing the University's identity, including the vision and mission on the University's website (see: <https://uqu.edu.sa/en/main/54289>). The approved minutes of the university council have been sent to all deans of the faculties and deanships to inform them of the updated

vision and mission of the university (G.1.20). As a result of these efforts, members of different groups assessed the mission as shown in the following diagram.

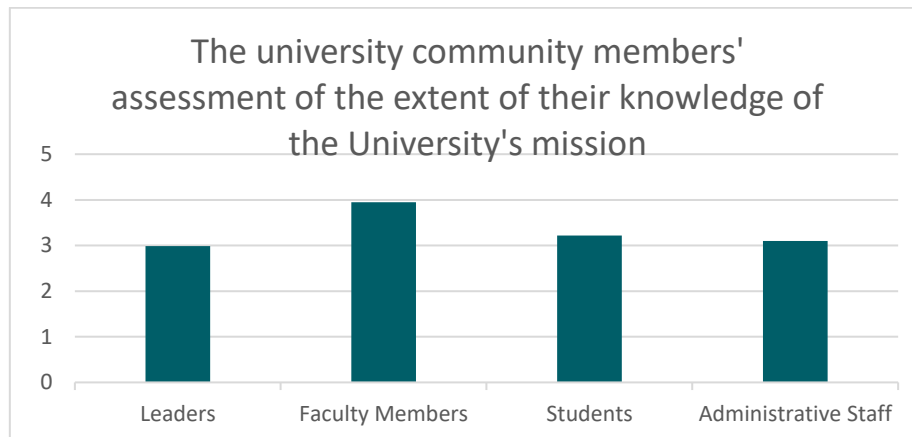


Figure 3 University's Mission Assessment

The average rating of the different categories is 3.3 on a five-point scale, while the faculty members evaluated their approval of the content of the mission above 4 on a five-point scale.

As a result of the efforts to develop the University and to ensure the success of its strategic plans, the mission is used to guide the allocation of resources and decision-making about important projects or policies at the University. The University leaders have assessed the use of the mission as a resource allocation factor with an average assessment of 3.44 on a five-point scale, which is a level that reflects a relatively positive view about the university's concern about resource allocation in accordance with its strategic vision, mission and objectives.

Budgeting is an integral part of strategic planning, and the Department of Planning and Budgeting (G.1.29) refers to the strategic plan when making budgeting decisions.

The distribution of the proposed university budget for the years 2019, 2020 and 2021 (annex G.1.21) also shows a remarkable increase in items closely related to the strategic issues arising from the University's mission. For example, there is a substantial increase (from 105,000,000 to 930,000,000) in the allocation of the non-financial assets, and the majority of the items in this category are associated with infrastructure, which is one of the strategic issues in the University's plan 1439 -1441 AH. Some of the detailed items witnessed a significant increase, such as the item on the provision of safety means and the insurance of laboratories, workshops, etc. The international and local cooperation for rehabilitation and training for academic accreditation item also witnessed an increase that reflects the university concern about quality assurance, which is likewise one of the strategic issues.



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Different parts of the report of Standard 1 illustrate how the mission statement guides operational planning. Some of the examples include the increase in the number of internationally accredited programs (discussed in Standard 3), updating programs (discussed in Standard 4), documenting community service activities (discussed in Standard 11), increased interest in patents (G.1.31) and startup companies, among others.

1.5 Relationship Between Mission, Goals and Objectives

As mentioned earlier, Umm Al-Qura University 's mission statement revolves around three key elements - Learning and teaching, scientific research and community service - in order to build a knowledge economy that meets the aspirations of the Kingdom's Vision 2030. Accordingly, a set of strategic objectives has been developed to achieve the mission. The following table is the alignment matrix of the University's strategic objectives with the mainstays of its mission:

Table 6 Objectives-Mission Matrix

Strategic objective	Elements of the University Mission		
	Education	Scientific Research	Community Service
• Implement the model of the learning organization	✓	✓	
• Sustain scientific research and improve its outputs to meet the needs of the community		✓	✓
• Participate actively in voluntary work and service of the community, Hajj and Umrah pilgrims			✓
• Improve the infrastructure	✓	✓	
• Develop the performance of leaders, administrative staff and technicians and develop their intellectual and creative abilities	✓	✓	
• Establish an integrated quality management system	✓	✓	✓
• Convene local, regional and international agreements and partnerships with different organizations	✓	✓	✓
• Marketing of the university and its programs and activities to be a reliable academic brand	✓	✓	✓
• Develop the University's own resources		✓	✓

The Strategic Plan identified nine strategic objectives that support the University's mission. A set of sub-objectives and executable programs have been formulated for each objective. Sub-objectives and programs are the tool to achieve the objectives as outlined in the Strategic Plan document 1439 -1441 AH (G.1.3). The University's strategic objectives and initiatives are



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clearly articulated so that they can be used as an effective guide to guide planning and decision-making processes in ways that are consistent with the mission. This is in accordance with the 2nd recommendation of the NCAAA external reviewers in the developmental review. Opinions of the leaders have been surveyed to measure the additional indicator below:

Table 7 Additional Performance Indicator (S1-s1)

API: The average stakeholder's evaluation of how the mission provides an effective guideline in the decision-making process Institutional API Reference Number: S1-s1				
Actual Benchmark	Target Benchmark	Internal Benchmark		New Target Benchmark
3.89	3.8	2015	3.67	4
		2016	3.58	
		2017	3.70	
		2018	3.89	

Within the framework of the review of strategic plans and the preparation of new plans, the strategic goals are also reviewed and developed based on the development of the mission and developments in the internal and external context and priorities. A number of methods were used during the preparation of the strategic plan 1439 -1441 AH (G.1.3), such as the analysis of internal and external factors, SWOT analysis, and blue ocean analysis, to ensure the formulation of strategic goals based on a realistic vision and that will have a significant impact. Measurable performance indicators have been developed for the plan's initiatives, the target values have been set, and a time plan for implementation has been established, ensuring easy follow-up and evaluation of their progress.

As for the institutional initiatives, the University has won a number of initiatives related to the vision of the Kingdom of Saudi Arabia (2030) (Statement from the Vision Achievement Office of the Ministry is hereby attached (G.1.22)). These initiatives are consistent with the mission of the university, the vision of the Kingdom 2030, and the National Transformation Program 2020.

In general, the objectives, goals and initiatives of different units are consistent with the goals and objectives of the University as a whole. This is in accordance with the 3rd recommendation of the NCAAA external reviewers in the developmental review. The strategic plans of different units of the university reflect this consistency. For example, the strategic objectives of the Strategic Plan of the Deanship of Academic Development and Quality (1439- 1441 AH) (G.1.23) are about the application and development of quality standards, which are consistent with the sixth objective of the University Plan 1439- 1441 AH (G.1.3).



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Progress has actually been made with respect to program consistency in conjunction with the University's objectives. However, the university is developing an improved mechanism for follow-up of the implementation of strategic plans by the senior management of the University. The progress will be documented by reports on the Strategic Plan, and a set of strategic performance indicators will be used to judge the feasibility and achievement levels of the targets. The University has taken effective action to cover this aspect in its future plan “2023 Tamkeen”, where it plans to establish the Office of Strategic Management (OSM) to carry out the following:

- Management of the Balanced Scorecards (BSC) and monitoring of the implementation of the strategy in the four perspectives.
- Follow-up of the implementation of the strategy in the different faculties (organizational alignment or cascading) and ensure that all units are familiar with and implement the strategy.
- Review and evaluation of the strategy to ensure that we are close to closing the gap and achieving the objectives and the scope of effectiveness and efficiency of the strategy.
- Development of the strategy in collaboration with senior leadership at the university to ensure the need to add new objectives to the strategy.
- Communication of the Strategy to ensure that all members of the University are familiar with and are aware of its strategy.
- Follow-up of the implementation using a dedicated electronic program.

Overall Evaluation of the Quality of Standard 1

Umm Al-Qura University's mission clearly and appropriately defines the strategic issues and objectives of the University and ranks its priorities. The impact of the University's mission in guiding planning and work within the University is evident.

The current mission of the university has been developed to meet its future aspirations through the developmental stages of its three strategic plans. The advice of the university community including the leaders, faculty members and students as well as opinion surveys of stakeholders among employers, parents and others has been taken.

In spite of the fact that the first standard recorded a high quality self-assessment score, which stems from the presence of strengths in the strategic planning aspect of the university, there are priorities for improvement to improve the level of the university and will be taken into consideration by the strategic planning unit of the university.

Strengths

- Support of the senior management for strategic thinking.





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- Review of the University's mission as part of strategic planning for its ambitious future with the participation of all stakeholders.
- Agreement of the statement of the University of Umm Al-Qura's mission with the Royal Decree for its establishment.
- The University mission meets the trends of knowledge economy in the vision of Saudi Arabia 2030.
- Development and implementation of several important programs and initiatives as a part of the strategic planning process while reviewing the current mission.
- Consistency of the mission and objectives of all faculties, units, and deanships with the mission of the University.

Recommendations for improvement

- Organizing outreach activities aimed at disseminating and explaining the mission to different stakeholders.
- Establishing clear and simplified policies to make budget allocation decisions and approve projects based on the content of the mission, so that there is an approved mechanism and detailed templates linking the University's mission with its activities.
- Establishing the Office of Strategic Management (OSM)
- Following-up the implementation using a dedicated electronic program.

Implementation priorities

- Establishing clear and simplified policies to make budget allocation decisions and approve projects based on the content of the mission, so that there is an approved mechanism and detailed templates linking the University's mission with its activities.
- Establishing the Office of Strategic Management (OSM)



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Standard 2: Governance and Administration

(Overall rating is “★★★★” stars)

Introduction

The senior management of Umm Al-Qura University provides effective leadership in the interest of the University as a whole through policy development, accountability, disclosure and transparency. Policies and regulations have been adopted to effectively guide the University's activities within a clearly defined organizational structure. The latest organizational structure of the University is shown in annex (G.2.44).

The organizational structure of Umm Al-Qura University was designed as an effective means of ensuring a unified policy within the university in all its branches and in the male and female sections. The unified management of policy at Umm Al-Qura University and its branch campuses over the past years has demonstrated the following:

1. Enhancement of the academic integrity of each department.
2. Ensuring that academic policies do not conflict.
3. Ensuring equal opportunities, privileges and rewards for both males and females.

Effective communication between the two sections of male and female students also allows for equal participation in planning and decision-making. This is evident from the representation of women in committees (G.2.14) and the increase in the number of women leaders (G.2.3). It should be noted that Umm Al-Qura University has a unified academic system for the application of curricula and research programs for both male and female students and faculty members, as evident in the reports issued by the various units (G.2.4) and the use of unified academic templates (G.2.5).

It is expected that more tasks and administrative powers will be given to women leaders. The powers of the university's female vice rector for female student affairs are also expected to increase as soon as the female section moves to the new students' city in Al-Abidiyyah. The number of female deans, vice deans, and heads of departments will also be increased.

At present, female faculty members and students in some faculties like the Faculty of Medicine are already actively participating in the same academic environment (clinics, training, etc.) as their male counterparts in the students' university city of Al-Abidiyyah. In many other faculties, female students are being taught and supervised by male faculty members using various remote communication techniques. In addition, the decision-making process in academic matters involves discussion and approval at the level of the faculties and academic department councils with the full participation of the female faculty members.



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Procedures adopted to explore information and prepare the report on this standard

The second standard committee was formed, with the University Vice Rector as its chair and a selection of UQU leaders, faculty, and staff as members (Annex (G.2.0)). The committee held many meetings and designed a work plan for the standard. Responsibilities were distributed in a way which ensures that the tasks are completed effectively and as quickly as possible. The committee collected the available evidence and asked some units to provide the committee with the evidence required. The committee then evaluated the best practices in light of the available evidence and the measurements of the performance indicators, and then they also wrote a draft of the Self Study Report. The report was reviewed by the team of the Deanship of Academic Development and Quality, and the committee later modified the report according to the team's comments. Finally, the report was submitted to the final phrasing team to revise it for consistency to prepare a unified UQU Self Study Report.

The following is a report on the sub-standards of the second standard.

2.1. Governing Body "University Council"

The University Council is the highest decision-making body within the university. The Council is chaired by the Minister of Education and administrative powers to manage the Board of Directors is delegated to the University Rector. Accordingly, the University Council represents the Senior Institutional Management Group consisting of the University Rector and his vice rectors, and all the deans of faculties and supporting deanships. The link <https://uqu.edu.sa/en/secucon/Org> shows the origin and evolution of the University Council and the link at <https://uqu.edu.sa/en/secucon/3571> shows the members of the Board at the current session. A sample of its proceedings is contained in Annex (G. 2.6). The Council of the University adopts the Rules and Regulations of the Higher Education Council (G.2.10) which provide for the responsibilities and duties of the University Council. The Standing High Advisory Committee for the Development of Institutional Policies has been set up, and Annex (G.2.7) shows the decision to form the Standing High Advisory Committee and the minutes of its meetings. Its main tasks are to provide observations and guidance to the University Council on matters related to the performance of the various sectors of the university, especially the educational sector. Annex (G.2.42) illustrates the schedules of meetings of the Council of the University and the High Advisory Committee.

It is worth mentioning that Umm Al-Qura University has developed an electronic system for the management of university councils in various departments and faculties for the purpose of documenting and facilitating the continuous follow-up and review of the Council's activities by members. Meeting invitations are sent and received through this medium, and members can



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review all guidelines and regulations, work schedules and the resolutions of the Council's previous and future meetings and submit their comments and observations on the items of the work schedules of the Council.

In addition to the above, Umm Al-Qura University Council shows great concern with the services provided to students as one of the most important priorities. This is reflected in the development of many entities, programs, policies and decisions to improve the quality of the services provided to students and the academic community it serves. The reports of standards 4 and 5 review some of the efforts made in the areas of academic training and the provision of different services to students.

All academic programs work to meet the highest national and international quality standards, and some programs have been evaluated and accredited by international accreditation (G.2.8). Umm Al-Qura University is also subject to the process of periodic self evaluation for the continuous improvement of its performance and that of its academic programs. Furthermore, Umm Al-Qura University ensures that faculty members regularly acquire the knowledge and skills related to their teaching and research for continuous development. Standard 9 reviews some of the University's efforts in the development of its faculty members and staff.

Umm Al-Qura University Council has adopted several initiatives resulting from the various strategic plans, in particular the third Strategic Plan (1439 -1441 AH) (G.2.13). These initiatives include education, learning, research, community service and communication with alumni. Many student-related initiatives have been formalized and implemented through support and funding from the Ministry of Finance. Among these initiatives are the establishment of training and rehabilitation centers for university students in various disciplines on design, manufacturing and modeling, the establishment of an electronic education, training and innovation center for investment, creativity, innovation and entrepreneurship for all classes of students, the activation of services and suitable university environment for students with special needs, the activation of e-learning, development of human resources and capacity in scientific research, and the center for training, risk simulation, crisis and safety assurance, etc. These initiatives will undoubtedly enhance the services of students, faculty members and researchers. Some of these initiatives and efforts can be accessed on the website of the Institute of Innovation and Entrepreneurship (<https://uqu.edu.sa/en/iei>), and a list of accepted university initiatives among the Vision 2030 initiatives is provided in (G.2.9).

It is worth mentioning that the University Council periodically reviews the goals and objectives of the University as part of the preparation of the various strategic plans. The University has passed three strategic plans (Annex G.2.11, G.3.12 and G.2.13). His Excellency, the University Rector has recently launched the fourth strategic plan project “Tamkeen 2023”, which aims to





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prepare a strategic plan in line with the developments of the society and satisfies the aspirations of the stakeholders (<https://uqu.edu.sa/en/App/News/32190>).

The University Council oversees and is responsible for all academic and institutional processes. It also authorizes the deans of the faculties and managers of departments to make certain decisions to accelerate academic and administrative processes and reduce the university's involvement in detailed matters of academic affairs. Examples of such educational issues include approval of textbooks or renewal of scholarships. Several educational issues are fully discussed by the relevant departments, colleges and committees and recommendations are made. These recommendations are usually endorsed by the University Council. However, if there are observations or reservations, the issues are returned to their source together with recommendations. This is in accordance with the 7th recommendation of the NCAA external reviewers in the developmental review.

The University has a large number of committees and councils, including 122 standing committees whose membership represents a wide range of faculties (attached is the membership statistics G.2.2). These committees assist the University Council in planning, budget allocation, faculty members' assessment, academic affairs and other matters. These committees are attended by many faculty members and staff from both the male and female sections. This enhances participation, stimulates creativity and makes rich additions to administrative processes.

The University Council, as well as the Vice Rectors, are evaluated using surveys on the online survey system (G.2.45), and the results are used for improvement.

2.2 Leadership

The University supports the development of leadership skills. The University's male and female leaders have the opportunity to attend a number of training courses, such as the strategic planning courses and workshops referred to in Standard 1. A number of leaders are also nominated to attend a range of external courses, such as the training courses organized by the Academic Leadership Centre, which will be described in detail in Standard 9.

Umm Al-Qura University is committed to implementing a procedural system with the aim of simplifying the University's governance structure with clear lines of authority and accountability.

The authority is delegated to all levels of the administration of Umm Al-Qura University. It is approved and endorsed so as to enable university Vice Rectorships and departments to exercise effective leadership within their administrative structures. Annex (G.2.16) includes the



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delegation of power manual and a sample of the delegated authority decisions issued by the University Rector.

Responsibilities are also appropriately distributed to increase the effectiveness of administrative processes and to support decision-making. Annex (G.2.17) shows a statement of university leaders, their positions and allowances and thus indicating the broad base of leadership.

In addition, Umm Al-Qura University is committed to developing its new structure by increasing the number of women leaders through the appointment of female deans, vice deans, heads and deputy deans of departments. This is in accordance with the 7th recommendation of the NCAAA external reviewers in the developmental review. Recently, a female University Vice Rector for Female Student Affairs has been appointed in line with the directives of His Excellency, the Minister of Education and in implementation of one of the recommendations of the Development Review Stage (Annex G.2.15). Annex G.2.40 also shows the representation of both male and female students sections in the various administrative bodies within the university.

Table 8 Key Performance Indicator (S2.1)

KPI: Stakeholder evaluation of the Policy Handbook, including administrative flow chart and job responsibilities				
NCAAA KPI Reference Number: S2.1				
Institutional KPI Reference Number: S2.1				
Actual Benchmark	Target Benchmark	Internal Benchmark	External Benchmark	New Target Benchmark
3.50	3.50	3.48	4.40 Imam Abdur Rahman bin Faisal University	4.00

2.3 Planning Processes

The planning process at Umm Al-Qura University is carried out on two levels: a long-term strategic level and a short-term annual planning and budgeting. The University has so far gone through three strategic plans (G.2.11, G.2.12, G. 2.13). The Third Plan (1439 -1441 AH) has been approved by the Council of the University (see Annex G.2.18).

During the development of the Strategic Plan (1439-1441 AH), the University conducted an analysis of the internal and external context and many strategic analyses. The plan was aligned with relevant strategies, in particular national plans such as Vision 2030, National Transformation Program 2020.



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As mentioned in the Standard 1 report, the plan was prepared after consultation with different concerned categories of stakeholders including the senior management, leaders, faculty members, students and staff. This was part of a series of workshops carried out under the supervision of the University Vice Rectorship for Development. The new strategic plan of Umm Al-Qura University (1439 -1441 AH) includes the new vision and mission statement, strategic goals and objectives and associated initiatives. Procedural cards were also prepared for each initiative, including information on the Executive Director, performance indicators, target level, operational steps and timeframe for implementation of each initiative. However, planning for implementation of the initiatives has not been explicitly linked to budget requirements due to the ceiling set by the Ministry of Finance during the last three years.

In view of the importance of managing risks that may arise from recent developments or changes not previously known, and in order to avoid any adverse effects that may affect the functioning of the institution, there is currently a risk management system through committees, workshops and processes devoted to the study of new initiatives on academic or non-academic issues.

In this context, the Office of Achievement and Rapid Intervention (<https://uqu.edu.sa/en/App/News/32838>) has recently been established to follow up on initiatives and projects and to ensure that they are completed within the specified timeframe. It can also intervene to adjust operational plans or to implement alternative plans to avoid tripping or failure to achieve the set objectives, in addition to the development of a preventive and therapeutic system to deal with crises.

An institutional risk management committee comprising senior management and experts at Umm Al-Qura University will also be established, with detailed roles and responsibilities. This will be done in coordination with the internal audit department of the university. The committee will establish a record of the most important strategic risks facing the university, its measurement points, potential causes, mitigation plan and its owners. All the risks identified will be evaluated using the latest methodologies related to this field in order to measure the possibility and effect of each risk on the University. Once these risks are identified, the Risk Management Committee will present the recommendations and risk-reduction plans for the identified risks in accordance with their priority. Action plans will then be formulated and delivered to the designated risk owner to commence implementation. The preparation of the budget will include the assessment of risks being verified, where risk reduction strategies are developed with sufficient reserves to meet any financial risk.

There is a project being prepared for a comprehensive risk management plan (G.2.46), and workshops will be held to discuss and finalise it. Moreover, The University Rector has established “the Office of Initiative Management and Achievement of the Vision”, which



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unifies the efforts regarding strategic planning. (Annex G.2.47). Since budgeting is an integral part of strategic planning, and Annex (G.2.48) shows how the UQU budget does meet with its strategic goals and priorities.

Umm Al-Qura University is also seeking to develop its current strategic plan (Tamkeen) to comply with the annual, medium and long-term budgets of the university to achieve the overall vision, mission and strategic objectives, through the following:

1. Develop a detailed description of all activities, programs and their functions and schedules and budget requirements.
2. Long-term allocation of resources for the implementation of the University Plan.
3. The departments of the university (colleges - deanships - institutes - centers - units - departments) report annually on the extent of progress and achievements in the plan, and propose necessary corrective actions, which may include re-prioritization of various tasks in the plan of the University.
4. Conducting the annual administrative review with all deans and managers of departments at the university by the University Rector and the Strategy Management Unit to review progress in each department in implementing the strategic plan.

The following table shows the stakeholders' assessment of the quality of the administration (on the adequacy and effectiveness of the University Council “tasks - leadership - planning processes - the relationship between the sections of male and female students - the companies associated with the university”). This is in accordance with the 5th recommendation of the NCAA external reviewers in the developmental review. The average assessment on the five-point scale in an annual survey of the views of faculty members, staff and students is as follows:

Table 9 Additional Performance Indicator (S2-s1)

API: Stakeholders' evaluation of the quality of management (the efficiency and effectiveness of the Council of the University “tasks - leadership - planning processes - the relationship between the sections of male and female students - the companies associated with the university”)			
Institutional API Reference Number: S2-s1			
Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
3.65	3.75	3.55	4.00

2.4 Relationship Between Sections for Male and Female Students

Umm Al-Qura University is concerned with coordinating the relationship between the administrative and academic sections of the male and female students to participate in the decision-making and the development of the proposed improvement plans. The administrative and academic sections are integrated as follows:

- 1- Each faculty and supporting deanship has one dean that supervises the two sections of male and female students. Vice deans are appointed in the faculties and supporting



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deanships at the male students' section, as well as female deputy deans for the female students' section. Heads of academic departments overseeing the male and female students are also appointed, while female deputies of academic departments are appointed to directly supervise the female students section and they have similar powers as those of the male heads of academic departments of male students.

- 2- Each management unit has one director located in the male students' section, but a female assistant is appointed for the director of management in the female students' section so that she can directly supervise the management of the female section in coordination with the male director.
- 3- The performance of the two sections in the deanships, colleges and managements is assessed as one unit.
- 4- The post of the University Vice Rector for Female Student Affairs has recently been introduced. She is responsible for the tasks of the section and reports directly to the University Rector. She is also responsible for the day-to-day operations of the female students' section and for all the assignments delegated to her by the University Rector.
- 5- There is a female Dean for university studies at the headquarters of female students' section in Zahir and female vice deans of the Deanship of university studies in the other three headquarters located within the city of Makkah. It is planned to appoint female deans for the headquarters and female deans for the faculties after moving to the new building in the university city of Al-Abidiyyah.
- 6- All academic programs and requirements in both sections are identical.
- 7- Most of the councils and committees are composed of members from both male and female students' section. They participate in meetings and discussions through the TV circuit and carry out the required procedures.
- 8- Female faculty members are represented in the relevant councils, as shown in annexes G.2.3 and G.2.14. The approximate participation rate is 33% for female members and 67% male members.
- 9- A sample of the minutes of the councils and committees is shown in Annex G.2.43.
- 10- The same regulations and standards are applied in respect of academic and developmental matters on the sections of male and female students in a manner that ensures justice in areas such as participation in conferences, scientific communications, vacations, etc.
- 11- The University distributes the resources fairly in accordance with the requirements of each section. Find attached some communications regarding the Administrative Cost Centers (G.2.19) as well as some of their statistics (G.2.20).

2.5 Integrity of the institution

Umm Al Qura University is committed to Islamic ethical standards in teaching, research and services, with a strong focus on the values of professionalism, transparency, justice, respect and equality. The University also promotes ethical behaviors for male and female students in



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all scientific and practical aspects. Some of the rules to which the university staff is committed is the Code of Conduct and Ethics of the Public Service (G.2.21), the Rules regulating the Ethics and Obligations of Scientific Research (G.2.22), the Job performance management regulations (G.2.23) and the Job Performance Charter (G.2.24), as well as the Regulations of Student Rights and Responsibilities which the students are committed to (G.2.25). The staff work under the rights and duties procedures that are clearly defined to deal with all issues. Students are also to follow a clearly defined code of conduct, and there are several efforts to spread awareness among students, including the campaign of the Deanship of Student Affairs, Tabseer (G.2.49).

The results of the indicators of the integrity of the institution (Umm Al Qura University) are presented below.

Table 10 Additional Performance Indicator(S2-s3)

API: Evaluation of stakeholders' awareness of ethical behavior Institutional API Reference Number: S2-s3			
Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
3.71	3.75	3.69	4.00

2.6 Internal Policies and Regulations

Umm Al-Qura University organizes its work through the adoption of a wide range of internal policies, procedures and rules, which represents a step towards implementing the 8th recommendation of the NCAAA external reviewers in the developmental review. UQU, as a governmental university, is bound by the government-issued policies. The policies are updated as governmental policies are updated and when need arises. The policies are published on the relevant websites, including <https://uqu.edu.sa/en/dsfaculty/59867>. Among the regulations and manuals relating to this is the Procedural Manual to Achieving Service (G.2.26), the Executive Regulations of the Government Competition and Procurement System (G.2.27) and the Regulations of Faculty Members' Affairs (G.2.28), Non-Saudi Employment Regulation (G.2.29), the Regulations of Job Performance Management (G.2.23), the Regulation of Government Competition and Procurement (G.2.30). The Financial Etimad Platform (G.2.31), and the Documentation Platform (G 2.32) are also used. At the research level, the university relies on the unified regulations of graduate studies and scientific research in Saudi universities in administrative affairs. The Deanship of Scientific Research has issued updated rules and procedures for organizing internal research support policies in addition to the introduction of



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executive rules and procedures for controlling the establishment of research centres and Research Chairs. A large number of policies and procedures manuals are published on the following page (<https://uqu.edu.sa/en/quality/60027>) and <https://uqu.edu.sa/en/dsfaculty/59867> .

It is also noted that the responsibilities and powers of the incumbents of leadership positions are largely determined by the administrative structures of the different entities, and in some departments there is a specific job description for each post (G.2.33). The new members of the University are also kept aware of their rights, duties and responsibilities by informing them of the various regulations and conducting annual inductive forums through the Deanship of Development and Quality for new teaching staff.

2.7 Organizational Climate

The administration of Umm Al-Qura University creates an enabling environment for empowerment and innovation, and the University Rector and his consultants schedule regular meetings with academic stakeholders (faculty members and students) and administrative staff by scheduling an appointment in the electronic reservation system to listen to their problems and ideas. Members of the University are informed on a daily basis of all issues by sending necessary circulars to their accounts in the Administrative Correspondence System (Masar) (Annex G.2.34 shows a sample of these circulars) as well as through announcements on the University's website and the University's social media accounts. Different units are encouraged to set up their websites in a way that serves their tasks and allows beneficiaries to make maximum use of the information on the sites. (Annex G.2.41 shows the circular on the rules of web site development and evaluation criteria).

In general, the University administration encourages the staff to take initiatives to improve the practices and services they are involved in, and such efforts are appreciated by the university leadership. Annex (G.2.35) shows a sample of news of honoring some achievements. The Deanship of Information Technology cooperates with the Deanship of Academic Development and Quality to conduct surveys to evaluate the satisfaction with of services, job satisfaction and performance of the units through the questionnaire system and measurement of performance indicators. (Find attached herein samples of the results of surveys conducted to evaluate the effectiveness of the University Council (G.2.36)). There are great opportunities to train the university staff, faculty members and students by attending courses organized by the Institute of Public Administration or through courses organized by the Administrative Development Unit to raise standards and improve performance, as will be explained in Standard 9.

The following are the results of the indicators for the institutional environment (Umm Al-Qura University):



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Table 11 Additional Performance Indicator (S2-s2)

API: Stakeholders' Evaluation of the quality of the organizational climate of the university Institutional API Reference Number: S2-s2			
Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
3.75	3.75	3.46	4.00

2.8 Associated Companies and Controlled Entities

Umm Al-Qura University has established its own company with the name: Wadi Makkah Technology Company and has set up a system of establishment (Find attached with the regulations of Wadi Makkah (G.2.37) and the terms of reference of its chief executive officer (G.2.38)). Its financial statements are reviewed by an external auditor. The reports prepared by the Ordinary General Assembly of the University (Annex G.2.39 includes a sample of the Committee's minutes) are endorsed. The website of Wadi Makkah company (<http://wadimakkah.sa/en/>) contains basic information about the company such as vision, mission, controlled entities, programs and services available.

In addition, the university has established contracts with various companies to provide services to students such as nutrition and bus services, and the level of services is assessed based on student feedback and faculty members' reports. The university has also developed simple procedures to regulate instructions, procedures and policies that include conflict of interest, depending on the rules and regulations of the Ministry of Finance.

Overall Evaluation of the Quality of Standard 2

The current assessment of governance and administration has risen to four stars compared to three stars in 2013, and this is reflected in a great deal in the different facets of management at UQU and the level of services it provides to all the faculty members, staff and students in the two sections of male and female students. The following are the most important strengths, recommendations for improvement and priorities of implementation:

Strengths

1. Umm Al-Qura University adopts a wide range of policies, procedures and rules for the management of university affairs.
2. The objectives of Umm Al-Qura University are prepared through clear strategic plans.
3. The female section is fairly represented in the university councils, colleges and departments as well as committees.
4. There are rules of conduct and standards for the moral obligations of all employees of the university in the male and female sections.



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5. Umm Al-Qura University has an academic, administrative and financial environment for empowerment, innovation and creativity.
6. Umm Al-Qura University offers a number of capital and operational initiatives to serve and prepare the university students for the labor market.

Recommendations for improvement

1. Preparation of a unified manual for policies and procedures at the university.
2. Preparation of an integrated risk management plan for the activities of the University.
3. Linking the strategic plan to the university budget in the medium and long term.
4. Raising the percentage of representation of female students' section in university councils and committees.
5. Formation of an internal review committee from the University Council from persons with experience in accounting, auditing and to periodically review the financial reports of Wadi Makkah Company.
6. Formation of a committee from the University Council to review the efficiency of the performance of the University Council periodically.
7. Continuing to review the opinions of the university employees on the governance and administration of the university.

Implementation priorities

1. Development of a mechanism for the preparation of a unified manual for policies and procedures at the university.
2. Development of a mechanism for the preparation of an integrated risk management plan for the activities of the University.
3. Development of a mechanism to link the strategic plan with the university's annual budget, on a medium term (3-5) years and long term (5-10) years.
4. Development of a mechanism to increase the representation of female students' section in the university councils and committees.



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Standard 3: Management and Improvement of Quality Assurance

(Overall rating: "★★★★" Stars)

Introduction

Quality assurance processes are an integral part of the internal system of Umm Al-Qura University. A wide range of the members of the university, including faculty, staff, and students, participate in various aspects of the quality of educational and administrative processes. Quality management operations also receive great support from the upper management. Many arrangements were made and many committees were formed in order to carry out these processes in a way which guarantees quality and continuous improvement. Performance is measured using specific indicators and methods. Reports are made available, and independent reviews are carried out in order to guarantee accuracy and credibility of outcomes.

Description of the procedures adopted to explore information and prepare the report on this standard

The third standard committee was formed, with the Dean of Academic Development and Quality as its chair, and the deanship's vice deans and consultants as members, faculty, together with some faculty and staff members (Annex (G.3.0)). The committee held many meetings and designed a work plan for the standard. Responsibilities were distributed in a way which ensures that the tasks are completed effectively and as quickly as possible. The committee collected the available evidence and asked some units to provide the committee with the evidence required. The committee then evaluated the best practices in light of the available evidence and the measurements of the performance indicators, and then they also wrote a draft of the Self Study Report. The report was reviewed by the team of the Deanship of Academic Development and Quality, and the committee later modified the report according to the team's comments. Finally, the report was submitted to the final phrasing team to revise it for consistency to prepare a unified UQU Self Study Report.

Description of quality assurance arrangements

The quality system is an inherent system at Umm Al-Qura University, and the University continuously seeks to improve and develop it.

The quality system at Umm Al-Qura University includes all the University's activities in various fields and levels. The University's quality assurance is under the responsibility of the University Council. The University's organizational structure includes the University Vice Rectorship for Academic Development and Entrepreneurship, headed by the Vice Rector for





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Academic Development and Entrepreneurship, and it is responsible for continuous development and improvement processes. Its organizational structure includes the Deanship of Academic Development and Quality. This deanship is responsible for coordinating and supporting the quality processes and ensuring the quality of the university by monitoring compliance with national standards at the institutional level and both the national and international standards at the level of educational programs.

The quality system is achieved and ensured by complying with two interrelated and interdependent frameworks.

The first is the compliance of all units and departments with rules, regulations and policies at the level of the Kingdom or the Ministry of Education or the internal regulations and procedures at Umm Al-Qura University, which are interpreted by a set of procedural and organizational evidence at the university level and at the level of the specific departments according to their functions and scope of work. The councils of departments or councils of colleges or councils of supporting deanships or advisory board of the University Council or the University Council itself ensure that these rules and regulations are complied with. The recommendations of those councils are included in the official document supporting these recommendations. Also, all the departments have templates that have been designed to organize the work. These templates have been published and made available on the website of each department through the university website. There are several departments for follow up and control in order to check the extent of compliance with those rules and regulations, including the follow-up department, which is one of the internal departments of the university. Its functions can be accessed through the following link: <https://uqu.edu.sa/en/follow> .

External audits are also carried out by the Audit Bureau, as well as by the External Financial Auditor of the University. Further details are found in standards 2 and 8.

The second framework represents the university's compliance as an educational institution with all its units and activities in various fields with the national academic standards issued by the National Center for Academic Accreditation and Evaluation. The university has established a system at all levels to ensure compliance with these standards. The University Vice Rectorship for Development and Entrepreneurship represented by the Deanship of Academic Development and Quality serves as the coordinating and follow-up body to achieve compliance with those standards.

The following figure shows the organizational chart of quality and the extent of its sequence within the university:



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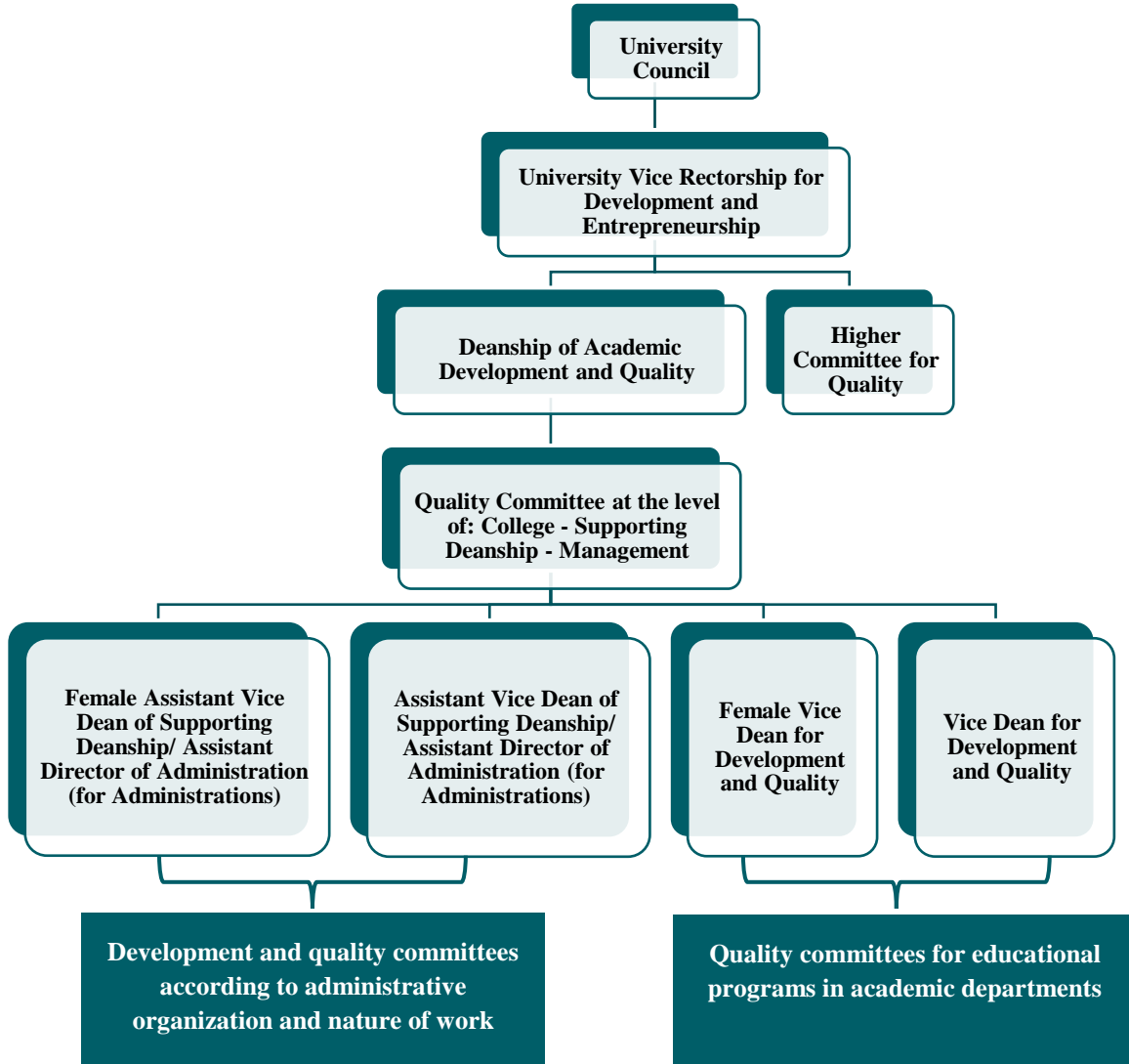


Figure 4 Organizational Chart of Quality within Umm Al-Qura University

The committees have been formed at different levels from institutional to the program level to ensure compliance with these standards as well as their periodic evaluation according to NCAAAA templates.

The following figures illustrate the formation of committees at the institutional, college and program levels:



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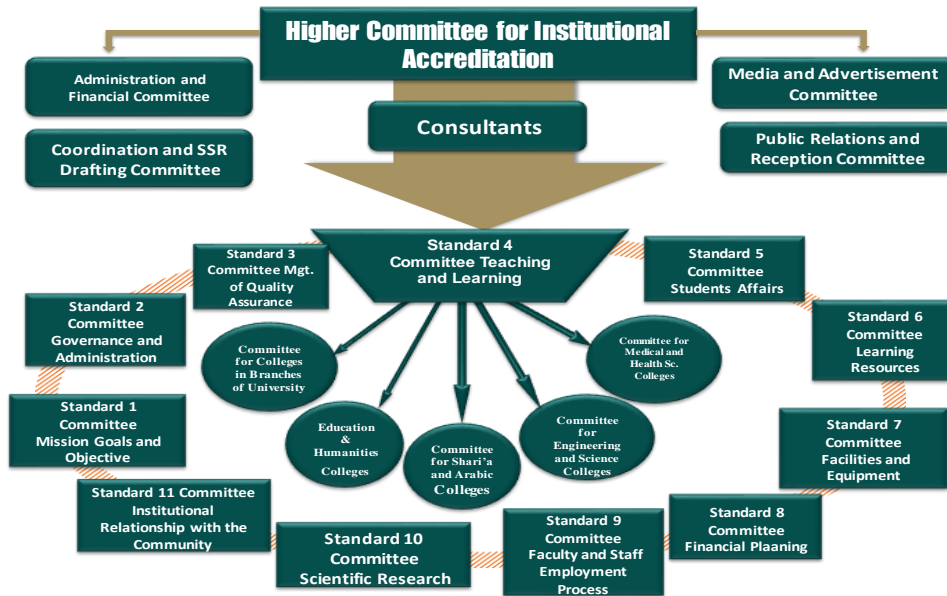


Figure 5 The Formation of Institutional Committees According to NCAAA Standards

Annex (G.3.1) shows the decision to form these committees issued by His Excellency the University Rector, who himself heads the Higher Committee for Institutional Accreditation.

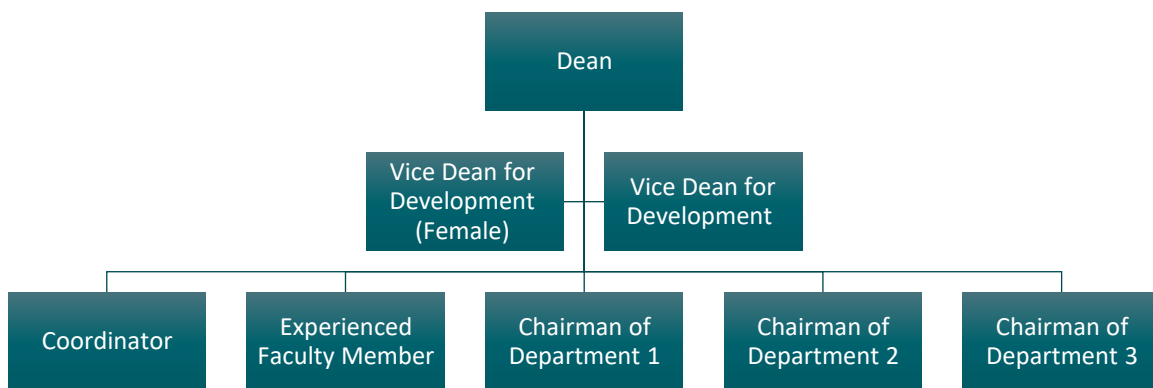


Figure 6 The Formation of Quality Committees at the College Level

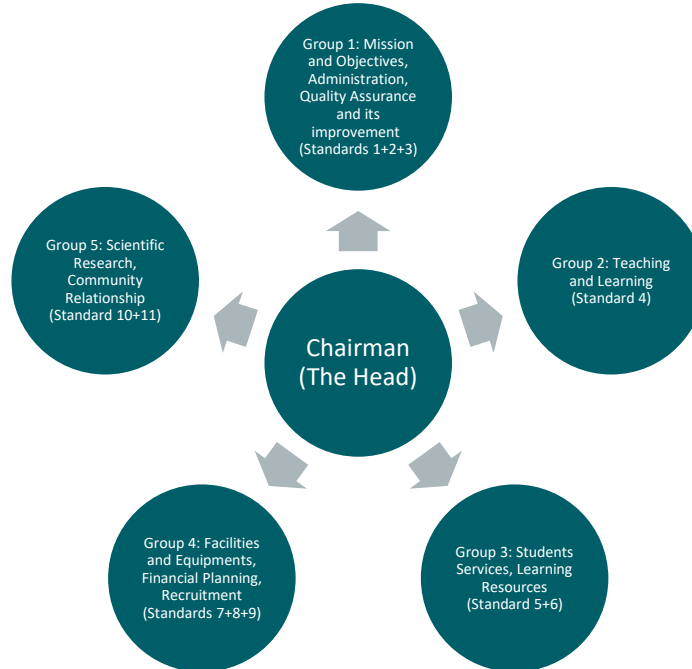


Figure 7 The Formation of Quality Committees at the Level of Academic Departments

Annex (G.3.2) illustrates examples of the formation of quality committees at the level of faculties and academic departments.

The institutional committees ensure the quality level within the framework of the national academic standards. Umm Al-Qura University has quality assurance mechanisms which include as follows:

1. Internal mechanisms which are constant.
2. External mechanisms which are periodical.

These mechanisms contribute to ensuring the quality of the system in terms of inputs, processes and outputs both at the level of strategic planning, quality of educational programs, courses, learning resources, student services, quality of facilities and equipment, or the quality of human staff, both academic and administrative.

In terms of planning, Umm Al-Qura University has a good level of strategic planning at the level of the institution. There have been several strategic plans for the University, and Annex (G.3.3) shows examples of the current and previous plans of colleges and academic departments. The report of the first standard can be referred to in this regard.

The university has mechanisms to ensure the quality of educational programs where it has developed a set of specifications, procedures and requirements for the introduction or development of programs that guarantee the quality of the program and has been included in a

procedural manual (G.3.4). There is a unit of curricula and academic plans at the university level. Its standing committee is chaired by the University Vice Rector for Educational Affairs, which is entrusted with the recommendations of changes or the development of programs based on the recommendations of the councils of academic departments and colleges. There is also an external review of programs before they are adopted. A unit for educational follow up has been set up to follow up the educational process. Since it is responsible for monitoring the program, it is under the supervision of the University Vice Rector for Educational Affairs. The decision to establish the unit and its tasks is shown in Annex (G.3.5).

Annual reports are also prepared for educational programs and are submitted to the University Vice Rector for Educational Affairs (Follow-up Unit), as well as the Deanship of Academic Development and Quality, and feedback is provided to the colleges and programs about these reports.

An internal audit committee has been established for all educational programs by virtue of a decision by the University Rector, which includes members from most faculties in both sections of male and female students (Annex G.3.6). The committee conducts internal reviews of educational programs according to unified and declared standards, in form of the requirements set by the Deanship of Academic Development and Quality, (See Annex G.3.7), in order to determine the level of compliance by the programs with the quality standards and the extent to which their requirements are met, noting the differences between the two sections of male and female students. A report on that is sent to the college to implement the recommendations contained therein. Copies are sent to the University Vice Rector for Educational Affairs and the University Vice Rector for Academic Development and Entrepreneurship. Annex (G.3.8) shows examples of internal audit reports for educational programs.

In the other units of the University, each unit, department or deanship submits an annual report on the most important achievements and statistics related to its field and the report is sent to the higher levels for perusal.

A comprehensive report on the University's activities and operations is provided through the University Vice Rectorship for Academic Development and Entrepreneurship and is presented to the senior management to determine the level of performance and take the necessary improvement measures. Annex (G.3.9) shows samples of annual reports of some departments of the University and the annual report of the University.

The external quality assurance mechanisms adopted by Umm Al-Qura University include the following:



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1. To ensure the quality of the institutional performance, Umm Al-Qura University carried out two self-studies before the current study. The first was in 1428 AH / 2008 and the second was in the developmental evaluation in partnership with NCAAA in 1433 AH / 2013. Find attached Annex (G.3.10), which includes the previous self-study reports. After the submission of the second self-study, the team of external reviewers who visited the University provided it with several recommendations. The University developed operational plans for the improvement and implementation of the recommendations through all departments of the University, each in its area of specialization. Find attached Annex (G.3.11) which represents the external review report. Also attached is Annex (G. 3. 12) which contains the operational plans set up for the recommendations. A committee has been set up to follow up the implementation of the recommendations, which provides periodic reports to the senior management on the completion rates of these recommendations, as summarized in Annex (G.3.13).
2. To ensure the quality of the program performance, the self-studies of the educational programs were carried out and reviewed through the local accreditation committees, such as the seven programs that were part of the developmental evaluation project with NCAAA. The external reviews of these programs resulted in reports containing several recommendations, which those programs worked to fulfil and thus developed improvement plans for them. Annex (G.3.14) and Annex (G.3.15) show the external review reports from NCAAA for these programs. Some programs have also applied for international accreditation and have been visited by external reviewers to ensure that programs meet international standards of specialization according to the scope of work of the International Accreditation Panel. The reports of those bodies are prepared in the light of reviews of the self-studies of programs. Annex (G.3.16) shows samples of self-study reports of programs that applied to international bodies for accreditation. Annexes (G.3.17) and (G.3.18) also show examples of reports of the international accreditation bodies for some of the University's programs. These procedures ensure the quality of those programs and their compliance with international accreditation standards.

The University Vice Rectorship for Academic Development and the Deanship of Academic Development and Quality have prepared a set of guidebooks and templates that show the steps for applying for academic accreditation, its requirements and time frame, as well as the quality manual that defines the structure of the quality system within the university and its components and the good practices required to meet the standards and the authorities responsible for them. Annex (G.3.19) shows a guidebook entitled "Confident Steps Towards Accreditation", and Annex (G.3.20) is the quality system manual of the university and the functions of each unit within the organizational structure of quality and the university as a whole. Annex (G.3.58) is the quality policies

The Deanship of Academic Development and Quality has included and published all the templates used in the quality processes, whether NCAAA templates or templates created





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through the Deanship, on the website of the Deanship within the University's website at <https://uqu.edu.sa/en/quality>.

It is worth mentioning that Umm Al-Qura University has identified a set of performance indicators that show the results of measuring the performance level and the direction of change in performance. The performance indicators have used key indicators based on indicators specified by NCAAA and a number of additional indicators that the university wishes to measure in terms of job performance and associated activities within the university. Annex (G.3.21) shows the decision of the University Council to approve the updated list of performance indicators.

The Deanship of Development has prepared tools to measure these indicators, including a set of questionnaires covering all the indicators that need to be measured, and a set of questionnaires that measure the quality of most university activities in all sectors. Annex (G.3.22) illustrates samples of questionnaires that have been designed and converted to electronic form right from the 1438 -1439 AH academic year.

From the above, we can draw the following conclusions:

1. A quality system has been built at the level of Umm Al-Qura University and units assigned to perform the quality functions at different levels have been established.
2. Committees were formed at different institutional and program levels and their tasks were determined to work to emphasize and ensure quality.
3. Various templates of quality practices and documentation have been provided.
4. Measurement tools have been developed and applied to use their results in planning and improvement.
5. Key and additional performance indicators were identified, measured and reports have been written about them.
6. Internal and external performance reviews have been performed.
7. Strengths and weaknesses are being identified and improvement plans developed.

By this, Umm Al-Qura University has completed the quality assurance system cycle and is continuously working on improving it. The following diagram shows the components of the system:

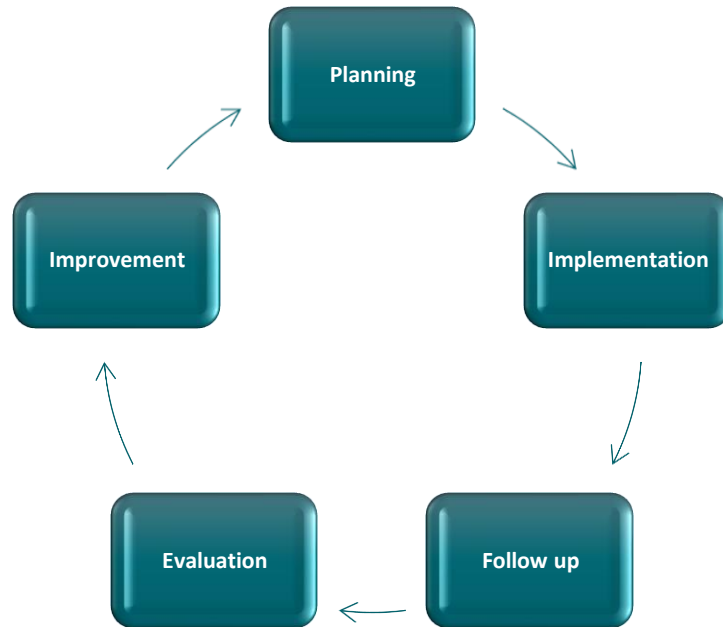


Figure 8 The Quality System Circle at the University

Total number of indicators used by the university is 88 indicators (28 Key Indicators and 60 additional indicators). Annex (G.3.54) includes a full list of those indicators. Annex (G.3.52) provides a detailed analysis of all key and additional performance indicators, and Annex (G.3.53) includes examples of measurement of performance indicators at the program level.

The results of the measurement of the key and additional performance indicators in general resulted in a satisfactory level of performance in most areas. The following is an overall summary and analysis of the strengths and weaknesses and the improvement priorities that resulted from the measurement of indicators at the university level:

First: Strengths

1. There is a review of the University's mission over a period of time, and it is used as a guide in the process of decision-making.
2. There is commitment to the ethical behavior by the staff of the university.
3. Students are satisfied with their educational experience at the university.
4. All units are represented in quality committees at the university level.
5. Percentage of faculty members involved in quality work is high.
6. There is an increasing growth in the number of internationally accredited programs.
7. Students' assessment of the quality of teaching of courses is high.
8. There is general satisfaction with the level of the library and learning resources at the university, whether paper or digital library.
9. Total operating expenditure for students is at a distinct rate with respect to similar universities.



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10. Increase in the percentage of faculty members involved in professional development activities.
11. There is diversity in the cultural and scientific backgrounds of faculty members.
12. Growth in the number of technical companies.
13. Increase in the rate of success in obtaining research grants.
14. There is a large number of offices of expertise at the university.

Second: Weaknesses

1. Although there is policy evidence at the unit level, there is no uniform policy handbook.
2. Proportion of female faculty members to the number of female students needs to be raised.
3. Success rate in the first-year needs improvement.
4. The completion rate of undergraduate students in the minimum time is low.
5. Ratio of students to administrative staff is low.
6. The ratio of operating financial allocations allocated to student services is low.
7. Poor learning resources in the branch campuses of the University.
8. The annual expenditure of the IT budget fell during the last year.
9. Facilities and equipment in the branch campuses need improvement.
10. The medical services for students and faculty members in general and in the branch campuses in particular need improvement.
11. The resources of the University rely solely on the government budget.
12. The social and leisure institutional activities of the faculty members are poor.
13. The percentage of faculty members who published research last year needs improvement.
14. Research facilities and equipment need to be improved.
15. The ratio of total annual operating budget allocated to scientific research needs to be improved.
16. The percentage of faculty members working in community service activities is low.

Third: Priorities for improvement:

1. Preparation of a unified policy handbook for the University.
2. Improvement of the proportion of female faculty members to female students.
3. Working to raise the success rate in the first year and the rate of students' completion.
4. Improvement of the proportion of administrative staff to students.
5. Increasing the operational budget allocated to student services.
6. Improvement of the level of facilities and equipment in general, and research in particular, with priority given to the university branch campuses.
7. Increasing the percentage of the budget for scientific research.
8. Encouraging faculty members to increase the rate of scientific publishing.
9. Encouraging faculty members to increase participation in community service activities.

The following is a report on the sub-standard of the third standard.



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3.1 Institutional Commitment to Quality Improvement:

The results of the evaluation of the sub-standard reflect the strong commitment of Umm Al-Qura University to maintaining and improving quality, where the quality processes are earnestly supported by the University Rector and the senior management team for quality assurance. Institutional committees have been formed, including the Higher Committee chaired by the His Excellency, the University Rector, as well as the NCAA standards committees at the university level, and each of them is headed by one of the senior officials in the senior management of the University according to the scope of its functions. Annex (G.3.1) shows the decision to form these institutional committees.

There are also different levels of committees in the basic vice rectorships of the university, at the level of supporting deanships, at the level of faculties, and at the level of the academic departments. Most of the faculty members and staff at the university participate in these committees at different levels.

Moreover, the institutional commitment to quality assurance and improvement at the highest level is shown by the decision to establish a university vice rectorship that is concerned with development and the establishment of the Deanship of Academic Development and Quality in order to manage the various quality and development affairs. The allocation of such key administrative entities and the support of their material resources demonstrate the interest of the University leadership and its commitment to ensuring quality and providing favorable conditions to enhance and improve it. Annex (G.3.23) shows the budget of the university's Vice Rectorship for Development, and Deanship for Development, and the Annex (G.3.24) shows the budget of the institutional standards' committees. Also, Annex (G.3.25) shows the planned budget for the academic accreditation of the programs.

The University news reflect the scope at which the University Rector and the senior management show concern for the support and follow up of the activities of quality assurance and improvement. This includes the rector's patronage of the fourth forum for deans of development and quality in Saudi universities, hosted by Umm Al-Qura University, represented by the Deanship of Academic Development and Quality on 28 Muharram, 1438 AH, and Annex (G.3.26) is the media highlight of the forum under the patronage of His Excellency the University Rector. Furthermore, the meetings of the University Rector with the review teams and representatives of the various accreditation bodies that visit the university and the leaders of the faculties that obtained academic accreditation emphasize the attention and concern of His Excellency for the academic accreditation activities. Annex (G.3.27) illustrates one of the samples of the honoring of the University Rector of the medical colleges that obtained academic accreditation. Similarly, the directives of His Excellency, the University Rector are based on the reports that summarize the results and recommendations of



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the internal review visits carried out by the Deanship of Academic Development and Quality to Colleges at the main campus and the different branch campuses of the University. This highlights the keenness and support of His Excellency and that of the senior management for the activities of quality assurance and follow-up of the requirements of academic accreditation. Annex (G. 3.8) illustrates examples of internal program audit reports addressed by the cover letter from the His Excellency the University Rector to the faculties whose programs have been reviewed, with an emphasis on the completion of the observations contained therein.

In addition, the Deanship of Development is supported with sufficient resources, including buildings and the human resources required to manage quality assurance operations and leadership. There are three vice deans supporting the Dean in quality assurance operations, two vice deans in the male section and a female vice dean in the female section. Scientific advice and expert opinion has also been provided through contracting with (5) expert consultants on quality and development issues. The Deanship has 11 male employees and 5 female employees. Annex (G.3.28) shows the list of the employees of the Deanship of Academic Development and Quality.

In addition, the Deanship cooperates with a number of qualified and interested people in quality and development among the faculty members at the University by engaging them in the various committees formed by the Deanship within the processes of quality assurance and development management, such as the Internal Audit Committee, which had a membership of (44) members, (24) males and (20) females as indicated by the attached decision (G.3.6) of His Excellency, the University Rector to form the Committee.

A significant proportion of faculty members and staff participate in the processes of self-evaluation and performance improvement of their activities through membership in the committees on quality and academic accreditation standards in their various departments. This is in accordance with the 9th recommendation of the NCAA external reviewers in the developmental review.

The additional indicator S3 - s2 shows the extent of participation of faculty members in quality committees.

Table 12 Additional Performance Indicator (S3-s2)

API: Percentage of university faculty members participating in the main and subsidiary quality committees Institutional API Reference Number: S3-s2			
Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
66%	80%	93%	90%

In view of the statistics of the quality committees of the different bodies in the university, it is clear that have set up a committee / unit / department on quality matters and improving them. When calculating the percentage of bodies that include a quality structure, the percentage exceeded 90 %. The remaining percentage is for the bodies that are under greater entities that have a quality committee whose members include one of the members of its subsidiary entities. In effect, 100 % of the bodies have been represented in the quality committees, both at the level of the unit or the Department or the University Vice Rectorship. In order to raise awareness among a wider range of the university community, a plan has been formulated to update the community on the state of quality and the results of the self-study process (G.3.56). A component of this plan is a presentation to the University Council members (G.3.60).

Umm Al-Qura University is dedicated to encouraging innovation and creativity. An Institute for Innovation and Entrepreneurship was established. The Intellectual Property Management Office and Wadi Makkah Technology Company also demonstrate the adoption of Umm Al-Qura University of creativity and innovation and its keenness to provide the suitable environment for its prosperity and development. All these structures and units constitute incubators for creativity and innovation. Legal, logistic, technical and administrative support is also provided for owners of creativities among the university staff. Annex (G.3.29) shows the procedures for registration of intellectual property and patents. In this context, it is worth mentioning that Umm Al-Qura University Vice Rectorship for Business and Knowledge Creation (which has been integrated in the University Vice Rectorship for Development to become the University Vice Rectorship for Academic Development and Entrepreneurship) has won the Makkah Award of Excellence at its ninth session in the scientific and technical excellence branch in Sha'ban 1438 AH.

The University's senior management is keen to encourage innovation and creativity and gives it media attention through the website of the university. The university news webpage is never void of the news of the celebration of the officials of every invention or creative achievement achieved by one of the employees of the different categories of faculty members, staff on scholarship, employees and other students. We state in this context, for example, Swand Exhibition for Technological Progress and Innovation, the first of its kind in the fields of technology in Makkah, which is conducted permanently at the College of Computer and Information Systems, and it includes modern innovative and technological projects. Annex (G.3.30) also shows examples of the University's news about honoring the distinguished and launching some awards at the University.

The number of patents registered by the employees of the university until the beginning of 2017 reached a total of (56). Annex (G.3.51) shows the list of patents. A number of initiatives have been celebrated, adopted and sponsored at the highest level, including the initiatives of the Deanship of Scientific Research, such as the 3000 initiative, which was launched by His



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Excellency the Rector of Umm Al-Qura University as part of Umm Al-Qura University Award for faculties who publish their scientific production on global electronic research engines as indicated by the link: <https://uqu.edu.sa/en/App/News/3820>.

In this context, it is worth noting that on 17 Rabe' Al-Akhir, 1438 AH, Umm Al-Qura University announced that it had won 9 out of the 39 initiatives submitted to achieve the vision of the Kingdom of Saudi Arabia, as the first Saudi university to win this number of initiatives, with a financial support of more than 40 million riyals, as the following link shows: <https://uqu.edu.sa/en/App/News/7256>.

Deaspite this ongoing support and encouragement, the university administration still has to adopt regulations of excellence and awards that include clear policies, guidelines and regulations as reference frameworks to encourage innovation, creativity and accountability processes at all levels. It also needs to establish awards for excellence in the different fields of teaching, community service, authoring, and quality.

The University officials recognize and deal with weaknesses, and perhaps the most prominent evidence of this is its acceptance of all the recommendations of the external audit report of the development evaluation of the University by the NCAAA. Annex (G.3.11) contains the report of the external audit of the University the plans to implement the recommendations, improve performance and avoid weaknesses. These implementation plans have been adopted for the recommendations as shown by Annex (G.3.12). They are being followed up periodically and reports are being submitted on the rates of achievement regarding them. Annex (G .3.13) provides a summary of achievement rates in the committees of the standards.

In addition, successive strategic plans at the university level, vice rectorships, deanships and faculties do study weaknesses and how to avoid them through the SWOT analysis tool and other strategic planning tools. This information is used as a basis for planning processes to improve performance. Annex (G. 3.3) shows samples of strategic plans of the university, colleges and academic departments.

The internal audit reports based on the visits to the faculties by the Deanship of Academic Development and Quality Assurance team include the improvement priorities proposed by the team. These reports are submitted to the departments and faculties, with a copy to the University Rector, emphasizes the need to work on the implementation and achievement of the contents of the report. In a similar context, the colleges that have entered the developmental accreditation project and those that have obtained international academic accreditations have been able to develop detailed improvement plans based on the reality, exploiting their opportunities efficiently and improving their weaknesses to reach the desired goal.

All this indicates that the university officials recognize the mistakes and weaknesses revealed by objective methods. However, the processes of studying the current situation and analyzing its various aspects and the gaps between the reality, and the desired and necessary goals, should be more regular and unified among the different bodies in the university.

3.2 Scope of Quality Assurance Processes

Quality assurance activities cover all the tasks and functions of Umm Al-Qura University. The university leaders, faculty members and employees as well as students participate in the performance evaluation processes, both at the institutional level and at the level of the scientific departments, educational programs or various departments. Committees have been formed for all the academic standards required by the NCAA, which include 11 standards covering all activities related to educational institutions. These committees are formed at different levels: institutional, faculties and departments (as discussed in sub-standard 3.1). Annex (G.3.1) represents the formation of institutional committees. Also, Annex (G.3.2) shows the formation of committees at the level of colleges and departments.

This is in addition to the existence of specialized committees for specific functions within the university, such as standing committees of the university vice rectorships and various departments. These committees include as follows:

The Higher Standing Committee for Curriculum and Study Plans, the Standing Committee for the study of the problem of failing students, the academic coordination committee, the high standing committee for the affairs of teaching assistants, lecturers, and language teachers, and the standing committee of facilities, workshops and laboratories. There is also the scientific council, which oversees the promotion processes for faculty. There are other committees as shown in the links below:

- https://uqu.edu.sa/en/vr_academics/3986
- <https://uqu.edu.sa/en/gssr/pctal>
- <https://uqu.edu.sa/en/vr/43337>
- https://uqu.edu.sa/en/scientific_council

The committees of the standards in addition to the specialized committees work, at all levels to achieve and ensure the quality of inputs, processes, and outputs. The performance is evaluated regularly within the university at the institutional level, where Umm Al Qura University conducted two studies in addition to the current study over an average period of 5 years between each study. The attached report (G.3.10) describes the University Institutional reports in 1428 AH & 1433 AH.

There are also self-study reports of the educational programs, where most of the programs of the university conducted programmatic self-study which resulted in the extraction of the



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strengths and weaknesses and priorities for improvement in each program, which serves as the basis for the formulation of improvement plans. The two annexes (G.3.14) and (G. 3.16) show samples of self-study reports of the University's educational programs in accordance with the NCAAA standards or the standards of international accreditation bodies. Also, Annex (G.3.29) shows examples of program improvement plans based on the self-study conducted for the program.

There are also other levels of the evaluation process in the time frame where the educational programs prepare an annual report on the performance of the program based on the reports of the courses, which is the lowest level in evaluation. The reports are prepared for the courses immediately after the completion of the courses and the release of the results of students. These reports cover all aspects of the courses and compare what has been planned according to the course specification and what actually happened while teaching the course. Annex (G.3.49) illustrates a sample of course reports based on NCAAA templates. The annual program report focuses on all aspects of inputs, processes and outputs as this ensures the contents and items of the NCAAA templates. Besides, those annual reports of programs give special attention to learning outcomes of students where the core components of the annual reports include the sub-standards of the fourth standard (teaching and learning). Annex (G.3.31) shows samples of the annual reports of educational programs and the items that they contain.

Umm Al-Qura University uses various methods and tools to evaluate the performance of teaching and learning, the most important of which is opinion surveys on the quality of teaching of courses. They are carried out by the students and their results are included in the course reports. The following indicator shows the percentage of courses that are evaluated by students.

Table 13 Key Performance Indicator (S3.2)

KPI: Proportion of courses in which student evaluations were conducted during the year NCAAA KPI Reference Number: S3.2 Institutional KPI Reference Number: S3.2					
Actual Benchmark	Target Benchmark	Internal Benchmark	External Benchmark		New Target Benchmark
55%	65%	82%	Qassim University	85%	65%
			King Saud University	100%	
			King Abdul Aziz University	100%	
			NCAAA requirements	50%	

Moreover, among the performance indicators related to experience and the overall educational experience of the student in the program. The indicator is aimed at students expected to graduate. The following is a presentation of the results of measurement of the indicator:



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Table 14 Key Performance Indicator (S3.1)

KPI: Students overall evaluation on the quality of their learning experiences NCAA KPI Reference Number: S3.1 Institutional KPI Reference Number: S3.1					
Actual Benchmark	Target Benchmark	Internal Benchmark	External Benchmark		New Target Benchmark
3.6	3.9	3.91	Qassim University	3.9	3.9
			King Saud University	3.6	
			King Abdul Aziz University	3.5	

In addition, there are opinion surveys on all activities, including the processes of admission, registration, academic guidance, sources of learning, student services, facilities and equipment, the level of training programs provided, policy handbooks, mission and objectives at the institutional, college and program levels, as well as assessment of the administration, the University Council and the various leadership levels of deans and heads of departments.

The opinion surveys (which have been converted into electronic templates and had their statistics developed) include all internal categories of leaders, faculty members, staff, students or external bodies of employers and graduates. Annex (G.3.22) illustrates samples of questionnaires, their target categories and fields. Annex (G.3.32) also show samples of the results of the opinion surveys extracted from the university electronic system that provides results at the level of faculty members, the academic department, the college and at the level of the University. It also provides the results at the level of each of the male and female sections separately and the overall average of the two sections, in order to know the differences between the two sections, which is the focus of the evaluations. This is evident from the internal audit reports of the programs conducted by the Deanship of Academic Development and Quality using tools that allow comparison between the level of performance in the two sections and in the program as a whole and appropriate recommendations are made for the actions that should be taken as shown in Annex (G.3.8), which includes examples of internal audit reports for educational programs. This is in accordance with the 10th recommendation of the NCAA external reviewers in the developmental review. Similarly, this is also shown by Annex (G.3.33), which contains the schedule of internal audit visits to the programs and faculties of the University. The results of the additional performance indicator (S3-s6) show the number of programs that were internally audited by review teams at the University, as follows:



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Table 15 Additional Performance Indicator (S3-s6)

API: Number of programs for which internal review was conducted by committees within the institution Institutional API Reference Number: S3-s6			
Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
65 Programs	60 Programs annually	10 Programs	60 Programs

The Quality Manual (G.3.20) includes discussion of the quality and reporting system at various levels. Annex (G.3.61) also shows the survey process, which includes evidence of the communication and reporting processes.

The academic leaders at the University support programs, faculties and institutes to make decisions to achieve justice between the two sections, depending on the results of these evaluations. All institutional or program self-study reports prepared by the University or academic programs also include careful monitoring of the differences between the two sections. External audit reports such as the NCAAA Developmental Assessment Report (G.3.11) and accreditation reports from international accreditation bodies such as ABET and AHPGS include analyzes of those differences and recommendations to narrow the gap between the two in accordance with academic accreditation requirements.

There are many academic studies and research on quality issues and university accreditation applied to Umm Al-Qura University and other Saudi universities. Examples of this are illustrated in Annex (G.3.34), which contains examples of academic research and studies on quality. The University seeks to study their results and to benefit from them in the improvement and quality processes at the University.

A part of the automation processes UQU is undertaking, an electronic system has been in use for over a year in order to manage the official council meetings. Annexes (G.3.62) and (G.3.63) give an overview of the system. The system is briefly discussed in Standard 2.

The Quality Manual (G.3.20) shows that the quality procedures extend to all types of units, including administrative units. Annex (G.3.64) shows the self-evaluation forms used to evaluate the supporting deanships.

3.3 Administration of Quality Assurance Processes

Umm Al-Qura University has put in place the necessary arrangements to support the university leadership and its administration to implement the quality assurance processes in the institution as a whole and in all departments within the university. A deanship for Academic Development



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and quality has been established by the decision of the Higher Education Council No. 20/48/1428 of 27/12/1428 AH (G.3.35). This date was not the beginning of the establishment of a quality unit within the university, which started in 1410 AH with the name of “Center for Information Technology and University Development”, and was transformed in 1425 AH, to the “Academic Development and Quality Unit”. In implementation of the aforementioned decision, the unit was converted to a deanship in 1429 AH. The organizational structure of the University of Umm Al-Qura University includes the Deanship of Academic Development and Quality under the University Vice Rectorship for Academic Development and Entrepreneurship, as it is demonstrated by the university's website link: <https://uqu.edu.sa/dac/25697>

The Dean of Academic Development and Quality is responsible for coordinating and directing the quality processes within the university.

The Deanship of Academic Development and Quality also takes the largest part in the professional development of the faculty members of the university. The Annex (G.3.36) contains two handbooks for the Deanship. The first is an inductive manual of the components of the Deanship of Academic Development and Quality and its specific functions and associated bodies, and the second is a manual of the organizational structure and job description of the staff of the Deanship, and the specific specifications for those working with the Deanship.

The senior officials in charge of development and quality attach great importance to the follow-up of the faculties and to monitoring the obstacles faced by the faculties through multiple mechanisms and working on solving them. Such mechanisms may include inspection field visits to these faculties to meet with their leaders and faculty members to discuss the scope of development and problems. The following indicator shows the percentages of faculties that are visited annually by primary officials of quality represented by the University Vice Rector for Development and Entrepreneurship, and the Dean of Academic Development and Quality.

Table 16 Additional Performance Indicator (S3-s5)

API: The extent of the existence of inspection visits to show the progress of quality activities in the faculties through the primary officials of quality and development at the university

Institutional API Reference Number: S3-s5

Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
100 % every two years	100 % every two years	100 % every two years	100 % every two years

In addition to the committees for institutional standards, a high-quality committee has been set up and all the administrative and academic components and departments of the university have been represented, as shown in Annex (G.3.37). The committee is chaired by His Excellency



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the University Vice Rector for Development and the Dean of Academic Development and Quality Assurance as Secretary. The tasks of this committee have been clearly specified. The main ones are listed below:

- The committee works with the Deanship of Academic Development and Quality to plan and implement the functions of quality assurance and academic accreditation at the university.
- Submit appropriate recommendations to the senior management on quality improvement plans at the university.
- Review the templates and documents used in quality assurance activities at the university and propose new templates as needed.
- Participate in the development of proposals to promote the dissemination of quality culture in all units of the University and for all groups.
- Suggest solutions to problems and remove obstacles that hinder the process of quality assurance and academic accreditation at the university level.
- Participate in proposing and developing methods and mechanisms for following up and monitoring performance in the implementation of quality assurance and academic accreditation plans at the university level.
- Participate in proposing and recommending corrective decisions in the light of annual performance reports and self-assessment reports.

The results of the following indicator show the extent of representation of the constituent units of the University in the Quality Committee at the university level:

Table 17 Additional Performance Indicator (S3-s1)

API: The extent to which the various units of the University including faculties and supporting deanships are represented in the quality committee at the university level Institutional API Reference Number: S3-s1				
Actual Benchmark	Target Benchmark	Internal Benchmark		New Target Benchmark
100%	100%	1431	100%	100%
		1432	100%	
		1433	100%	
		1434	100%	
		1435	100%	
		1436	100%	
		1437	100%	
		1438	100%	

In addition, the attached Quality System Manual (G.3.20) illustrates the structure of the quality system within the University and the relationships between the constituents of the University and the functions associated with each level, position or administration within the University. It also shows the responsibility of each department in the implementation of good practices



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included in NCAAA standards. The quality structure also shows the coordination between the different units and levels within the university. It further ensures the presence of the chairmen of the committees at the level of institutional standards within the formation of the Higher Committee for Institutional Accreditation chaired by His Excellency, the Rector, and the existence of coordination between the various bodies at the university at the level of vice rectorships of the university and its various supporting deanships. This in turn is reflected in the correlation of the lower levels of those entities and the presence of male and female vice deans for development in all faculties of the university. These vice deans are considered a link between the Deanship of Academic Development and their faculties, including their academic departments. Quality and development processes are one of the basic components of planning and this is reflected through different levels. It is one of the main objectives of the strategic plans, both at the university level and at the level of the faculties and academic departments. Annex (G.3.3) shows examples of the successive strategic plans of the university, faculties and academic departments, ensuring that the quality processes are an integral part of the activities of University in accordance with an integrated system starting from planning, implementation, evaluation and review.

Evaluation processes at Umm Al-Qura University are based on objective criteria supported by proofs, evidence and performance indicators both at the institutional level and at the programmatic level. Annex (G.3.38) shows examples of self-studies of some programs with supporting evidence as well as their indicators, in addition to the independent opinion included in the self-evaluation scales.

The Deanship of Academic Development and Quality has prepared templates for questionnaires that are applied uniformly and jointly to all categories of the university covering all areas of the university activities (Reference has been made to this in sub-standard 3.2). The appropriate statistical treatments are carried out and used in measuring the performance indicators associated with them with analysis of the level of performance and direction of change in that area and then taking the actions for improvement whenever required. This is done through the electronic system of the university and all levels can view the data and statistical results of opinion surveys through the privileges granted according to the level whether a head of department, a faculty dean, a university vice rector, or the university Rector. These results are used to complete and prepare reports at their levels and also to monitor performance at all levels to make improvement decisions. Annex (G.3.57) includes a manual of the system.

Annex (G.3.32) shows samples of the results of the surveys done through the university electronic system. Again, all data on the progress of students in their studies, their academic status and success rates at the level of each course and program as well as monitoring students academically are all included in the centralized system of the university through the Oracle



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program. The University uses this system to preserve its data and extract its statistics including the statistics of admission and registration and those related to the academic status of students, and Annex (G.3.39) shows examples of electronic reports that can be extracted from the Oracle system of the University. Other applications are also available on the Oracle system, including the educational follow-up program that shows the status of each academic department, the number of its students and the proportion of faculty members to students in each section separately and the overall average, the average teaching load of faculty members, the number of PhD holders and their ranks and the number of those on scholarship. This is in accordance with the 11th recommendation of the NCAA external reviewers in the developmental review. Annex (G.3.40) shows reports of the educational follow up program on the Oracle system of Umm Al-Qura University. The reports of the application are used at different levels starting from the educational follow-up unit at the university level and ending with the heads of academic departments. They as well provide a clear picture to the senior management of the university through the reports of that program. There are many applications in the Oracle system that enable the extraction of any statement of the university, as well as reports at all levels and in accordance with the relevant privileges, which supports transparency in the evaluations, where the data, statistics and reports are made available. Moreover, officials of different levels can have access to the results of self-evaluation reports both at the program level or at the level of the University as a whole. This is confirmed by the identification and recognition of weaknesses and priorities for improvement and the development of improvement plans as shown in Annex G.3.12, which represents the operational plans for the recommendations of the Committee of Reviewers of the University, and Annex (G.3.50), representing examples of improvement plans at the program level based on the results of the evaluation of the program's self-study.

The complementarity of the various components of the central data management system is continuously evolving. Recently, the Oracle system has been linked to the survey system and the results of some surveys later appear either on the personal page of staff members (for course evaluation) and or on the oracle system, where the results of all surveys can be accessed at different levels ((G.3.65) and (G.3.66)).

3.4 Use of Indicators and Benchmarks

Umm Al-Qura University has identified a number of key performance indicators based on NCAA indicators and also a set of additional indicators for the University. The results of these indicators are used in performance monitoring at all levels and for all areas of the University's activities. These indicators mainly cover the eleven standards adopted by the NCAA. The list of indicators has been updated based on the latest version of NCAA indicators and approved by the University Council as shown in Annex (G.3.21). The list of



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indicators includes 28 key performance indicators out of 33 indicators with a percentage of 85 % of the key performance indicators of NCAAA, (although only 70% of the indicators are required). This is in accordance with the 12th recommendation of the NCAAA external reviewers in the developmental review. The list of indicators of the university includes 54 additional indicators distributed across all standards. This list was determined through the participation of the committees of all institutional standards. Each committee identified the indicators that it uses in measuring the area of operation of the committee. Each committee added a number of additional indicators that it wished to measure. The list of updated indicators was circulated and distributed to all sectors and departments of the university along with the level of measurement (Faculty - University - Program). (Find attached Annex (G.3.21).) The educational programs adopt each specific indicator of the program level. Each department is committed to measuring its indicators in cooperation with the Deanship of Academic Development and the Deanship of Information Technology at the University to provide the index data and analyze the results in the light of internal benchmarks, whether by comparing the current performance level to the previous performance level of the same indicator at the institutional level, or self-benchmarking, and comparison with another similar program in the same field (medical- engineering- educational- science) at the university. External benchmarks are also made with other universities. The current self-study represents an application of this.

External benchmarks are also made at the program level, although this is not widespread, as there are some difficulties in obtaining program data in other universities, but priority is given to the programs about to apply for academic accreditation, and the rest are based on internal and subjective benchmarks. Annex (G.3.41) represents samples of external benchmarks of some programs.

It is worth noting that there are units in the university that have identified for themselves an additional set of specialized indicators in their field of work. The most prominent of these sectors is the Deanship of Library Affairs, and its indicators are shown in Annex (G.3.42).

3.5 Independent Verification of Standards

Umm Al-Qura University independently verifies that standards are met and complied with through several levels and in different ways:

1. The level of evaluation of the design of new or updated educational programs. This is clarified by the conditions mentioned in the Procedural Manual for the Development and Introduction of Educational Programs in Annex (G.3.4). The program is peer reviewed by two reviewers from outside the university, and one of whom shall be from outside the Kingdom. The peer review includes all the items of the design of the program. Annex (G.3.43) shows samples of the minutes of the Higher Standing



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- Committee for Curricula and Plans at the university, including topics on the program updates.
2. Independent verification of the achievement of the intended learning outcomes. This is achieved through various mechanisms, such as the following:
 - Correction of random samples of students' answers in tests through another corrector. Annex (G.3.44) shows examples of reports of the Independent Correction Committee as well as Annex (G.3.45).
 - The use of an external examiner, especially in medical specialties. This is an independent assessment of the extent to which the learning outcomes are achieved, as shown in Annex (G.3.46).
 - Survey of the opinions of graduates, employers and experts in the field of specialization. Annex (G.3.47) shows samples of surveys of the opinions of graduates, employers and professionals.
 3. Independent verification of the financial performance by contracting with an external financial auditor of the university to submit periodic reports on the financial performance and planning and final account of the university (see the eighth standard: Financial Planning).
 4. Independent verification through the external program review committee by internal audit teams formed from members outside the faculty. This represents an independent evaluation of program performance and its achievement of quality requirements and compliance with academic accreditation standards, Annex (G.3.8). The loop is closed when improvement plans are made and implemented (G.3.59).
 5. Independent verification of the self-evaluation study and its results for the programs on the basis of the evidence and documentation attached to the study through independent evaluators. Annex (G.3.48) shows examples of the independent evaluation of some of the university programs.
 6. Independent verification of specialized academic standards through external audits by academic accreditation bodies for academic programs for accreditation purposes, as indicated in Annex (G.3.17), ABET for Engineering programs, and Annex (G.3.18), AHPGS for Medical programs, or through the Developmental evaluation as shown in the NCAAAA reports for some of the University Programs, Annex (G.3.15).

It is worth mentioning that 36 programs of the university have international academic accreditation in several fields, as explained in the profile section. A complete list is attached in G.3.

The following indicator (S3-s3) also shows the extent of growth of accredited programs over the previous years.

Table 18 Additional Performance Indicator (S3-s3)

API: The extent of the growth of the number of accredited programs at the university
Institutional API Reference Number: S3-s3





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Actual Benchmark	Target Benchmark	Internal Benchmark						New Target Benchmark
36	Increasing	1433	1434	1435	1436	1437	1438	Increasing
		5	9	19	22	27	36	

Moreover, there are many programs that have contacts with international accreditation bodies and adopt their own accreditation standards in the program's specialty. Indicator S3-s4 shows the growth in the number of programs that have held contacts with international accreditation bodies, including programs that have already actually obtained academic accreditation:

Table 19 Additional Performance Indicator (S3-s4)

Actual Benchmark	Target Benchmark	Internal Benchmark						New Target Benchmark
39	Increasing	1433	1434	1435	1436	1437	1438	Increasing
		5	9	19	22	27	39	

API: The extent of the growth of the number of programs that have held contacts with local or international accreditation bodies

Institutional API Reference Number: S3-s4

- Independent verification at the institutional level through external review during the development evaluation by NCAAA. This is indicated by the report of the External Reviewers of the University in Annex (G.3.11).

Through these multi-level mechanisms, the University verifies its scope of compliance with academic standards as well as the rules and regulations governing the functioning of educational institutions in the Kingdom.

Overall Evaluation of the Quality of Standard 3

Umm Al-Qura University has an inherent system to achieve quality which is inclusive of all activities, areas and entities constituting the University as well as the handling of inputs, processes, outputs, and in particular learning outcomes of students. There is also an institutional commitment and support from the senior management to achieve and improve quality, and all groups at the university participate in the evaluation processes based on appropriate measurement tools and on the basis of evidence and objective documentation, in the light of the measurement of the key and additional performance indicators and analysis of the results compared to standard frameworks or other similar entities. There is also independent verification of standards in accordance with the different levels and multiple methods.

Strengths





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- All academic and administrative units in the university participate in the processes of quality assurance and continuous improvement through the university accreditation project.
- The quality assessments of the University and its programs cover both strategic priorities for improvement as well as regular activities in accordance with the standards of the NCAAA and for the two sections.
- The Deanship of Academic Development and Quality play an active role in the study of the level of compliance of the academic programs and university to the standards of the NCAAA and give recommendations to help decision-makers at the organizational levels of the university in order to achieve a more continuous improvement of the university and its academic programs and for it to obtain the national and international accreditation.
- The construction and standardization of tools for measurement and evaluation of performance and its activation in electronic format.
- Umm Al-Qura University has an electronic system for saving data and extracting multiple reports.

Recommendations for improvement

- Increasing the number of reports on the evaluations of the university and its programs that are prepared periodically and regularly with the preparation of a consolidated and overall report on them.
- Work on increasing the number of accredited programs at the university.
- Follow-up implementation of the recommendations of the internal audit of academic programs.
- Adoption of regulations of excellence and awards that include clear policies and guidelines as reference frameworks to encourage innovation, creativity and accountability processes at all levels.
- Increasing coordination between the Deanship of Academic Development and Quality, the Department of Administrative Follow-up and the Educational Follow-up Unit of the University.
- Work on the establishment of quality and development units in the rest of the supporting deanships and departments concerned with administrative aspects and not only to form quality committees therein.
- Work to increase the use of modern technology through dedicated electronic programs and applications, in the processes of evaluation, data collection, statistics of the reports and the results of measurement of indicators at all levels of operations, reduces the use of human effort, and ensures continuity and continuous improvement.
- Work to increase the activation of taking the views of stakeholders and beneficiaries among categories from outside the university, including employers and graduates.



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- Establishment of financial regulations and framework for independent review and establishment of a database for independent reviewers from within and outside the university.
- Work to increase and effectively evaluate the quality system, its processes and its scope of effectiveness.
- Improving the level of standards at the levels of the university and its administrative units.
- Increase the effectiveness of participation of administrative staff in quality processes and performance evaluation.

Implementation priorities

- Increasing the number of reports on the evaluations of the university and its programs that are prepared periodically and regularly with the preparation of a consolidated and overall report on them.
- Work to increase the use of modern technology through dedicated electronic programs and applications, in the processes of evaluation, data collection, statistics and perusal of the reports and the results of measurement of indicators at all levels of operations, as will reduce the use of human effort, and ensure continuity and continuous improvement.
- Follow-up implementation of the recommendations of the internal audit of academic programs.
- Work to increase the activation of taking the views of stakeholders and beneficiaries among categories from outside the university, including employers and graduates.
- Work on increasing the number of accredited programs at the university.



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Standard 4: Learning and Teaching

(Overall rating: "★★★★" Stars):

Introduction

Umm Al-Qura University has paid great attention to learning and teaching. The University has clear policies in the recruitment criteria of faculty members. The University offers effective training programs for faculty members through the Deanship of Academic Development and Quality, Deanship of e-learning and Deanship of Scientific Research to develop the knowledge and skills of teaching staff in order to improve the quality of their teaching and develop them professionally and academically. The university also offers effective induction and training programs for new faculty members (Annexes G.4.1, G.4.2, G.4.3). The Curriculum and Study Plans Unit and the Higher Standing Committee for Curriculum and Study Plans provide a clear and specific mechanism for the evaluation and development of curricula and study plans in accordance with the requirements of quality and academic accreditation (national and international) and the needs of the labor market (https://uqu.edu.sa/en/vr_academics/3891). The Educational Follow-up Unit at the University Vice Rectorship for Educational Affairs reviews the annual reports of the University's programs, studies them and gives feedback to the academic departments (Annex G.4.4). An electronic system was established to monitor the key performance indicators of each academic program on the Oracle system. To provide educational resources for all academic programs (students), the educational follow-up system and the general administration of educational services at the university were established. The University is also working to create a distinct learning environment, encourage students to expand their knowledge skills and support the talented and adopt the curriculum of continuing education.

The University conducted a self-study in 1428 AH and another in 1433 AH, which led to results that were a guide to improving the process of learning and teaching. Umm Al-Qura University constantly seeks to improve its educational programs and qualify them for academic accreditation internationally and locally (Annex G.4.5, G.4.6). There has been a qualitative shift in learning and teaching in the period since the last self-study in 1433 AH to the present day, which will become apparent in the context of the report of this fourth standard.

The self-benchmarking demonstrates a qualitative improvement in the fourth standard (Teaching and learning), as well as the emergence of the strengths and effectiveness of the improvement plans since 1433 AH. There are clear differences in the results of the previous self-studies and the current self-study as illustrated by the following diagram.



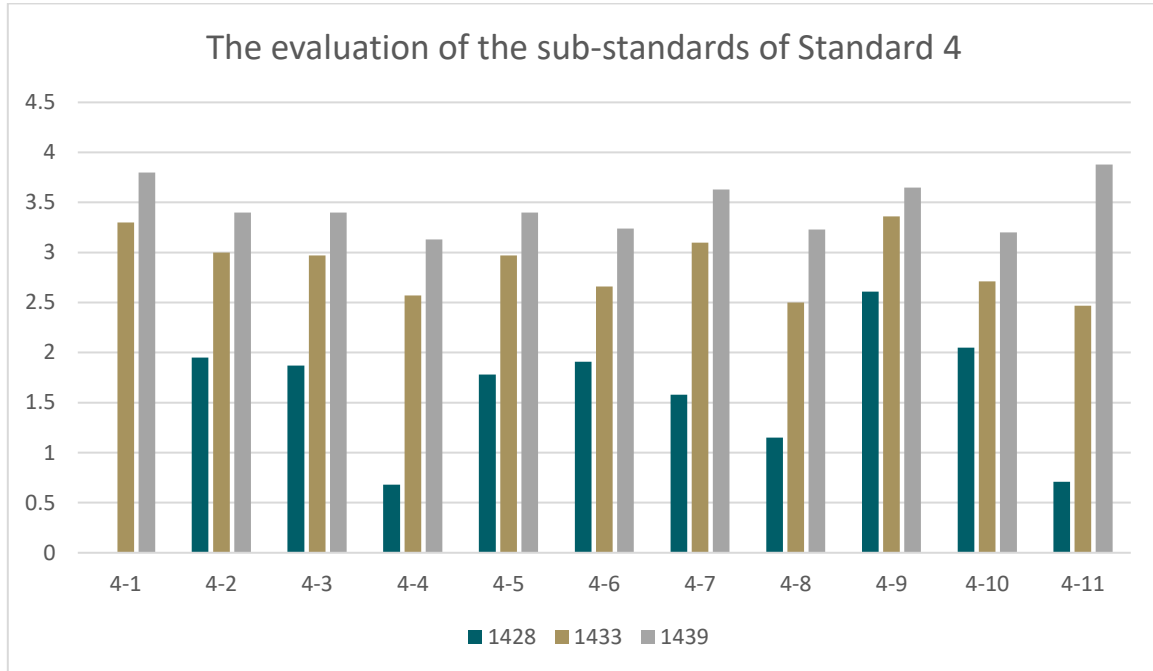


Figure 9 Sub-standards Evaluation

Description of the procedures adopted to explore information and prepare the report on the fourth standard

To evaluate the fourth standard (Learning and Teaching) at the level of Umm Al-Qura University, a committee was established under the chairmanship of His Excellency the University Vice Rector for Educational Affairs and membership of fifteen members. The work of the committee was divided into two levels: one on the level of practices of the standard as a whole; and the other at the level of the recommendations of the external reviewers from the National Commission for Academic Accreditation and Assessment (NCAAA) (Priorities for Improvement). Because the fourth standard is a decentralized function in most of its practices and operations, that is, it is implemented by all academic programs at the university, five subcommittees have emerged from the main committee as follows:

- Committee of Islamic Legal Sciences and Arabic Language Faculties.
- Committee of Colleges of Education and Humanities.
- Committee of Medical and Health faculties.
- Committee of Engineering and Scientific faculties.
- Committee of university faculties and branches.

Each subcommittee consists of a group of faculty members headed by one of the deans of the colleges participating in the group. The total number of chairmen and members of the subcommittees is forty-nine members (49 members) (Annex G.4.0). A committee to follow up

the supporting deanships has recently been created to include the Deanship of Admission and Registration, the Deanship of Student Affairs, the Deanship of the Preparatory Year, the Deanship of e-learning, and Distance Education, the Deanship of Information Technology and the English Language Center.

The committee held many meetings and designed a work plan for the standard. Responsibilities were distributed in a way which ensures that the tasks are completed effectively and as quickly as possible. The committee collected the available evidence and asked some units to provide the committee with the evidence required. The committee then evaluated the best practices in light of the available evidence and the measurements of the performance indicators, and then they also wrote a draft of the Self Study Report. The report was reviewed by the team of the Deanship of Academic Development and Quality, and the committee later modified the report according to the team's comments. Finally, the report was submitted to the final phrasing team to revise it for consistency to prepare a unified UQU Self Study Report.

The following is a report on the sub-standards of the fourth standard.

4.1 Institutional Oversight of the Quality of Learning and Teaching

Umm Al-Qura University has an effective system to ensure achievement of high standards of learning and teaching and control of the quality of learning and teaching across all university programs.

The policies for controlling the quality of learning and teaching are highly influenced by the requirements of quality assurance as explained in different manuals, including the Quality manual (G.4.133), the program updating manual (G.4.134), and the studies and exams by-laws (G.4.47). Many examples of the applications of quality measures are included in the discussion of the standard, including the various reports used, the internal review process, the program updating process, the internal review process, the electronic KPI system, external agreements and partnerships, the encouragement of the programs to obtain international accreditation.

There are also different initiatives which have been recently started, as shown in annex (G.4.135).

Umm Al-Qura University is keen to carry out a comprehensive evaluation of all proposals for the development of new programs or to make substantive changes to existing programs. These proposals are examined by the Higher Standing Committee for Curriculum and Study Plans, where there is a specific and clear mechanism for evaluating new programs and significant changes to programs. This committee is chaired by the University Vice Rector for Educational Affairs, and its main duties are as follows:



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- Evaluation, development, supervision and follow-up to improve curricula and study plans.
- Unification of the corresponding study plans and programs in all campuses of the university.
- Adherence to the national qualifications framework through careful specification of courses and teaching activities.
- Reviewing and checking the limited changes of the equations of the courses and the modification of the teaching activities to achieve the flexibility of development of the study plans.
- Provision of advice on the development of new programs, departments or faculties.
- To serve as the link between faculties and academic departments and the High Standing Committee for Curriculum and Study Plans.
- Provision of special templates for the specification of curricula and courses.

The curriculum and study plans unit of the University Vice Rectorship for Educational Affairs is responsible for preparing the paperwork in full and ensuring that the conditions are met before the presentation of the issue to the Higher Standing Committee for Curricula and Study Plans. The Committee discusses the proposed plan and then recommends the approval of the plan or not, which is documented in the formal minutes approved by the Rector of the University. This is followed by sending it to the University Council to approve the study plan (https://uqu.edu.sa/en/vr_academics/3891). Thirty-four study plans were updated, on the basis of which fifty-six programs were updated during the period from 1436 AH to 1439 AH (Annex G.4.9). In addition, the implementation of ninety-six minor updates in the programs was approved, such as, (modification of references, modification of pre-requisite - modification of teaching activities – changing of teaching strategies - Re-distribution of teaching activities), as shown in Annex G.4.10.

When evaluating new programs and programs that are subject to substantial modifications by the Higher Standing Committee of the University's Curriculum and Study Plans, all the requirements of the learning and teaching standard are taken into account. All programs are also subject to the National Qualifications Framework (levels – teaching hours – fields of learning outcomes) and clarification of the need of the community for the program and the relationship of the program with the labor market in Saudi Arabia and the characteristics of graduates. Furthermore, the NCAA forms are used to explain the specifications (Annex G.4.11).

In addition, guidelines are provided for the delegation of authority to review and approve performance indicators and the reports of courses and programs. There are committees for the development of curriculums and programs which were formed at the level of programs and faculties. The authorities of the academic departments and faculties have been clarified in the procedural manual for the preparation and development of academic programs at Umm Al-



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Qura University (Annexes G.4.12, G.4.13, G.4.14). Procedures and mechanisms have been put in place by the Higher Standing Committee for Curriculum and Study Plans to control those powers (https://uqu.edu.sa/en/vr_academics/3891).

As a step to implement the 23rd recommendation of the external reviewers of the National Commission for Academic Accreditation and Assessment (NCAAA) regarding the provision of academic leaders with the results of the teaching performance assessment of faculty members, an electronic system has been established to monitor the key performance indicators of each academic program on the Oracle system. The data of the key performance indicators of the academic departments are reviewed by the university administration and the feedback is provided. Moreover, there are powers to view these indicators according to the administrative position of the university's vice rectors, deans of the colleges, heads of academic departments and the supporting deanships, (Annexes G.4.15, G.4.16, G.4.17).

Scientific committees of academic departments prepare and review annual reports on academic programs and take appropriate actions to respond to recommendations (Annex G.4.18). Regular visits to faculties are conducted by the Deanship of Academic Development and Quality to verify the preparation of annual reports of programs that have been prepared and reviewed (Annexes G.4.19, G.4.20, G.4.30).

The University is keen to ensure that academic departments carry out periodic self-evaluations of all programs, using the self-evaluation scales for higher education programs. Many colleges and academic departments (36 programs) have obtained international accreditation (Annexes G.4.5, G.4.6). All programs currently conduct programmatic self-evaluation using the templates of the National Commission for Academic Accreditation and Assessment (NCAAA) (Annex G.4.21). Umm Al-Qura University is also preparing reports on the general level of quality of learning and teaching on a regular basis. This was done in 1428 AH and 1433 AH to determine the quality of learning and teaching and to monitor the overall strengths and weaknesses at the institutional and program levels and identify priorities for improvement. (Annex G.4.22).

As a step to implement the 14th recommendation of the External Reviewers of the National Center for Academic Accreditation and Evaluation (NCAAA) for the periodic review of the annual program reports, the Educational Follow-up Unit was established at the University Vice Rectorship for Educational Affairs. The follow-up unit, the Curriculum and Study Plans Unit of the University Vice Rectorship for Educational Affairs, as well as the Deanship of Academic Development and Quality Assurance, follow up all the requirements for the implementation of the required reports in the fourth standard, review the annual reports of the departments and faculties, study them and give feedback to the academic departments (Annex G.4.23). They also give the required answers to inquiries and questions or suggestions posed by those bodies.



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The University Vice Rector for Educational Affairs in cooperation with the Curriculum and Study Plans Unit, the Higher Standing Committee for Curriculum and Study Plans (https://uqu.edu.sa/en/vr_academics/3889), the Deanship of Academic Development and Quality, as well as deans and heads of academic departments are responsible for the development and implementation of improvement strategies and availability of program specifications for all the programs of the university. They are also responsible for the regularity of the methods of evaluation of programs, the application of the forms of evaluation of courses and programs and educational experiences, and the unification of study plans and programs in the corresponding scientific departments among all the campuses of the University (Annexes A.4.24, A.4.25). Program development committees and quality committees are also being established at the levels of academic departments and colleges to ensure the quality and optimal implementation of the decisions of academic committee. The development of the educational follow-up system in the university contributes to portraying the actual reality of the educational process (students - faculty members) to the university leaders so that they can take the necessary measures to evaluate the actual situation and take the necessary actions to develop the educational process (Annex G.4.26).

The faculties and academic departments cooperate in the implementation of the University's strategies for improvement and consolidation. The past period witnessed a great leap in spreading the culture of quality and transforming it into reality with the establishment of an internal quality system at all levels. The faculties also undertake additional initiatives to conduct scientific agreements with some prestigious universities, such as the cooperation agreement between the College of Medicine and the UCL College in England and the scientific cooperation agreement between the Faculty of Business Administration and the University of Texas and the University of Virginia Tech in the United States of America (<https://uqu.edu.sa/en/App/News/30960> - <https://uqu.edu.sa/en/App/News/3239>), and the cooperation agreement between the Language Center of the University Vice Rectorship for Educational Affairs and the University of Oxford and which includes the development of curricula and methods of evaluating English at Umm Al-Qura University. There is also a scientific cooperation in the field of training students between the Faculty of Engineering and Islamic architecture and many American universities, (Annexes G.4.27, G.4.28). The faculties also undertake initiatives for the development of education such as the full e-learning initiative of the Faculty of Business Administration (<https://uqu.edu.sa/en/App/News/30297>). The colleges also conduct workshops and training courses for the continuous development of teaching methodologies and the development of students' skills such as the Creative Education Workshop of the Faculty of Business Administration in cooperation with Purdue University, USA. Moreover, many programs have been reformulated according to templates of the National Commission for Academic Accreditation and Assessment (NCAAA), taking into account their compatibility with the National Qualifications Framework in Saudi Arabia.

Accordingly, Recommendation 16 of the recommendations of the NCAAA's external reviewers, which relates to the consistency of the programs with the specifications of the National Qualifications Framework and the proper handling of the outcomes of study plans has been met. Several programs have been developed and improvement plans proposed (Annex G.4.29).

The University also endeavors to ensure that the standards of learning outcomes and resources provided in all academic departments are equal in the event that the programs are offered in different sections, including the two sections of male and female students or in other branches of the University. The 21st recommendation of the external reviewers from the National Commission for Academic Accreditation and Assessment (NCAAA), has been met with regard to the provision of educational resources to both male and female students' sections. The establishment of the educational follow-up system has helped to demonstrate the actual reality of the educational process (students, faculty members) in the academic departments at the main campus and the branch campuses to the university leaders each according to his/her authority, so that they can take the necessary measures to evaluate the actual situation and take the necessary actions to identify the needs of the academic departments for faculty members, lecturers and teaching assistants. The General Administration of Educational Services was also established to supervise and follow up all the required services within the classrooms, educational studios, supporting rooms, laboratories and workshops at the main and branch campuses, including the two sections of male and female students. The Higher Standing Committee for Curriculum and Study Plans has also worked to unify the plans and the corresponding study programs between all the university campuses, including the two sections of male and female students. (Annex G.4.24). The key performance indicators program for all programs was provided on the Oracle system and there are privileges to use the program according to the administrative positions.

4.2 Student Learning Outcomes

All academic programs at Umm Al-Qura University define the educational objectives of their students and provide evidence of achievement and measurement of these results (including plans, knowledge and skills to be acquired in addition to educational strategies, and methods of evaluation of progressive progress in learning), (Annexes G.4.32, G.4.33). Umm Al-Qura University has achieved progress in student learning outcomes across all university programs. The results of each of the two sections of the male and female students at the university were also similar, with "☆☆☆" for the male students and "☆☆☆" for the female students. The review of the results of the evaluation of the standard at the level of faculties and specialty sub-groups indicate that all specialty sub-groups obtained four stars (☆☆☆☆) except for the group of colleges and branch campuses which scored three stars (☆☆☆), (Annex G.4.8).



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The student learning outcomes at Umm Al-Qura University are consistent with the National Qualifications Framework (NQF) and the generally accepted standards in the concerned field of study (Annex G.4.34), thus complying with the 16th recommendation of the external reviewers of the National Center for Academic Accreditation and Evaluation (NCAAA).

The learning outcomes of the University's programs are largely in line with international professional standards. Many programs seek to obtain programmatic academic accreditation from specialized international bodies, which require their achievement of specialized standards, especially with regard to the learning outcomes of students in the specialization. The learning outcomes related to the characteristics determined by the university in its graduates are also included. The most notable of these are the requirements of the university which are achieved by general courses at the university level, such as the Holy Qur'an, Islamic culture, Arabic language and the Prophet's biography, which are courses related to religious culture and sciences, which directly affect the identity of the University due to its locations in Makkah. The programs also include learning outcomes related to thinking skills, problem solving, communication and contact skills and public health, as targeted outcomes in all Umm Al-Qura University graduates.

Program development committees and quality committees were also established at the level of the academic departments to describe the program and its precise identification of student learning outcomes in the context of the National Qualifications Framework (NQF) and its consistency with the requirements of professional practice in the Kingdom of Saudi Arabia (G 4.14). The Higher Standing Committee for Curriculum and Study Plans ensures through its mechanisms the quality of learning outcomes, as noted in the previous sub-standard (4.1). The University has exhorted all academic departments to form consultative committees to provide advice and opinion on the development of programs and meet the needs of the labor market. The membership of these committees includes members from outside the university, among people with outstanding expertise and other members from within the university with distinguished experience (Annexes G.4.35, G.4.36, G.4.37, G.4.38). The group of engineering and scientific colleges and the group of medical and health colleges have formed these advisory committees and have regularly held periodic meetings. At the current stage, this practice is being implemented for all professional programs at the University.

In order to develop the performance of the faculty members of the university, and based on recommendation 15 of the recommendations of the external reviewers from the National Center for Academic Accreditation and Evaluation (NCAAA), the Deanship of Development and Quality organized several training programs and workshops in the learning outcomes of programs and courses for faculty members and the planning of their operations, (Annex G.4.39). Moreover, recently program has been started to train faculty members on identifying and writing learning outcomes, as shown in annex (G.4.136). A circulation has been sent to





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all the departments asking them to revise their learning outcomes (G.4.137). A plan to update all programs and their learning outcomes has been initiated (G.4.138).

As a step to implement the 18th recommendation of the external reviewers from National Center for Academic Accreditation and evaluation (NCAAA), a Graduates Unit has recently been established in the Deanship of Academic Development and Quality at Umm Al-Qura University, and the graduates follow-up offices have also been established for all faculties (<https://uqu.edu.sa/en/coledumk/53102>- <https://uqu.edu.sa/en/nursing/51992>) , and have begun to gather information about its graduates and employers, to check the relevance of learning outcomes and to what extent the necessary knowledge and skills have been developed (Annexes G.4.40 , G.4.41, G.4.42). The presence of the graduate unit helps maintain regular communication with former students and employers to obtain feedback on the quality of learning. Questionnaires have been prepared to survey the views of graduates (<https://uqu.edu.sa/en/quality/App/Forms/Show/4456>) and others to explore the views of employers and employment agencies (<https://uqu.edu.sa/en/quality/App/Forms/Show/401>) on the extent to which the intended learning outcomes are achieved to give feedback. Many faculties of the university have activated the use of these questionnaires (Annex G.4.43).

UQU graduates are strongly influenced by the uniqueness of the university, being in Makkah, and offering as university requirements Arabic language and 4 levels of Quran and 4 levels of Islamic Culture. These university requirements are shared learning outcomes and constitute a big part of the UQU graduates attributes.

Umm Al-Qura University uses various mechanisms to evaluate courses and programs at the university level and prepare reports on them. The most prominent of these mechanisms are the questionnaires related to the evaluation of courses and programs at the level of all courses and programs of the university <https://uqu.edu.sa/en/quality/App/Forms/> as well as the evaluation of the educational experience of the student. These questionnaires feed the electronic monitoring system to monitor the key performance indicators of all academic programs of the university on the Oracle system to take them as a feedback at the levels of the application of questionnaires, as well as to access indicators related to courses and programs and the student's experience. Table 20 shows students' overall assessment of the quality of courses. Table 21 also shows the average evaluation of the academic program by final year students.

Table 20 Key Performance Indicator (S4.2)

KPI: Students' overall rating on the quality of their courses NCAAA KPI Reference Number: S4.2 Institutional KPI Reference Number: S4.2					
Actual Benchmark	Target Benchmark	Internal Benchmark	External Benchmark		New Target Benchmark
4.19	4.20	4.15	Qassim University	3.00	4.30



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			King Abdul Aziz University	4.13	
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Table 21 Additional Performance Indicator (S4-s9)

API: Average of evaluation of the academic program by final year students (on a five-point scale) Institutional API Reference Number: S4-s9			
Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
3.86	4.00	3.88	4.25

4.3 Program Development Processes

Umm Al-Qura University offers many academic programs (119 programs) to meet the needs of the community. The University strives to ensure the quality of these programs and that they are keeping pace with the changes of the labor market. The University has made progress in the development processes of programs at the institutional level. Evidence of program planning is typically provided as a package of educational experiences, so that all courses – according to the pre-planned methods - contribute to the intended learning outcomes of the programs concerned. There is convergence of results for each of the male and female students' sections at the university where they were both evaluated as "☆☆☆".

In reviewing the results of the evaluation of the standard at the level of faculties and specialty sub-groups, it was found that there are differences in the results of the evaluation of the specialty subgroups, where the group of engineering and scientific colleges, the group of medical and health faculties and the group of Arabic and Islamic legal sciences colleges were distinguished by "☆☆☆☆", while the group of faculties of education and humanities and the group of colleges and branches got "☆☆☆".

The content and strategies developed in the course specifications are coordinated and implemented to ensure the progressive and effective progress of learning in all areas of learning in all programs (Annex G.4.13). The appropriate teaching and evaluation strategies have been added to the areas of learning that are emphasized in each course. These are available in course files in the academic departments, including course specifications and course reports, which include clearly defined learning outcomes, sample of the course content (for distribution to student), copies of assignments and activities, copies of projects, copies of test samples, samples of student answers at different levels, distribution of grades (student work of the academic year, periodic, final, ..), attendance reports forms, and files are supported by the results of the course evaluation questionnaires.

The planning process of the educational programs at Umm Al-Qura University includes taking any necessary action to ensure that the faculty members are aware of the strategies specified in the program and courses specifications and their ability to use them. The University has made

great efforts to reach these results. Several courses, training programs and workshops have been conducted for faculty members to train them on how to develop plans for courses and programs in accordance with the templates of the NCAAA. These courses were offered through several bodies, including the NCAAA and the Deanship of Academic Development and Quality. There were also training courses conducted by the colleges and implemented as self-made efforts. The courses included how to fill out the forms and templates and how to formulate objectives and learning outcomes for both programs and courses. Several courses were held on university teaching strategies to ensure that faculty members are familiar with the strategies set out in the specifications of programs and courses and to use them efficiently and ideally to achieve the targeted learning outcomes (Annex G.4.44). This is an indicator for the achievement of the 15th recommendation of external reviewers from the National Center for Academic Accreditation and Evaluation (NCAAA).

Attention is also being paid to following up the academic and professional fields by the management of programs and faculty members and to include any changes in the content or references of the courses, whether based on new research in the scientific field. Changes may include more interactive and appropriate teaching strategies that have been specified in the existing specifications, in order to ensure that they continue to be adapted to the requirements and quality of those areas. The Higher Standing Committee for Curriculum and Study Plans of the University Vice Rectorship for Educational Affairs conducts a comprehensive assessment of all proposals for the development of new programs or for making substantive changes in existing programs based on clear and specific mechanisms and criteria (https://uqu.edu.sa/en/vr_academics/3891).

The University has urged all professional programs to form advisory committees to provide advice and opinion on the development of programs and meeting of the needs of the job market.

4.4 Program Evaluation and Review Processes

Umm Al-Qura University has specific mechanisms and strategies for regular evaluation of academic programs and program courses. The University aims at evaluating the academic programs to identify the effectiveness of these programs in preparing graduates with high scientific competence to practice their specialization effectively, and to know the extent of appropriateness of the programs practices for the teaching and learning strategies, and the extent to which these programs meet the quality standards and to have knowledge of the extent of modernity of what is being offered in the programs courses and their integration. It also aims at evaluating the availability of the resources necessary to activate the operations of the programs and their employability in the processes and strategies of teaching and learning in an optimal manner, and analyze and monitor the gap between the skills and strategies that are specified in the program documents and what happens at the implementation level to arrive at



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a vision on the feasibility of continuing those programs. The University has made progress in program evaluation and revision processes at the institutional level. It is also evident that results were convergent in both the two sections of male and female students at the university since they were both evaluated as "☆☆☆".

In reviewing the results of the evaluation of the standard at the level of faculties and specialty sub-groups, it was found that there are differences in the results of the evaluation of the specialty subgroups, where the group of engineering and scientific colleges and the group of Arabic and Islamic legal sciences faculties was distinguished and obtained "☆☆☆☆". Meanwhile, the medical and health colleges and the colleges of education and humanities scored three stars "☆☆☆". The group of university faculties and branches scored two stars (☆☆).

Umm Al-Qura University pays great attention to reviewing and evaluating all the programs and courses. This is done through the Curriculum Committees in the academic departments. The course reports are prepared for each semester. The program report is prepared at the end of each academic year after reviewing the course reports and other information about the implementation of the program. (Annexes G.4.12, G.4.13 and G.4.18). These reports are formulated according to the NCAA templates, which include detailed and sufficient information on the extent to which intended learning outcomes are achieved, as well as the effectiveness of learning and teaching strategies that have been planned in specifications of programs and courses. The academic departments also prepare files for courses and programs on a regular basis, in which all the details of the modifications and proposals made to the courses and programs and the justifications for such modifications are kept. The courses and programs are evaluated through questionnaires related to the evaluation of courses and evaluation of programs (<https://uqu.edu.sa/en/quality/App/Forms/Show/353>) at the university level and evaluation of the student's learning experience. Evaluation is carried out by faculty members and students.

The graduate Unit of Umm Al-Qura University was established and the graduate follow-up offices were also established for all faculties (Annexes G.4.40, G.4.41, G.4.42) and the opinions of graduates and employers are being taken through questionnaires and personal interviews about the quality of programs, (Annex G.4.43). In addition to that, QAAS system was introduced at the university (<https://uqu.edu.sa/en/quality/App/FILES/23765>), and it is a quality assessment and information technology system developed specifically to meet the requirements of the NCAA, and is used to assess the performance of standards and evaluate practices at the university. Many internationally accredited faculties have evaluated their own programs in response to the requirements of international academic accreditation bodies. There are also academic records for all university students that are maintained, including student completion rates in all courses and in the programs as a whole and are used as performance





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indicators. These indicators will be addressed in detail in sub-standard 4.7. Furthermore, the university has a central program under the supervision of the Deanship of Admissions and Registration, and it includes completion rates for all students of the university and in each program. Completion and success rates at the university level can also be obtained from the Deanship of Information Technology. Table 22 shows the percentage of enrolled students who successfully completed the first year. Table 23 shows the percentage of enrolled students who completed the program in the minimum time.

The Education Follow-up Unit, the Curriculum and Study Plans Unit of the University Vice Rectorship for Educational Affairs, as well as the Deanship of Academic Development and Quality, follow up all the requirements for implementing the required reports for teaching and learning, reviewing the annual reports of the academic departments and studying them and giving feedback to the academic departments (Annexes G.4.19, G.4.23). They also give the required answers to the inquiries, questions or suggestions received by these academic departments.

Table 22 Key Performance Indicator (S4.4)

KPI: Retention Rate: Percentage of students entering programs who successfully complete first year				
NCAA KPI Reference Number: S4.4				
Institutional KPI Reference Number: S4.4				
Actual Benchmark	Target Benchmark	Internal Benchmark	External Benchmark	New Target Benchmark
59.95%	60.00%	57.58%	72.00% King Abdul Aziz University	70.00%

Table 23 Key Performance Indicator (S4.5)

KPI: Graduation Rate for Undergraduate Students: Proportion of students entering undergraduate programs (bachelor's degree) who complete those programs in minimum time				
NCAA KPI Reference Number: S4.5				
Institutional KPI Reference Number: S4.5				
Actual Benchmark	Target Benchmark	Internal Benchmark	External Benchmark	New Target Benchmark
27.99%	40.00%	31.57%	Qassim University	55.00%
			King Saud University	31.40%
			King Abdul Aziz University	66.00%
				40.00%

The University commits all programs to carry out self-evaluation periodically, taking appropriate procedures and mechanisms to improve the quality of performance through the activation of the good practices set out in the scales of self-evaluation using the NCAA templates (Annex G.4.21). Several academic programs have conducted self-studies and



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obtained international accreditation (Annex G.4.5, G.4.6). The Higher Standing Committee for Curriculum and Study Plans also requires the academic departments when presenting new programs or developing the existing programs to have them peer reviewed either by some prestigious academic institutions or through specialized academics from prestigious educational institutions, and by the participation of concerned faculty members, graduates and experts from relevant industrial and professional sectors and employers in the process of reviewing and developing the objectives of the program (https://uqu.edu.sa/en/vr_academics/3891). Table 24 shows the average evaluation of the academic program by final year students.

Table 24 Additional Performance Indicator (S4-s8)

API: Average of evaluation of the academic program by the teaching staff (on a five-point scale) Institutional API Reference Number: S4-s8			
Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
3.37	3.50	3.44	3.75

The academic departments of the university have formed consultative committees to provide advice and opinion on the development of programs and to meet the needs of the labor market. The membership includes members with experience from outside the university and distinguished members with expertise from within the university (Annexes G.4.35, G.4.36, G.4.37, G.4.38).

A part of the program evaluation and review process is the change of the name of the preparatory year to the first shared year. For some programs, a shared year is offered including foundational basic courses related to the field of study. There are different structures for this year, and the course are highly influenced by the programs which the student will join after completing this year. Since this status is different from the practice in other universities, this year is included in the credit hours of the programs and the year is considered a first shared year rather than a preparatory year.

4.5 Student Assessment

Umm Al-Qura University has made progress in student assessment processes as a whole. The results of the study show that the results of the study show convergence of scores between the male and female students' sections, as both were evaluated as (☆☆☆).

In reviewing the results of the evaluation of the standard at the level of faculties and specialty sub-groups, it was found that the group of engineering and scientific colleges, the group of

medical and health faculties and the group of Islamic legal sciences and Arab faculties have obtained four stars (★★★★). The group of the colleges of education and humanities, and the group of university colleges and branches also scored three stars (★★★).

Courses and programs specifications are available according to the NCAAA templates in all academic departments and are reviewed each year by the Program and Curriculum Development Committees at the academic department level. All academic programs and courses outline the plans, knowledge and skills to be acquired, as well as teaching strategies and assessment methods for progressive progress in learning according to the target learning outcomes (Annexes G.4.32, G.4.33). Faculty members are committed to the proper implementation of courses and programs. In the first meeting with students, faculty members get them familiar with the specification of the course and the plans it contains including the objectives, outcomes and teaching strategies and evaluation methods and their schedules, (Annex G.4.45). Table 25 shows the students' opinion about their knowledge of assessment scales at the beginning of the course.

Special committees are set up to organize the tests in all academic departments to organize and follow up the testing process, to determine the mechanism for monitoring the tests, to form the internal reviewers' committee, to set up a mechanism to review the random sample, and to receive the reports of the external reviewers (Annex G.4.46). UQU also uses a number of mechanisms to verify students' achievement levels in accordance with the best internal and external standards, whether at the level of courses or programs or at the university level as a whole. Some of these mechanisms are as follows:

- Commitment to the regulation of study and tests for the undergraduate level and the system of the Council of Higher Education and universities in the Ministry of Education, (Annex G.4.47).
- Specification of all courses according to the NCAAA templates, (Annex G.4.33).
- When courses are offered by more than one faculty member in the program, the course coordinators are identified to ensure that the standards are applied correctly. In some colleges, the tests are standardized and all the answer sheets are marked by a marking committee formed by the teachers of the course. (Annexes G.4.48, G.4.49).
- When offering courses to multiple departments (University requirements - college requirements), the course coordinators are identified and the same mechanisms in force (test dates, test level, application of a uniform standard deviation, comparison of results) are applied to all academic departments to ensure justice among students.
- The faculty members are committed to providing feedback to students on assignments and tests in a timely manner (Annex G.4.50).
- The faculty members are required to submit the course files in the academic departments at the end of each semester. These include: course reports, sample of the courses contents, copies of assignments and activities, copies of projects, copies of test



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forms, samples of students answers at different levels, distribution of grades (work of the year, periodic, final, ..), and attendance reports (Annexes G.4.13, G.4.51).

- In the event of errors in awarding the grades of the students, the faculty member fills out the correction form of the result with all the evidence attached to the justifications for the modification of grades, and then presented to the head of the academic department and then the Dean of the Faculty to approve the application submitted before sending it to the Deanship of Admission and Registration to correct the error, (<https://uqu.edu.sa/en/dadregis/App/FILES/13690Monitoring>).
- the key performance indicators (completion of courses, extent of student progress in programs, completion rates, results of student evaluation of courses and programs ...) for each academic program and feedback is provided for the departments (Annex G.4.15).

There are a variety of direct and indirect assessment methods for students at Umm Al-Qura University, ranging from oral and written tests to presentations and discussions or by observing student performance and responsiveness. The student's ability to apply learning is evaluated through experiments, projects and research. Evaluation techniques and the measurement of learning outcomes vary according to the nature of the program. In some colleges of special nature, such as the Faculty of Engineering and the College of Computer, the academic departments form special committees to follow up the graduation project and verify the work of students as follows:

- Adoption of the proposed projects for different groups of students by supervisors before the beginning of the semester in which the student will register his graduation project.
- Provision of a mechanism to ensure that graduation projects achieve the required learning outcomes and that the assessment is fair.
- Selection of examiners for the graduation projects from within and outside the academic department (similar departments - experts from the industry)
- Distribution of students of graduation projects to supervisors (in the form of groups, each groups ranging between 4 to 6 students).
- Adoption of projects for discussion and the formation of committees for them.
- Follow-up the delivery of faculty members of the results on time in accordance with the regulations adopted by the Deanship of Admission and Registration.
- Report on the status of faculty members' delivery of graduation project files.
- Classification and archiving of results and conducting comparisons between student achievement levels.

Table 25 Additional Performance Indicator (S4-s6)

API: Average of the opinions of students on their knowledge about assessment scales at the beginning of each course (on a five-point scale)
Institutional API Reference Number: S4-s6



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Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
4.23	4.25	4.26	4.30

The field experience course is also evaluated in some professional programs such as engineering and computer through the discussion committees that the training department nominates, but this is not done at the level of all programs. In some programs it is sufficient to evaluate students and supervisors' reports. The college of medicine also uses external examiners to evaluate students. Students are also evaluated by more than one faculty member (this will be detailed in sub-standard 4.10). The clinical and medical faculties assess the clinical skills of students in all courses of all levels. A number of specialists and consultants are invited from hospitals to participate in the clinical tests (Annexes G.4.52, G.4.53). Evaluation processes within academic departments that have obtained international accreditation are based on international accreditation requirements that require multiple procedures and must include some direct measures of students' capabilities relating to the program outputs. In the preparatory year, all students are tested to determine the level and ensure that they have received English language training that is commensurate with their level of proficiency. Students' progress is assessed from level to level.

Some faculties, such as the Faculty of Sharia and Islamic Studies, the Faculty of Applied Medical Sciences and the University College in Al-Laith, have begun to verify students' evaluation by reviewing the correction of random samples of students' papers and their work through other faculty members in the same academic department. The template has been circulated to all programs at the University (<https://uqu.edu.sa/en/quality/App/FILES/13052>) (Annexes G.4.54, G.4.55).

Many of the departments at Umm Al-Qura University take measures to train, qualify and update the experiences of the faculty members, particularly on the methods and strategies of teaching and evaluation, and the method of conducting tests and assessments for students. The Deanship of Academic Development and Quality organizes several training programs and workshops for this area (Annexes G.4.1, G 4.39, G.4.44). The Deanship of e-learning and distance learning also organizes courses related to various electronic tests (Annex G.4.56). In addition, the colleges' vice deanships for training and development offer many training activities to qualify members in the theoretical and practical evaluation. All these efforts lead to the achievement of recommendation 19 of the recommendations of the external reviewers from the National Center for Academic Accreditation and evaluation (NCAA).

The faculty members in all university programs are keen to ensure that the work done by the students is actually the work of the students themselves. This is done according to the required



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tasks. For example, when conducting research, students are interviewed on the contents of the research and the stages of its procedures. It is also done at the level of practical courses through student performance in the classroom. An example of this practice is the discussion of graduation projects through the examiners' committees in some academic departments and colleges. The multiple evaluation methods require that students show performance, especially with regard to the knowledge and skills required to be achieved. The Deanship of Scientific Research at the University also provides some software to examine the work of students at all stages and to detect the citation in the texts as in the site of the Deanship of Scientific Research (<https://uqu.edu.sa/en/dsr/50800>). It is encouraged to provide feedback to students on their performance and evaluation results by providing the grades of their assignments and tests in a timely and reasonable manner. The academic departments also encourage faculty members to provide sample answers to test questions and assignments through the websites of academic departments. Faculty members are available during the office hours to give answers to the enquiries of students (this will be detailed in sub-standard 4-6).

The faculty members of Umm Al-Qura University are committed to fairness and objectivity in the evaluation of students' work. The faculty members also conduct tests according to certain specifications and standards in terms of content and form according to the nature of the course in a way that allows them to assess the extent of achievement of learning outcomes. Students' views on the fairness and suitability of the evaluation are also taken into consideration. Table 26 shows students' opinion on the fairness of the evaluation.

With the declaration of the Regulation of Student Rights and Duties in 1436 AH, the university clarified all the rights related to the student with respect to the grievance and appeal to evaluation and the mechanisms applicable to it. In the event of an injustice being done to a student by giving him an unfair grade, the student submits his grievance letter to the head of the academic department within a period one semester of its occurrence. The head of the academic department addresses the faculty member which the grievance is filed against within a period not later than one week from the date the student submitted his grievance. The faculty member must respond in writing and attach the evidence within a week. The head of the academic department informs the student of the results. If the result is in his favour, the head of the academic department sends it to the Dean of the Faculty to inform his of what has been done in that regard. However, in case of dissatisfaction, the student has the right to submit his appeal to the Sub-Committee for the Protection of the Rights of Students at the relevant faculty (Annexes G.4.57, G-4-58). The University ensures that students are aware of these procedures through periodic campaigns under the supervision of the Deanship of Student Affairs, in cooperation with the faculties and its affiliated clubs, as well as through the use of leaflets and pamphlets distributed to the students and dissemination of the regulation through the university website (https://drive.uqu.edu.sa/_studaff/files/qanon.pdf).



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Table 26 Additional Performance Indicator (S4-s1)

API: Students' opinion on the fairness of the evaluation and its relevance to the courses (on a five-point scale) Institutional API Reference Number: S4-s1			
Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
4.22	4.25	4.29	4.30

4.6 Educational Assistance for Students

Umm Al-Qura University attaches great importance to the educational assistance provided to its students and seeks to improve the quality and development of this assistance in quantity and quality on a regular basis. There is convergence of the level of educational assistance in general for both the sections of male and female students (☆☆☆).

In reviewing the results of the assessment of the standard at the level of faculties and specialty sub-groups, it can be noted that the level of educational assistance in general is convergent for both male and female students' sections and for all campuses of the university at the level of the practices of the standard, thus achieving the 21st recommendation of the external reviewers from the National Center for Academic Accreditation and Evaluation (NCAAA). The group of engineering and scientific colleges and the group of medical and health faculties have obtained (☆☆☆☆), while the rest of the specialty sub-groups obtained (☆☆☆). Umm Al-Qura University aims to achieve high quality performance at all faculties and specialty sub-groups.

Umm Al-Qura University pays attention to the process of academic guidance, either centrally or at the level of faculties and educational programs. The Deanship of Student Affairs has the Vice Deanship of Student Affairs for Guidance and Counselling and Community Partnership (<https://uqu.edu.sa/studaff/161>) in addition to other vice deanships which care for providing students support and student services as well as student training (this will be discussed in detail in the fifth standard). At the program level, office hours are activated for the faculty members to give advice and guidance to students through organized processes and mechanisms. Scheduled times are set for faculty members and announced to students (Annex G.4.59), which satisfies the 20th recommendation of the external reviewers from the National Center for Academic Accreditation and Evaluation (NCAAA). Students' satisfaction with faculty members' availability at office hours, as well as their satisfaction with faculty members' individual follow-up and support, is assessed as part of student assessment of the courses (Annex G.4.60). The university has identified two additional-indicators to measure performance in these two practices. Table 27 shows the students' opinion on faculty members'



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availability at office hours. Table 28 also shows the students' opinions on the faculty members' individual follow-up and support.

Table 27 Additional Performance Indicator (S4-s2)

API: Students' opinion on the availability of faculty members at office hours (on a five-point scale) Institutional API Reference Number: S4-s2			
Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
4.15	4.15	4.12	4.25

The university provides sources of learning and its development to help students in their studies on a regular basis. There are 28 libraries in the university, including the King Abdullah Central Library at University Campus at Al-Abidiyyah, Female Students' Section Library at Az-Zahir and the specialized libraries in the faculties, as well as special libraries dedicated to the University library and are 16 libraries. (Annexes G.4.61, G.4.62). The Central Library is replete with a vast amount of educational resources in all fields and disciplines. According to 2017 statistics, there are 157 databases, 550,000 e-books, 160000 scientific journals, 700,000 scientific theses, 900,000 research and conferences, and 700,000 multimedia (Annex G.4.63). The digital library of the university allows all students to access its contents from anywhere through the web. Furthermore, the digital library has a huge amount of resources and it allows browsing and downloading of the full content of all Saudi universities and many international libraries. The library is equipped with furniture that allows for study, navigation and research in an appropriate atmosphere (this will be addressed in detail in Standard 6). The university is also interested in the educational equipment of the study halls and laboratories to ensure the achievement of the outputs of the programs, where the laboratories are equipped with the latest equipment to train the students. Also, schedules are made for the laboratories and their contents as well as instructions on how to use them, their condition and the extent of their need for maintenance, (Annex G.4.64).

There is a great attention being paid to activities of field experience at the university as it is the actual work environment which the student is being prepared to join. The student has access to manuals on field training. There are also committees that supervise and plan field training. Field training places such as hospitals, clinics or schools are identified. Field training is evaluated through field supervisors, and students provide reports on field training in some programs that require it. (This will be dealt with in detail in sub-standard 4.10 Field Experience Activities).

Table 28 Additional Performance Indicator (S4-s4)

API: Students' opinion of the follow-up of faculty members for them individually and their assistance (on a five-point scale)





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Institutional API Reference Number: S4-s4			
Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
4.21	4.25	4.23	4.30

In addition, the student at Umm Al-Qura University receives academic and professional guidance from faculty members in the academic departments where the students are distributed among the academic counsellors or advisors at the beginning of each year or at the beginning of each semester (Annex G.4.65). The university organizes training programs for academic guidance for faculty members, (Annex G.4.67), and there are handbooks in the academic departments that help to understand academic guidance (Annex G.4.66). There are also committees that supervise and plan the academic guidance process (Annex G.4.68), and by the end of each semester or at the end of the year, according to the nature of the study, the process of academic guidance is evaluated, and a report is written on it (Annex G.4.69). The academic advisor assists the student in the processes of registration and selection of courses according to the student's abilities and his/her GPA. The university also provides an integrated electronic system for admissions and registration processes and the coordination of the study load (Annex G.4.70), with electronic records for academic guidance enabling the extraction of multiple reports. (Annex G 4.71). Table 29 shows the extent of students' satisfaction with registration procedures and the coordination of the study load. Umm Al-Qura University is also interested in preparing students to study at the university environment, where it organizes an introductory meeting for new students every academic year at the university level, through the Deanship of Student Affairs, (<https://uqu.edu.sa/en/App/News/12709> - <https://uqu.edu.sa/en/App/Events/2595>), as well as the existence of introductory meetings at the level of faculties and programs (Annex G.4.72).

Help is provided to students at all branches, particularly after the establishment of the Educational Services (G.4.142, G.4.143, and G.4.144). In addition, some initiatives were started, including the initiative of the Educational Services (G.4.140) and the Deanship of the First Shared Year (G.4.141).

Umm Al-Qura University does the necessary arrangements to prepare students in English language to help them continue their studies in English language programs. This is done by focusing on English language in the preparatory year, where students study ten credit Hours of English in both the first and second semesters. These hours represent between 30 -35 % of the total credit hours of preparatory year courses, depending on the nature of each track. Six credit hours of General English language are studied in the first semester followed by 4 credit hours of professional English language in the scientific field (track), (Annexes G.4.73, G.4.74). It is worth mentioning that the focus on English in the preparatory year is one of the most



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important educational assistance given to students to help them acquire learning outcomes in the field of specialization as well as a response to the 26th recommendation of the external reviewers from the National Center for Academic Accreditation and Evaluation (NCAAA).

Table 29 Additional Performance Indicator (S4-s3)

API: Scope of students' satisfaction with the registration procedures and the coordination of the academic burden (on a five-point scale) Institutional API Reference Number: S4-s3			
Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
3.55	3.80	3.82	3.80

4.7 Quality of Teaching

Umm Al-Qura University has a high quality of teaching with interest in continuous development. It implements several mechanisms aimed at achieving the quality of teaching while maintaining improvement and achieving excellence in achieving targeted learning outcomes. There is also convergence of the quality of teaching for both male and female students' sections at the university (★★★★).

In reviewing the results of the evaluation of the standard at the level of faculties and specialty sub-groups, it was found that the quality of teaching in general was very similar for both the male and female students' sections and for all campuses of the university at the level of the practices of the standard. The group of university faculties and branches obtained (★★★★), while the rest of the specialty subgroups had (★★★★).

The results confirm the importance Umm Al-Qura University attaches to the achievement of the quality of teaching, starting from the good preparation of the new faculty members through a preparatory program that is held every academic year and organized by the Deanship of Quality and Development. The program has been offered for six consecutive years. All University vice rectorships and departments and their supporting deanships partake in the activities of the program. Also, training workshops on topics related to teaching are also held. The program aims to provide new faculty members with the knowledge that may contribute to their professional development and development of their skills, especially in the strategies of teaching and methods of assessment and active learning. It also aims to introduce new faculty members to the components of the university and its systems and services in addition to their rights and duties. It also works to facilitate the establishment of channels of communication between faculty members and the senior management of the university and its various departments, which contributes to the rapid integration of new faculty members in the university community and makes them acquire the basic professional skills needed teaching. The program is announced through several means of communication, either through e-mail, or



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by advertising on the university's website (<https://uqu.edu.sa/en/App/Events/1934>), (Annex G.4.3). During the current year 1438-1439 AH, the program and its contents have been developed and its name changed to become (the Forum of Faculty Members). It has adopted a slogan related to the vision of the Kingdom 2030 where the slogan of the forum used to be (A Teaching that Achieves the Vision). The program targeted two categories of new and old faculty members of the university developing the strategy of presenting topics through seminars and presentation of an open lecture by a chief speaker focused on the teacher as the most influential factor in the educational process and the quality of teaching, with the stability of the induction aspect through the participation of all the vice rectorships of the University and its departments and supporting deanships. The open lecture and all the contents of the forum were placed on the website for the benefit of those faculty members who could not attend (<https://uqu.edu.sa/en/acforum>), (Annex G.4.75). The university also allows new faculty members to participate in the training courses conducted by the Deanship of Academic Development and Quality. They have priority in the acceptance for participation, especially in programs for identifying and measuring learning outcomes as well as assessment methods (Annexes G.4.39, G.4.76).

All academic departments of the university use the NCAA, including the program and courses specification templates that cover all areas of learning identified by the national qualifications framework, as well as identify appropriate learning strategies for learning outcomes according to their nature in the program and the different specialization and evaluation mechanisms. This is in addition to the mechanisms and rules by which the program is approved and its stages which include the review of the specifications along with the items they contain. This is illustrated by the procedural manual for the preparation and development of academic programs at Umm Al-Qura University (https://uqu.edu.sa/en/vr_academics/3891). The program specification template contains the mapping matrix of the learning outcomes, teaching strategies and assessment methods to ensure that these components are consistent (Annex G.4.32). The faculty members of Umm Al-Qura University are committed to the contents of the program and course specifications, and to introduce the students to all the requirements of the courses at the beginning of teaching the course through the presentation of the specification and its contents, including the topics and intended learning outcomes, teaching strategies and methods of assessment and their dates and references of the course and activities to be implemented. (Annex G 4.45). Table 30 shows the average of students' knowledge of their target learning objectives and outcomes at the beginning of the course. Table 31 also shows the extent to which students evaluate faculty members' commitment to the course contents. The references are updated whenever required by the faculty members who teach the course by including them in the recommendations of the course report. The academic department prepares the required list of books and references for submission to the Deanship



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of Library Affairs to provide what is lacking of them and is not available in the library in a timely manner.

Table 30 Additional Performance Indicator (S4-s5)

API: Average of the opinion of students on their knowledge about the intended learning objectives and outcomes at the beginning of the course (on a five-point scale) Institutional API Reference Number: S4-s5			
Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
4.25	4.25	4.49	4.50

The university also implements an integrated system based on several mechanisms to evaluate the effectiveness of teaching. The most important of these mechanisms are the students' assessment of the quality of teaching the courses that are carried out through the students' opinion survey after completing the teaching of each course. The survey includes a number of items dealing with all aspects of preparing for the course and the performance of the faculty member in delivering the course and completion of the contents and topics described at the beginning of the course, as well as the scope of availability of equipment and technology, the provision of assistance through the faculty member, evaluation methods and other items (Annex G.4.60).

The educational programs of the university apply the rules of the regulation of university study regarding the rules of obligatory attendance of 75% the course meetings, practical and theoretical. The students are monitored during the course through follow-up statements for each meeting (Annex G.4.77). If the student does not attend the course regularly, he will be alerted by means of various means of communication, including e-mail, correspondence system (rasil) or announcement of the warning in a clear place in the academic department (Annex G.4.78). If the student misses 25 % of the number of meetings, Article 9 of the Executive Regulations of the Rules of Study and Tests shall be applied and hence he shall not be allowed to enter the final examination of the course. Student's commitment to the ethical rules stipulated in the regulation of student's rights and duties (Annex G.4.79) is one of the requirements for continuing the study. When the student commits some violations, a council for discipline is held through committees formed within the faculty based on official decisions to investigate with the student. In case the violation is proven the student will be penalized either by suspension for one or two semesters, and the penalty will be increased gradually until final dismissal according to the type of violation. The decision will be taken by the authorized person based on the recommendation of the Disciplinary Council (Annex G.4.57).



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Table 31 Additional Performance Indicator (S4-s7)

API: The extent to which students evaluate the commitment of faculty members to the planned contents of the course (on a five-point scale) Institutional API Reference Number: S4-s7			
Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
4.29	4.50	4.68	4.50

At the end of each semester, the faculty member submits a comprehensive report on the course according to the NCAA templates, including the items in which the extent of conformity of what was actually implemented in the course with what was planned in advance in the course description and the differences and obstacles and its causes are evaluated in all items including the course completion, teaching strategies and evaluation methods. Students' results in the course, its statistics and comments as well as the results of surveys of the opinions of students on the evaluation and benefits of the course are also included in the report. The report concludes with a set of developmental recommendations for the course in any of the items that require this and the action plan for the course in the subsequent round. And at the end of the academic year, the annual report of the program is written to give a comprehensive picture of the performance in all the courses and in the program in general with the monitoring of obstacles and courses that have not been taught and have been planned or courses whose contents have not been completed with the development of compensatory procedures for them. It also involves the evaluation of the teaching strategies used, the references and the adequacy of the equipment and all that has to do with the teaching and learning processes in the program, including the performance indicators of the program and concludes with the necessary developmental recommendations with the action plan (Annex G.4.13, G.4.51). It is then presented to the head of the academic department, together with detailed course reports, to review the level of performance in each course and at the overall level of the program. Through the electronic system, the head of the academic department also has access to monitor the key performance indicators, review the results of the student evaluation of all the courses for the faculty members to provide feedback to help them evaluate and develop the teaching strategies used in order to achieve the intended learning outcomes, thus improving productivity and achieving maximum speed in the completion of the work. Each faculty member can also view the results of students' evaluation of the course's performance through his account page. The Curriculum Development Committee in the academic department will study and examine all recommendations related to the development of courses or programs and make decisions according to the levels of authority specified in the of the preparation and development of academic programs manual at Umm Al-Qura University (Annex G.4.12).

4.8 Support for Improvements in the Quality of Teaching





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Umm Al-Qura University pays great attention to the efforts to improve the quality of teaching where it applies multiple mechanisms that aim at sustainable improvement to attain excellence. This is evident by the convergence of the results of the support of the efforts to improve the quality of teaching for both male and female students at the university at (★★★★).

In reviewing the results of the evaluation of the standard at the level of faculties and specialty sub-groups, it was found that there are differences in the results of the evaluation of the specialty subgroups. The group of engineering and scientific colleges was distinguished by four stars (★★★★). The group of medical and health colleges and the group of colleges of education and humanities and Islamic legal sciences and Arabic colleges got three stars (★★★). The group of university faculties and branches scored (★★★).

The University is keen to support the efforts to improve the quality of teaching through several perspectives, especially the permanent development of the professional competencies of the faculty member. Therefore, the University provides ways to develop those competencies through continuous training of faculty members in areas related to their professional performance as in the following:

- Teaching skills: including the strategies and methods of teaching and evaluation methods, the use of technology in teaching and design of courses and the formulation of learning outcomes and other aspects related to the teaching aspect.
- Academic research skills: including the skills of the preparation of research tools, statistical analysis skills and programs, leadership of the research team, and multiple thinking skills, including analytical thinking, critical and innovative thinking and other sets of skills related to different aspects.
- Skills of communication and dealing with others: Examples of this is effective presentation skills, persuasion and influence skills, overcoming work pressure and time management, self-development strategies, and other set of skills to develop aspects of communication and dealing with others, especially the different types of learners.
- Quality and Academic Accreditation processes: These include all processes, concepts and templates related to quality assurance.
- Leadership skills: Examples include management of meetings, work team management, strategic planning and change management.
- Technical skills: Examples include courses on how to use the smartboard and programs to convert courses to e-courses and modern electronic methods of assessment and how to use research software in the arrangement of references and the discovery of citation.

Umm Al-Qura University is interested in the development of all these areas in a manner that will help to achieve efficiency in the skills of the faculty member, which will reflect on his performance and continuous improvement of the quality of teaching. Many agencies in Umm Al-Qura University support the training, rehabilitation and updating of the expertise of faculty members in general, especially in teaching skills. These bodies are:



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- The Deanship of Academic Development and quality.
- The Deanship of e-learning and distance education.
- The Deanship of Scientific Research.

The Deanship of Academic Development and Quality offers training courses and workshops to all faculty members and the like. There is also a vice deanship for training in the Deanship concerned with that (<https://uqu.edu.sa/en/nquality/132>) (Annex G.4.80). Training courses are offered throughout the year, and there are specialized training courses for which participants are nominated from colleges and academic departments, and other courses are available to all faculty members to register electronically through the website of the Deanship at the university website <https://uqu.edu.sa/en/App/News/23509>. The Deanship also coordinates the nomination for the courses offered by the NCAA and offers electronic application and registration (<https://uqu.edu.sa/en/App/News/13072>). The Deanship of Development and Quality offers training courses in a self-administered manner through the faculty members of the university according to their specialization and their relation to the subject of the courses. Alternatively, the training is handed to a specialized center in consultancy and training of faculty members in universities, which is responsible for the process of training under the supervision of the deanship and in accordance with certain specifications that ensure the achievement of the objectives of the training. The University provides a budget for training. At the end of the training process, the Center submits a comprehensive report on the training, including the details of the training courses, the number of trainees and the results of the survey in the evaluation of the training courses (Annex G.4.2). The Deanship of Academic Development and Quality also reports on the training of faculty members in the annual report of the Deanship and details of the training (Annex G.4.1). Faculty members and university leaders are also involved in identifying and prioritizing their training needs through a number of mechanisms, including survey of their opinions by means of the questionnaires. There are two questionnaires, one is for faculty members, and it includes all aspects related to professional development and the other is for the leadership (Annex G.4.81). And the other mechanism is to hold workshops for them and discuss training needs to reach a list of training courses covering all aspects. Training programs and workshops are being developed to identify and implement training needs in the light of the results of the survey (Annex G.4.82).

The Deanship of e-learning and distance education in the university contributes to the development of the skills of faculty members in this field, offering them a variety of training courses that enable them to convert their courses into the electronic version, as well as electronic course management through a specialized e-learning platform that a faculty member can use through his website (<https://uqu.edu.sa/en/elearn>). The Deanship of E-Learning and Distance Education has prepared a set of training manuals (https://uqu.edu.sa/en/elearn/Training_Dalil).

The Deanship of E-Learning and Distance Education is interested in providing training courses for both faculty members and students as they are both concerned with the use of the e-learning platform and they must have the skills so that the objectives can be achieved through the use of electronic system tools, in addition to the various and recurrent induction meetings to introduce them to the system and to disseminate the e-learning culture among faculty members and students. The topics of the training courses include the following:

- Courses on the e-learning system (basics of e-learning - virtual classroom – using the e-learning portal - e-tests - instructional design wizard - building and management of content).
- Courses outside the e-learning system (video tutorial and inverted grade - fixed infographic design - portable interactive whiteboard - digital learning - web applications in education - automatic correction – fixed and mobile smart whiteboard).

These training courses contribute greatly to the activation of the use of technology and modern techniques in the educational process, which supports the improvement of its quality in terms of efficiency and competence, in response to the 15th recommendation of the external reviewers from the National Center for Academic Accreditation and Evaluation (NCAAA). The Deanship of e-learning and distance education prepares an annual report that includes all its activities during the academic year, including training activities for faculty members or students, with details of course topics and the number of attendees in both sections (Annex G.4.56).

The Deanship of Scientific Research contributes in a qualitative and focused manner to the development of the skills of academic research among faculty members, which in turn reflects on the educational process and improves its quality. The Deanship of Scientific Research offers a series of training courses periodically in the form of training packages (<https://uqu.edu.sa/en/dsr>), each of which represents a program dealing with several topics as follows:

- Leadership development program in academic research.
- Consultant program in academic research.
- Researcher building program (for male and female postgraduate students).
- Program for the preparation of researchers in the field of entrepreneurship.
- Specialist researcher program.
- Training program in the preparation of volunteers in academic research.

As well as the provision of specialized training courses for specific areas in addition to the general training courses, where the trainings and workshops are conducted in a specific field or quality methods of teaching in the field of specialization, which have a special nature such as engineering and medical specialties, as well as attending specialized conferences in the field, (Annexes G.4.83, G.4.84).



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The processes and efforts to improve the quality of teaching are not limited to the training of faculty members only, but also include training courses for students that contribute to improving the experience and expertise of the university study and development of the skills of memorization, achievement, thinking, communication, planning and self-management of the students. This is done by the Deanship of Student Affairs which offers a wide range of training courses in various topics that develop the students horizons and information as well as their skills, which contributes to improving the quality of the achievement and achieves the intended learning outcomes through the quality of teaching (<https://uqu.edu.sa/en/App/Events/all/67>). This will be addressed in detail in Standard 5.

The training process is evaluated through a survey of the beneficiaries of the training courses after each training course or program by means of the templates prepared for this purpose and which are analyzed. The opinion of the faculty members regarding the availability and easy access to training opportunities is also surveyed through one of the questions included in the questionnaire for measuring the job satisfaction of the faculty members, specifically paragraph 12, in which the score was 3.55 on five point scale, representing 71 % satisfaction of faculty members on the availability of training opportunities in the university (Annex G.4.85).

Statistics on the extent and percentage of the participation of faculty members in professional development are also made available through the Key Performance Indicator (S9.2) of the Ninth Standard: Recruitment Processes (Annex G.4.86), the results of which indicate that there is a positive percentage of the participation of faculty members in professional development activities. Furthermore, the distinguished efforts in the teaching process are assessed through different levels at the academic department, college and university levels (Annex G.4.87). Training statistics and participation numbers are recorded each year through the providers of training courses and performance is benchmarked year after year (Annex G.4.88).

4.9 Qualifications and Experience of Teaching

Faculty members are considered to be a major component in the educational process. Therefore, the university is keen to attract those with qualifications and expertise that are compatible with the academic tasks required to cover all academic programs at the university. Umm Al-Qura University has made progress in the standard as a whole. The results of both sections of male and female students converged at(★★★★).

In reviewing the results of the evaluation of the standard at the level of faculties and specialty sub-groups, it was found that the group of engineering and scientific colleges, the group of medical and health colleges and the group of faculties of education and humanities obtained (★★★★), while the group of Sharia and Arabic colleges and the group of university colleges and branches got (★★★).





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The university is keen to take measures to ensure the appropriateness of the scientific specialization of the faculty member to the courses that he/she teaches. Hence, teaching assistants are not appointed and promotions to higher scientific degrees are not done except upon the recommendation of the academic departmental councils. In accordance with the regulations of the affairs of the employees of Saudi universities, the scientific research and all activities of the faculty member are reviewed to ensure the availability of the appropriate qualification and maintenance of academic ranks in the academic departments (Annexes G.4.89, G.4.90, G.4.91). The University is also keen to take into account the academic cultural diversity of the staff on contract basis, as will ensure diversity and enrichment of expertise (Figure 10), (Annexes G.4.92, G.4.93). The contracting process is carried out according to contractual standards, which are regulated by the University's policies and administered by the Deanship of Faculty Members and Staff Affairs. The recruitment and contracting are done upon the request of the academic program, with the specification of the required degree and the academic specialization required to ensure compatibility with the courses they will teach and their experience therein, (Annexes G.4.94, G.4.95, G.4.96).

In the academic year 1438 - 1439 AH, the university had more than five thousand faculty members with a total of (5093 members) divided among the different academic ranks (Professor - Associate Professor - Assistant Professor - Lecturer - Teaching Assistant), with (30.7 %) increase in the overall number of faculty members. However, increase in the female section was by (46.38 %), while the increase in the male section was (21.01 %), (Figure 11). Table 32 shows the ratio of students to faculty members (on a full-time basis or its equivalent). The percentage of the doctorate degree holders among the faculty members is 48.58% and the remaining, which is 52.25%, have a master's degree and a bachelor's degree. The University seeks to increase the number of faculty members with PhDs, especially female faculty members, by developing the existing staff to achieve its mission in an appropriate manner and to meet the 25th recommendation of the external reviewers from the National Center for Academic Accreditation and Evaluation (NCAAA). Table 33 shows the percentage of faculty members with validated PhD qualifications. It should be noted that most of the faculty members (95.01 %) operate on full-time basis and the proportion of part-time staff among the faculty members of the university is (4.99%). The University is keen to provide effective induction and training programs for new faculty members. Based on the 22nd recommendation of the external reviewers from the National Center for Academic Accreditation and Evaluation (NCAAA), the University has organized programs to prepare new faculty members and familiarize them with all the information about the basic rules and regulations of the University, and the rights and duties of faculty members (Annex G.4.3), (<https://uqu.edu.sa/en/dsfaculty>).

A plan has been initiated to improve the percentage of PhD holders as a part of a wider plan, as shown in (G.4.139).



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The faculty members participate in the academic and academic research activities to ensure that they are kept abreast of the latest developments in their field of specialization by participating in funded applied research and scientific chairs (Annexes G.4.97, G.4.98, G.4.99, G.4.100, G.4.101, G.4.102). The University also encourages faculty members to conduct original and innovative research which contributes to enriching knowledge. Many training programs are provided (leadership development in academic research, building of researchers in the field of entrepreneurship, specialized researcher, preparation of volunteers in academic research) through the Deanship of Scientific Research (<https://uqu.edu.sa/en/dsr>). The University provides an integrative environment that stimulates the production of sound research, increasing the scientific publication and knowledge production in quantity and quality, enhancing interdisciplinary integration and strengthening the partnership with society and industry through the supporting service units at the Deanship of Scientific Research (<https://uqu.edu.sa/en/dsr/50789>). The University also provides many training programs and workshops for new researchers (Annex G.4.103). The University encourages faculty members to attend conferences, seminars and workshops around the world and provides financial support for transportation and conference / workshop registration fees. The teaching team of professional programs also includes some of the most experienced and skilled professionals in these fields to ensure the educational efficiency and professional experience of the instructors of those courses, especially in field experience. The University has allowed the faculty members to open the offices of expertise under the umbrella of the Institute of Research and Consultancy Studies at the University (<https://uqu.edu.sa/en/icrs>) to promote the principle of strategic partnership between Umm Al-Qura University and the community and to develop the professional competencies of university faculty members and benefit from their expertise by offering specialized scientific services for the conduct of consultancy studies (Annex G.4.104). The University has also set up development and training units for most disciplines to transfer and localize knowledge, provide studies, advisory services and vocational training to the public and private sector through the faculty members of the university (Annex G.4.105). The University has also introduced the Institute of Creativity and Entrepreneurship to enable the university to optimize its research and scientific potential, create a stimulating and attractive environment for creativity, develop creative thinking for students and faculty members, adopt applied patent education and pilot projects that serve the community (<https://uqu.edu.sa/en/iei>), (Annex G.4.106).



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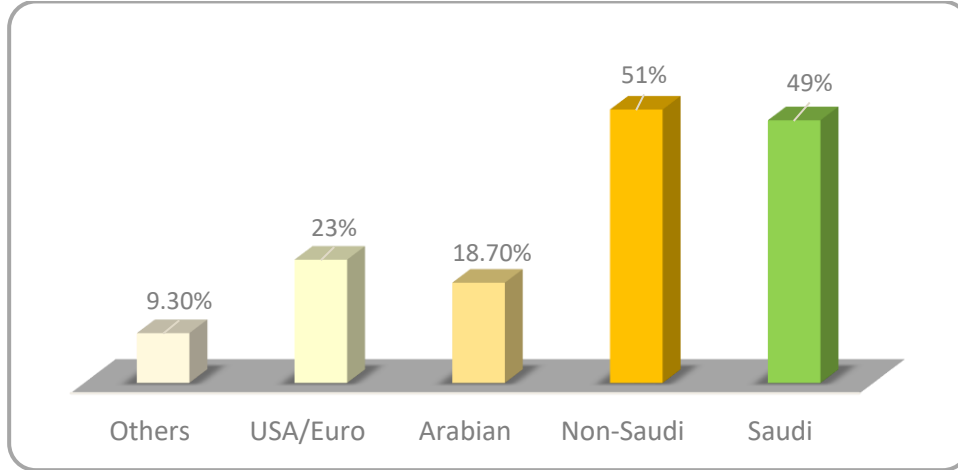


Figure 10 Diversity of the certificates of faculty members

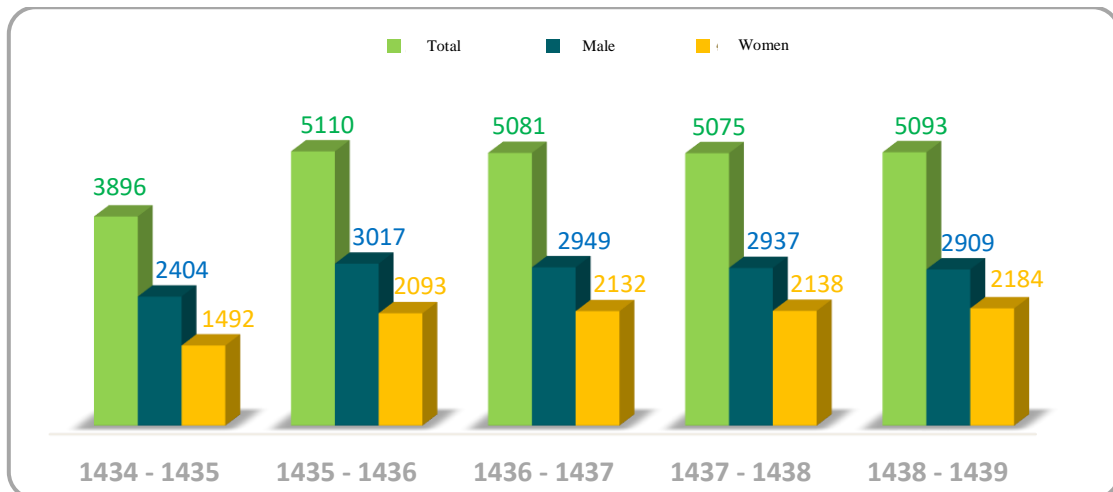


Figure 11 Number of faculty members at Umm Al-Qura University

Table 32 Key Performance Indicator (S4.1)

KPI: Ratio of students to teaching staff NCAA KPI Reference Number: S4.1 Institutional KPI Reference Number: S4.1								
Actual Benchmark	Target Benchmark	Internal Benchmark	External Benchmark		New Target Benchmark			
			21.12:1	19:1		17:1	<table border="1"> <tr> <td>Qassim University</td> <td>17:1</td> </tr> <tr> <td>King Abdul Aziz University</td> <td>9:1</td> </tr> </table>	Qassim University
Qassim University	17:1							
King Abdul Aziz University	9:1							



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Table 33 Key Performance Indicator (S4.3)

KPI: Proportion of teaching staff with verified doctoral qualifications NCAA KPI Reference Number: S4.3 Institutional KPI Reference Number: S4.3					
Actual Benchmark	Target Benchmark	Internal Benchmark	External Benchmark		New Target Benchmark
			48.85%	55.00%	
			King Abdul Aziz	50.40%	55.00%
			AFAQ	70.00%	

4.10 Field Experience Activities:

Field experience activities are one of the most important components of professional programs at Umm Al-Qura University. These activities are offered in an industrial or professional environment to provide students with the knowledge and skills required for effective practice in the required professional field, and to provide opportunities for students to integrate and learn the nature of the labor market during the academic study. Field training allows students to acquire important practical skills in their fields of specialization, including commitment to the values of work, stimulation of creativity and work skills within the work team. These skills serve as early experiences to enter the different fields of work in a way that does not burden employers.

Umm Al-Qura University has made progress in the outputs of the field experience activities at the institutional level as a whole. The results of each of the two sections of male and female students at the university were also similar (★★★★).

In reviewing the results of the evaluation of the sub-standard at the level of faculties and specialty sub-groups, it was found that there are differences in the results of the evaluation of the specialty subgroups. The group of engineering and scientific colleges was distinguished where it scored (★★★★). The group of faculties of education and humanities and the group of medical and health colleges (★★★★). The group of university colleges and branches had (★★).

The University has created training units (<https://uqu.edu.sa/en/chmsscimm/25791>), and training departments (<https://uqu.edu.sa/en/coleng/5799>) and follow-up the year of student internship (one year) training program in medical colleges (<https://uqu.edu.sa/en/fameds>). Moreover, it has developed special vice deanships such as the Hospital Affairs Vice Deanship of the Faculty of Medicine (<https://uqu.edu.sa/en/colmedsc/540>) and the Faculty of Applied Medical Sciences (<https://uqu.edu.sa/en/fameds/641>), the College of Public Health and Health Informatics (https://uqu.edu.sa/en/pharm_med/719), the College of Nursing (<https://uqu.edu.sa/en/nursing/621>), the Clinical Affairs Vice Deanship of the Faculty of



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Dentistry (<https://uqu.edu.sa/en/dentistry/711>), and the Vice Deanship of the College of Engineering and Islamic Architecture for Training and Industrial Relations (<https://uqu.edu.sa/en/coleng/396>). These vice deanships have played a central role in following-up students' training, and raising the efficiency of this scientific stage of the student's life in the midst of a professional practice environment specialized in reality. These vice deanships also establish professional relationships with business partners, identify the nature of specialties and the special requirements that employers attract to enhance the competitiveness of university students and improve their opportunities in the professional job market.

In view of the keenness of the University on recognizing the importance of professional programs and providing its students with sufficient practical experience that contributes to raising their practical qualification, linking them to the work environment and understanding the role they play after their graduation, the university has paid great attention to field training programs (period of student internship (one year) training program, cooperative training, practical applications, and training in the clinical workplaces, ...). It has prepared its own programs according to the nature of the professional field in coordination with all different sectors of work. Plans and target learning outcomes from field experience activities have been developed at the level of all professional programs such as engineering, medicine and all educational programs using the NCAA field experience specification templates, which include objectives, learning outcomes and strategies adopted for developing such learning, evaluation methods, time frame and all elements related to the field experience according to their nature in the program. The faculty members supervising the field training also prepare reports on the field experience course (Annexes G.4.107, G.4.108).

On the basis of the mechanism followed, university students register their desired field training sites in the summer training unit or department in the second semester only for those who are entitled to training based on the hours passed by the end of the first semester of each academic year. The students are then distributed according to their wishes and according to the availability of seats at the various training centers. Alternatively, through the student's contact, he can select the training site according to the criteria set by the training department (Annex G.4.109). The field supervisors are briefed on the nature of the tasks required of them and the target of the field experience and its relationship to the program through a number of methods. These methods range from holding a meeting for the field education supervisors within the college or a meeting within the field training site held by the faculty member responsible for the group with the internal supervisors at the field training site or by reviewing the field training manual in the college, which shows the roles, objectives, methods of assessment, communication method and other elements and information necessary for supervisors to achieve the effectiveness of the field training (Annex G.4.110, G.4.11, G.4.112). A meeting is



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usually held to gather the academic supervisors and the student nominees for training before the start of the training in sufficient time to prepare them to participate in the activities of field experience and to familiarize them with security and safety means, hand them the manuals and introduce the template and the field training specification plan to them. (Annexes G.4.113, G.4.114). Field visits are arranged by academic supervisors and field training supervisors for training places to provide feedback and advice to students or field supervisors. There is often a weekly visit by a faculty member to the training sites and interviews with students and supervisors on site. During the training period, the academic supervisor of field training in the academic programs collaborates with the supervisor of the training headquarters to develop the student training plan, identify appropriate tasks for the field experience, and monitor student development. The student is required to fill out the weekly report form and then deliver it to the academic supervisor at the end of each week of training (Annex G.4.115), fill in the student development report and submit a copy to the academic supervisor at the end of the training. In some programs, such as engineering and computers, students are required to prepare and deliver field training reports to the training department within one month from the date of completion of the training (Annex G.4.116). The student's evaluation papers from the training sites are signed and stamped in a closed envelope for the training department (Annexes G.4.117, G.4.118). The Training Department appoints a committee to discuss students and evaluate the report (Annexes G.4.119, G.4.120). However, this is not done at the level of all programs as some programs only evaluate the student and reports of the supervisors (Annexes G.4.121, G.4.122).

The field experience course is evaluated in terms of its effectiveness through the survey of the opinions of students as well as a report on the field experience by supervisors and faculty members (Annex G.4.123). These questionnaires are analyzed so that the electronic system can be fed to monitor the performance indicators to be used as a feedback at the application levels of questionnaires, as well as to obtain indicators related to the field training course.

The voluntary programs contribute to providing students with more practical and professional experience and raising their professional competence to master a range of important medical skills in the field of caring for pilgrims and crowds with excellent professionalism. The medical and health students from all classes under the medical supervision of the faculty members participate in the provision of voluntary community services, and activation of volunteer work to serve and develop the surrounding community of the university. Volunteer work is intensified during the Hajj season to serve the guests of Ar-Rahman (Most Gracious) where the medical students are distributed to the hospitals of the holy sites and Makkah Al-Mukarramah and many voluntary programs of government agencies and charities such as the "Kun Aunan" camp organized by the Ministry of Hajj and Umrah, a good and distinguished program at the Security Forces Hospital and King Abdullah Medical City. Dirham association has a voluntary



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and integrated prevention program, a voluntary program for direct field and first aid care for patients and injured in cooperation with the civil defense (<http://www.al-jazirahonline.com/news/2017/20170902/116035>). The students of the Faculty of Dentistry, the Faculty of Nursing and the Faculty of Applied Medical Sciences of the University also participated in several community services such as the initiative entitled "Makkah Smile to Fight Dental Rot for High School Students": (<https://www.okaz.com.sa/article/1618595>) "Early Detection of Diabetes" campaign in Ramadan in Makkah (https://twitter.com/UQU_Nursing/status/1002940149930422272)" and "Volunteer Imprint" exhibition: (https://twitter.com/UQU_Nursing/status/1000922236390277120) and "Safety without Epidemic" campaign (<https://uqu.edu.sa/en/App/News/26991>)".

The students of internship (one year) training program in the Faculty of Dentistry are trained in the educational hospital of dentistry at the university under the supervision of a distinguished medical staff of the faculty. An infection control committee has been established to oversee all the practices in the faculty.

4.11 Partnership Arrangements with Other Institutions

Umm Al-Qura University has made progress in the operations of the standard as a whole. Partnership arrangements with other educational institutions at Umm Al-Qura University apply to the Faculty of Medicine and the Faculty of Business Administration. The Faculty of Medicine has achieved (★★★★★), while the Faculty of Business had (★★★).

The University is keen to include any partnership contracts in the promotion and development of teaching methods and evaluation criteria to ensure that the partnership meets the requirements of national qualifications, in addition to the importance of the subsection of signed contracts to the regulations in force in the Kingdom (Annex G.4.124). The University signed a partnership contract with one of the best medical universities in Britain and which is ranked eighth in the world in the 2015 ranking of (University College of London, UCL), in which the university ensured that all the requirements of the program of medicine and surgery are in accordance with the standards and requirements of national and international accreditation. The provisions of the contract stipulated the localization of the Medicine and Surgery program at the University College of London in Makkah Al-Mukarramah, in addition to developing the educational environment for the application of modern medical curricula according to international standards (Annex G.4.125).

As part of the implementation of the Kingdom's vision to continuously raise the quality of education and provide a distinctive learning experience, the Faculty of Business Administration has made many scientific agreements with some prestigious universities, such as the Scientific Cooperation Agreement between the Faculty of Business Administration and Texas A & M



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University and Virginia Tech University, United States of America : <https://uqu.edu.sa/en/App/News/30960> - <https://uqu.edu.sa/en/App/News/3239> - <https://uqu.edu.sa/en/App/News/4327>), (Annexes A.4.27: A.4.28). The Faculty of Business Administration has also undertaken initiatives for the development of education such as the e-learning overall transformation initiative of the Faculty of Business Administration (<https://uqu.edu.sa/en/App/News/30297>). It has also conducted workshops and training courses for the continuous development of teaching methodologies and student skills development, such as the Creative Education Workshop in collaboration with Purdue University, United States of America (Annex G.4.126).

The English Language Center of the University's Vice Rectorship for Educational Affairs has also made a cooperation agreement with Oxford University, and it includes the development of the English language curriculum and evaluation methods at Umm Al-Qura University (Annex G.4.127).

In the event of the development of an academic program at one of the university faculties, the university has taken into account to specify technical and administrative responsibilities and duties in accordance with a plan for the implementation stages of the partnership, whereby the partner institution will provide all kinds of necessary support to faculty members and conduct workshops to develop skills and train them on modern teaching methods (Annex G.4.128, G.4.129), and to advise and contribute to the continuous follow-up of the implementation and evaluation of the program through reciprocal visits to consult and present the interim results and to report on such visits and their results (Annexes G.4.130, G.4.131), taking into account to conduct benchmarks for the new program. Special reports on the evaluation of implementation of the stages and determination of the effectiveness of the arrangements at the level of the composition of the elements of the program and the formation of courses and training of faculty members in accordance with the terms of the contract and its technical stages and timetables are made. The views of students and faculty members on the effectiveness of programs and courses are also taken into account (Annex G.4.132). Programs and courses offered through partnership agreements are in line with the requirements of the National Qualifications Framework (NQF) in the Kingdom of Saudi Arabia. The University has also made sure that all contracts concluded are subject to the regulations in force in the Kingdom of Saudi Arabia.

Overall Evaluation of the Quality of Standard 4

UQU has an effective system to ensure the achievement of high levels of teaching and learning and monitoring and control of the quality of teaching and learning at the level of all university programs. The University has clear policies regarding the recruitment criteria for faculty members, and it offers effective training programs for faculty members to develop faculty



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members professionally and academically. The University also offers effective induction and training programs for new faculty members, and it is working on creating a distinct learning environment, encouraging students to expand their cognitive skills, supporting the gifted students, and adopting a continuing education methodology. All academic programs at UQU are committed to defining the educational objectives of their students and providing evidence of achievement and measurement of these results. The quality of teaching and effectiveness of the programs are evaluated through the students' evaluations, and through surveys of the opinions of graduates, employers and employment agencies. Advisory committees have been formed to provide advice and opinion on the development of programs and the needs of the labor market. Educational resources are provided for all academic programs (male and female students) through the educational follow-up system and the general administration for educational services at the university. The Curriculum and Study Plans Unit and the Higher Standing Committee for Curriculum and Study Plans adopt a specific and clear mechanism for evaluating and developing curricula and study plans in accordance with the (national and international) requirements of quality and academic accreditation and the need of the labor market. The Educational Follow-up Unit of the University Vice Rectorship for Educational Affairs also reviews the annual reports of the University's programs, studies them and gives feedback to the academic departments. An electronic system has been established to monitor the key performance indicators of each academic program on the Oracle system and give feedback to the academic departments. These, among others, provide examples of closing the loops.

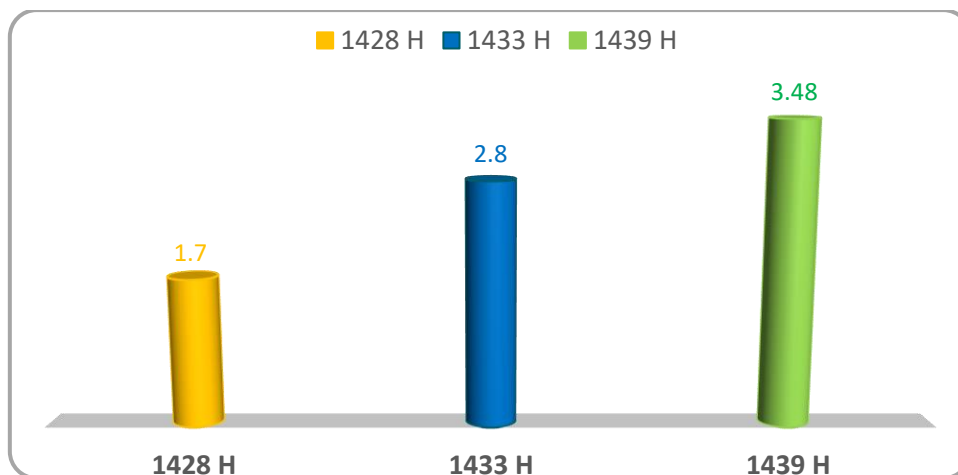


Figure 12 Comparison of the results of the fourth standard (Teaching and Learning) with its results in the previous self-study

The self-benchmarking demonstrates a qualitative improvement in the fourth standard. This shows the efforts made by Umm Al-Qura University in the field of teaching and learning. This

is confirmed by the clear differences in the results of the previous self-studies and the current self-study as illustrated by Figure 12.

The results also showed that the group of engineering and scientific faculties, the group of medical and health colleges, and the group of Islamic legal sciences and Arabic colleges obtained (★★★★). The group of faculties of education and humanities also obtained (★★★★), and the group of university colleges and branches got three stars (★★★).

Strengths

- The establishment of the educational follow-up unit of the University Vice Rectorship for Educational Affairs to follow up all the requirements for the implementation of the required reports in the fourth standard and to review and study the annual reports of the academic departments and give feedback.
- The student learning outcomes at Umm Al-Qura University are consistent with the National Qualifications Framework (NQF) and are consistent with the requirements of professional practice in the Kingdom of Saudi Arabia and with international specialized standards.
- Formation of committees for program development and quality committees at the level of all academic departments of the university and the adoption of effective mechanisms for program development.
- Formation of advisory committees for academic professional programs to provide advice and opinion on the development of programs and meeting the needs of the labor market.
- The existence of specific mechanisms and strategies for regular evaluation of academic programs and courses.
- Activation of an electronic system to monitor the key performance indicators of all programs, and provide feedback to academic departments, and the powers are made available to all leaders each according to his competence to peruse the results of assessments.
- The existence of mechanisms to verify the levels of student achievement that correspond to the best internal and external standards, both at the level of courses or programs or at the level of the whole university.
- Application of policies and regulations that ensure the verification of students' work, as well as the fairness of their evaluation and the submission of academic grievances.
- Taking care of the academic guidance processes and supervision systems and the coordination of students' academic burden, as well as monitoring the progress of students individually or collectively, whether centrally or at the level of faculties and educational programs.
- Availability and development of sources of learning permanently to assist students in their studies (Annexes G.4.61, G.4.62, G.4.63) and provision of educational equipment for classrooms and study laboratories to ensure the achievement of program outputs.



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- The University's interest in training and developing performance, the development of the skills of faculty members and activation of the use of technology and modern techniques in the educational process and development of the skills of academic research by organizing training courses and workshop for new faculty members as well as existing ones. Training exercises are also evaluated through a survey of the opinions of beneficiaries.
- The faculty members of the university have appropriate qualifications and experience for the courses they teach. In professional programs, there are some highly experienced and skilled professionals in this field.
- The faculty members at the university are mostly full-time workers (95.01 %) and the percentage of part-time workers is (4.99 %). Academic cultures also vary among faculty members in a way that achieve diversity and enrichment of expertise.
- Sanction of the establishment of development and training units for most specialties and offices of expertise (think tanks) for faculty members to promote the principle of strategic partnership between Umm Al-Qura University and the community and the development of specialized professional competencies of faculty.
- Field experience activities are planned and managed as integral components of the program, identification of learning outcomes, evaluation of the field experience course in terms of its effectiveness through the student and academic supervisor of the field experience in academic programs and supervisor of training sites, and provision of feedback. There are also units, departments and vice deanships for field training in the faculties of the university, which contributes to the establishment of professional relations with business partners and enhancement of the competitive capabilities of the university students and improvement of their opportunities in the professional labor market.
- Participation of students of medical and health colleges in voluntary services under the supervision of faculty members.
- Ratification of partnership contracts with many prestigious educational institutions in accordance with the requirements of national qualifications, with the identification of responsibilities and development of a plan for the stages of implementing the technical partnership according to timetables, stipulating that contracts are subject to the regulations in force in the Kingdom of Saudi.

Recommendations for Improvement

- Increase the interest in the preparation of annual reports on the overall quality of teaching and learning in the institution as a whole.
- Increase the effectiveness of the use of the electronic program of performance indicators at all levels of the university (the program, the Faculty, the Deanship, the University Vice Rectorship and the University).



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- To increase the material and human resources in the branch colleges and increase the educational assistance of students.
- Encourage and support all faculties and academic departments to obtain international accreditation and encourage them to conduct scientific agreements with the world-renowned universities, giving priority to the university colleges and branches.
- Develop a time plan to update all the university's study plans and programs.
- Increase the attention paid to the survey of the opinions of graduates, employers and employment agencies on the extent to which learning outcomes are achieved and incorporate it as an indicator to measure the quality of student learning outcomes.
- Increase the review of reports by the senior management, and should be an analytical review, with the need to send feedback to programs and colleges on that review.
- Increase the use of benchmarks, both internally and externally, to verify the levels of student achievement in all programs of the university, not just at the scope of specific programs only.
- Increase the effectiveness of correcting random samples or any other means when correcting tests and assignments of students to ensure that all areas of student learning outcomes have been fully covered, at the level of all programs of the university and follow up that through the reports of courses and programs.
- Increase the number of training courses required for training faculty members on the evaluation of students in both theoretical and practical aspects, through central and other courses at the level of faculties and programs.
- Increase the interest in supporting efforts to improve the quality of teaching in the faculties of the branch campuses of the university and create mechanisms by which they can benefit from the training programs and develop their skills through the availability of a greater number of courses offered to the branch campuses in their headquarters, especially the remote ones.
- Further planning of partnerships for training on field experience in the private sector, as would lead to diversification of training venues, to ensure that students achieve different and multiple experiences.
- Identify potential risks in field experience activity in all professional programs at the university.
- Increase the interest in the activities of field experience in the colleges of branch campuses.
- Follow-up of all programs that hold partnerships to submit periodic reports - according to the ratified agreement - to the University Vice Rectorship for Educational Affairs including the extent of commitment of the parties to the stipulated terms of the partnership and the extent to which the program has achieved the target of that partnership.

Implementation Priorities





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- Increase the interest in the preparation of annual reports on the overall quality of teaching and learning in the institution as a whole.
- increase the material and human resources in the branch colleges and increase the educational assistance of students.
- Increase the interest in supporting efforts to improve the quality of teaching in the faculties of the branch campuses of the university and create mechanisms by which they can benefit from the training programs and develop their skills through the availability of a greater number of courses offered to the branch campuses in their headquarters, especially the remote ones.
- Increase the attention paid to the survey of the opinions of graduates, employers and employment agencies on the extent to which learning outcomes are achieved and incorporate it as an indicator to measure the quality of student learning outcomes.
- Increase the effectiveness of the use of the electronic program of performance indicators at all levels of the university (the program, the Faculty, the Deanship, the University Vice Rectorship and the University).
- Develop a time plan to update all the university's study plans and programs.
- Increase the use of benchmarks, both internally and externally, to verify the levels of student achievement in all programs of the university, not just at the scope of specific programs only.
- Increase the interest in the activities of field experience in the colleges of branch campuses.



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Standard 5: Student Administration and Support Services

(Overall rating: "★★★★" Stars)

Introduction

In order for the educational institution to reach the required level of quality, which qualifies it for academic accreditation, it must be aware that it is responsible for providing a range of services aimed at creating a safe, sound and healthy environment for students and that it has the responsibility to participate in the development of students culturally, socially, morally and physically as well as provide its educational programs for them.

The scope and extent of support services vary depending on the institution's mission and the number of students. However, all details of the institution's operations should be carefully planned and should be clarified in several ways for students. The availability and quality of available services and the extent to which they satisfy the wishes of the beneficiaries should also be taken into consideration when assessing quality and development processes.

In addition, there should be an appropriate number of staff in administrative services at peak times, such as registration, examinations or graduation, to meet the requirements without delay, using automated processes in their work whenever possible, with the ability to maintain integrated records, perform statistical analyses, financial management, and to respond to routine inquiries that are received online. Students' assessments of service efficiency and the extent to which they are satisfied should be used as a key indicator of their quality.

Description of the procedures adopted to explore information and prepare the report on this standard

The fifth standard committee was formed, with the Dean of Student Affairs as its chair and a group of vice deans of the Deanship of Admissions and Registration and the Deanship of Student Affairs and some administrative staff from both deanships. Annex (G.5.0) includes the formation of the committee and a report on its procedures. The committee held many meetings and designed a work plan for the standard. Responsibilities were distributed in a way which ensures that the tasks are completed effectively and as quickly as possible. The committee collected the available evidence and asked some units to provide the committee with the evidence required. The committee then evaluated the best practices in light of the available evidence and the measurements of the performance indicators, and then they also wrote a draft of the Self Study Report. The report was reviewed by the team of the Deanship of Academic Development and Quality, and the committee later modified the report according to the team's comments. Finally, the report was submitted to the final phrasing team to revise it for consistency to prepare a unified UQU Self Study Report.





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Here is a report on the sub-standards of this standard.

5.1 Student Admissions

The Deanship of Admission and Registration has made great efforts to make admission and registration processes effective and smooth. Guidebooks have been developed for the use of students to enlighten them about the systems of admission and registration processes. An example of this is the Admissions Manual (G.5.1), which is available to students on the University website at:

https://drive.uqu.edu.sa/_/dadregis/files/%D9%82%D8%A8%D9%88%D9%84/40.pdf,
<https://uqu.edu.sa/en/dadregis/5204>

The manual shows students the study premises, the terms and system of admission criteria and admission procedures, as well as how to apply for admission to the university.

The manual explains in detail the admission requirements when applying for any of the University's programs. The most important of these requirements is obtaining a high school certificate not more than five years before the application. The applicants should also pass the required admission tests and interviews, should be medically fit, and should not have been dismissed from the university or any other university for academic or disciplinary reasons.

The University website (<https://uqu.edu.sa/en/>) also contains comprehensive information on all programs and study plans and is available to students and their families for perusal before joining the university.

The admission process is done in an orderly manner and with follow-up from the Deanship of Admission and Registration and the Deanship of Information Technology, who work in an integrated manner so that they can support the student in the event of stopping at a certain step or losing some information during the registration process. The student logs in to Umm Al-Qura University Website, which displays the unified portal of admission on the home page of the university, where details of students interested in joining the university are registered. It consists of several pages, and allows the student to move to the next page after completing all the required data on the previous page and so on until all the required data is saved. According to the admission manual and the dates specified for the admission stages, the student moves to the next stages to complete the order of his preferred departments to enter the nomination for admission, where the prioritization is done through an electronic system. Text messages are then sent to the mobile phone numbers of students that have been entered in advance to confirm the specialty for which the student was nominated. Thus, the student becomes a university student and is issued a university enrolment number.



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Admission is done in accordance with the requirements set for the admission process. Therefore, all male and female students are admitted in the university faculties according to the automatic nomination system. Students are admitted according to their choice based on the weighted ratio and the capacity. In other words, the process of admission takes place in a complete electronic form that cannot be interfered with through an integrated system, which guarantees justice and transparency.

After the completion of the process of admission of students and the issuance of university enrolment numbers, the university has a database that meets all the information and data of the students and then it issues the university ID card, which serves as an identity of the university student within the university premises. Thereafter, the students are registered and the study schedules are issued according to the academic departments in which they have been admitted. Right from when the student opens a file on the website, he or she would have data in the Oracle program used at Umm Al-Qura University. By that the groups are formed by academic departments, and students are added to them, and study schedules are issued for new students. E-mail accounts are also created for all male and female students admitted to the university, enabling them to access electronic services and conduct registration processes.

If the student is not admitted to the bachelor's programs offered by the university because of the failure to meet the admission criteria, there is an opportunity for him to join some paid programs of the university, which are the programs of the Community Service College for the evening qualification year and the programs of the Community Service College for the evening preparatory year. The qualifying year programs are offered through a number of faculties: the College of Shari`ah Islamic Law and Islamic Studies, the College of Arabic Language and Literature, the College of Da'wa 'Islamic Call' and Fundamentals of Religion, the College of Islamic Economics and Finance, the College of Applied Sciences, and the University College in Al-Qunfudhah. The programs of the preparatory year are offered through the Deanship of the preparatory year represented in two main tracks, namely the engineering and computer track and the administrative track. Information on these programs can be accessed at <https://uqu.edu.sa/en/comserv>.

These programs that are offered for a fee paid upon admission to the program during the first year, and an invoice is issued to be paid by the student for the registration to be confirmed. Then the student can join the bachelor's degree if he meets the requirements of qualification. Information about the mechanisms can be found in the following link (<https://uqu.edu.sa/en/dadregis/Evening-Prep-year>). According to the policy of the institution, payment of the fees can be postponed, and another invoice can be issued. The method of payment of fees is explained through the following link (<https://uquweb.uqu.edu.sa/en/admission/ui/home/>).



The university offers an integrated system of academic advising. This is in accordance with the 26th recommendation of the NCAAA external reviewers in the developmental review. It provides advising to students and educates them about its importance. It produces advising packages that include the plans adopted in its departments and the regulations of the university and the academic department. Annex (G. 5.2) shows an advertisement of one the events dedicated for this. In addition, an academic advisor is assigned to the students at the beginning of each semester so that each group has a counselor. The role of the advising office is activated in the academic departments and students and advisors are enlightened about their roles, as stated in Annex (G. 5.3).

As regards the calculation of credit hours for transferred students, there are clear mechanisms mentioned in the students' guidebook (G.5.11). Annex (G.5.4) illustrates the adopted template used in equivalence transactions, and Annex (G.5.49) shows a brochure distributed to the students explaining the regulations. During the equivalence phase, the student receives the support and advice of the staff of the academic department to which he has been transferred, including the academic advisor, as well as the staff responsible for implementing the equivalence in the Deanship of Admission and Registration, who explain the mechanism by which the student submits his / her application, as well as the rules and terms governing the equivalence process and the consequences of equivalence. Moreover, the courses are calculated by a certain percentage of the study plan and recorded in the academic record of the student with the code (Eq.) and is not calculated within the average but only as a shortcut so the student may have the option to complete the equivalence or to cancel it and study the course again. This is illustrated by the functions of the staff of the results and equivalence division at the university and described in the annex (G.5.5).

The Deanship of Student Affairs, in cooperation with the Deanship of Admission and Registration and the Deanship of Information Technology, organizes a program to prepare new students so that the student can find answers to all his questions about the system of study at the university, where a spacious place is prepared to receive the largest possible number of students. It is prepared in form of corners so that each deanship can render its services to the new students and provide them with information about it so that they can have a complete picture of the university they have enrolled in and to know their duties and responsibilities towards this university. There is a report on one of these programs in Annex (G.5.6). There are also similar events held at other campuses and branches, as illustrated in (G.5.50).

5.2 Student Records

The systems of keeping students' records and their data are based on the Oracle system, which has been used in the Deanship of Admission and Registration for several years. The system is designed to record, preserve and update student data from the beginning of admission to the



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university through the years of their university studies and graduation from the university. There is a safe and automated programming of all students' data from their university admission data, academic records, guidance records, study plans, etc.. If information is needed in any year, it will be extracted confidentially, safely and quickly without delay. There is an automated preservation of all confidential and important transactions of students and faculty members. The Deanship of Information Technology also makes periodic backups of data, although data storage is not currently available outside the university premises, as indicated by the letter of His Excellency Dean of Information Technology in Annex (G.5.7).

There are clear policies in the Deanship of Admissions and Registration concerning students' records. The following cases illustrate some mechanisms for dealing with students' records:

- If there is need for the information related to the results of the student, reference is made to the advising register from the registration screens of the student, showing the full results of the student since the beginning of admission to the university until prior to graduation.
- If the student has an objection to the addition or deletion of a course in the curriculum, reference is made to the registration screens to print a special report through which the person (either the student himself or a person from within the Deanship of Admission and Registration or from outside) that has done the deletion or addition can be known.
- If the student graduated but with a missing result, reference should be made to the department of results and equivalence until the required degree is modified according to the regulations. Then the student is graduated. However, the retention period of the student's information depends on his graduation where some data is stopped by some departments of the Deanship in the event of graduation of the student from the University.

Procedures for dealing with student records are regularly developed, and Annex (G.5.8) describes the minutes of one of the meetings of the merit committee on the organization, retention or disposal of student records.

The student records system provides the various entities with the statistical data needed to conduct the various processes of planning, evaluation and others, where there is effective communication between the Deanship of Admission and Registration and all the external and internal faculties of the University. This is in accordance with the 27th recommendation of the NCAA external reviewers in the developmental review. Different powers are also given to the deans of the faculties, heads of academic departments, their male and female vice deans to access the records required by their work. Annex (G.5.51) shows screenshots and reports taken from the system.



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In case of confidential or non-confidential topics, requiring to provide the academic department, colleges or any other entity with any official records or statistics about the students or schedules, the issue is referred to the required department at the Deanship to respond formally with the required form and attach it to the documents.

The Oracle system of the Deanship of Admission and Registration has a control system to manage the confidentiality and preservation of data, where the powers are determined in the implementation of the tasks entrusted to all the staff of the Deanship according to the departments and units so that the Dean of Admission and Registration has access to all the powers and then specific powers are given to the male and female vice deans and then the female heads of departments and then female staff in the units. Students' information and documents are stored and preserved automatically and the required information is made available when needed. All information pertaining to students and faculty members is considered highly confidential and can only be accessed by an official letter from the concerned authorities and is printed by the authorized staff. As an example, there is a safe preservation of all disciplinary decisions issued against students (academic affairs), and if the need arises reference is made to them very quickly and the required document is printed through the system.

The Oracle program also provides an automated system to check the progress of students at program levels by perusing the student's study plan, showing the completed courses as well as the remaining ones (see Annex G.5.10 for a sample).

The Deanship of Admissions and Registration, in coordination with the higher authorities at the beginning of each semester, determine the times of delivery of the results and their monitoring by the faculty member and announcing them in the academic calendar which is consistent with the beginning and end dates of the study determined by the Ministry of Education (an example can be found in Annex G.5.9). The calendar contains detailed timetables that clarify and show all the activities related to the student (the beginning of the semester, the beginning of the tests, the end of the tests, schedules for inputting results, the date of the alternative tests, the holiday dates) and all the dates that are of interest to all students and faculty members.

The Deanship obliges all faculties and their staff members to abide by them. The delay in modifying or inputting the results leads to delays in updating the students' records which in turn causes harm to the graduates as it leads to delay in receiving the graduation certificate. It also causes harm to those wishing to register for the educational diploma as well as to regular students, who will not be able to modify their schedules at the time specified by the Deanship.

If the semester is closed automatically, the grades are inputted by the Deanship of Admission and Registration (Results and Equivalence Department) according to specific mechanisms and rules.

The following additional performance indicator shows students' evaluation of the time it takes to finish student assessment and inform the student of the results of the assessment:

Table 34 Additional Performance Indicator (S5-s1)

API: The time it takes to complete the students' assessment, and inform them of the evaluation results (on a five-point scale) Institutional API Reference Number: S5-s1			
Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
4.19	4.20	4.56	4.25

The Deanship of Admissions and Registration attaches great importance to the Graduation Department because it is the department that supervises the affairs of graduates at the university, whether students who have graduated or those expected to graduate, and who are carrying out graduation procedures. The department communicates with the competent authorities within the university to solve the outstanding problems of student graduation. Graduation procedures of students are reviewed by the graduation department, and if all the attachments are completed, the data entry in the academic system of the Deanship of Admissions is initiated to produce the graduation certificate and transcript in both Arabic and English.

5.3 Student Affairs Management

Umm Al-Qura University pays great attention to students as the cornerstone of the educational system. In this regard, the administration of their affairs and the services provided to them were entrusted to an independent Deanship, namely the Deanship of Student Affairs, which in turn sets out to provide all that makes it easy for the students to complete their educational journey to the fullest. Hence, its slogan (The Student First) represents this clear trend.

One of the most important things that concerns the student during his university education is the feeling of safety by being familiar with his rights and duties, and having access to them easily and conveniently, so the university has adopted a detailed and comprehensive regulation that clarifies the rights and duties of students. It has made it accessible to students by publishing it as an electronic file on the university's official website. (<https://uqu.edu.sa/en/studaff/App/FILES/11155>), and a copy of the manual is available in Annex (G.5.11).



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Chapter one of the fifth section of the booklet of the rights and duties of the student has been devoted to the regulations concerning the adopted procedures for the student when he violates the general conduct, and the agencies and committees concerned with dealing with this matter. The chapter dealt with the circumstances of the discovery and documentation of the violation with evidence and witnesses, and the functions of the disciplinary unit as a competent authority to investigate the student and take appropriate action against him. There is a branch of this unit in each of the campuses of the university, with clear functions, powers and work. Under this unit, disciplinary committees are established in the two sections of male and female students. Annex (G.5.12) shows the decision to form disciplinary committees.

The second chapter of Section V was dedicated to the disciplinary penalties and sanctions applied to students when they violate the general conduct of the university and the persons authorized to impose them on the students. The penalties are gradual in their severity from the verbal warning to the final dismissal from the university. They are detailed in seventeen points depending on the type of violation. The penalty of defamation was also explained in terms of its rules and regulations and the body authorized to impose it and its method. The regulations also stated the mitigation of penalty or the possibility of its cancellation in the event that the student proves his responsibility and commitment to the right path through the implementation of the work or duties determined by the concerned authority.

Article 121 of Section III specifies the adopted procedures for academic misconduct, such as cheating, forgery, scientific thefts, impersonation and others.

It should also be noted that all of the above procedures are taken without delay, and then all the details related to them are documented in official records kept in a safe place in the Disciplinary Unit of the Deanship of Student Affairs. Annexes (G.5.13, G.5.14 and G.5.15) illustrate some of the templates and schedules used for this purpose.

Section IV of the manual details the rules governing the protection of students' rights. It talks about the preliminary procedures for filing student grievances, the reasons for submitting grievances to committees specially formed to consider such matters, and the criteria for deciding on such grievances.

These procedures include consideration of all cases of interest to the students as stipulated in the Regulation in Article 128 (The hearing and acceptance of students' grievances is not subject to be against a particular person, but it is sufficient to hear the student's claim if he states one or more of his rights and claims to be deprived of them).

These regulations guarantee that appeals and grievance are considered by neutral parties who have nothing to do with the issuance of the decision or disciplinary punishment of the student. However, this regulation is not currently in force because the Appeals Committee is the same



as the Disciplinary Committee. However, an application has been sent to the higher authorities to form an independent committee to consider cases of grievance and appeals.

In the context of sanctioning procedures to guarantee the rights of the student who files a grievance, Article 56 provides support for the student's position when it stipulated in its text as follows: (The student's grievance shall not be a reason for imposing punishment upon him, or impairment of his dignity, ill-treatment or usurpation of his rights ... etc.). The Deanship of Student Affairs has organized awareness campaigns on a wide scale in the two sections of male and female students under the name of "Tabsir" in order to enlighten students about their rights and duties on campus and how to deal with them. Annex (G. 5.16) shows a report and publications on the campaign. Some departments also hold similar events (G.5.57). A subcommittee on the protection of students' rights has also been set up in some faculties, a sample of which is included in Annex (G.5.17).

5.4 Planning and Evaluation of Student Services:

The University seeks to provide the best services to students and meet their requirements, in line with the mission of the University. These services are diverse and include various aspects of transportation, nutrition, extracurricular activities, counseling, guidance, subsidies and other services that facilitate students' educational progress and they have been distributed over the vice deanships of the Deanship of Student Affairs according to their specialization. This is illustrated by the organizational chart of the Deanship in both sections of male and female students (Annex G.5.18). An adequate financial budget deducted from the University's total budget has also been allocated to it, as well as the Student Fund allocations (See Annexes G.5.19 and G .5.20).

Services will not develop to reflect this mission and the requirements of the student community without good planning, proper supervision and continuous follow-up, so the Deanship of Student Affairs is working to develop long-term plans in addition to the annual, quarterly and interim plans for each unit, department and vice deanship within the Deanship (Annexes G.5.21), (G.5.22)), and based on these plans, several development decisions were made to improve the level of such services, such as changing the names of some clubs (Annex G.5.23) and the development of other clubs (Annex G.5.24).

There are several initiatives in the UQU strategic plan (G.5.52) related to student services, and the implementation is done according to the execution plan (G.5.53). Some of these initiatives includes activating student counselling centers at all colleges, establishing social and sports clubs, and improving the transportation services.



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The University has also rendered the responsibility to supervise the provision and development of student services to a group of senior faculty members such as deans, and male and female vice deans, to ensure quality of service and their suitability for students. Examples of their curriculum vitae are provided in Annex (G.5.25).

The Deanship not only provides the service, but also monitors its effectiveness and relevance periodically through the publication of a number of surveys of students' opinions on the extent to which they benefit from these services and their satisfaction with them on the webpage of the Deanship of Student Affairs on the official website of the University on the following links:

- <https://uqu.edu.sa/en/studaff/App/Forms/Show/1138>
- <https://uqu.edu.sa/en/studaff/App/Forms/Show/1176>
- <https://uqu.edu.sa/en/studaff/App/Forms/Show/1179>
- <https://uqu.edu.sa/en/studaff/App/Forms/Show/1177>
- <https://uqu.edu.sa/en/studaff/App/Forms/Show/1194>

Annexes (G.5.26) and (G.5.27) illustrate examples of such questionnaires. This is in accordance with the 29th recommendation of the NCAAA external reviewers in the developmental review. These services are adjusted based on the results of the assessment and feedback. Quality control of services also uses observation rounds of the facilities and suggestions and complaints boxes.

The following key performance indicator (S5.3) shows students' evaluation of academic and vocational guidance:

Table 35 Key Performance Indicator (S5.3)

KPI: Student evaluation of academic and career counselling NCAAA KPI Reference Number: S5.3 Institutional KPI Reference Number: S5.3					
Actual Benchmark	Target Benchmark	Internal Benchmark	External Benchmark		New Target Benchmark
3.58	3.80	4.00	Qassim University	3.00	3.80
			King Abdul Aziz University	3.40	
			King Saud University	3.42	

The additional indicator (S5-s2) also shows the average student assessment of the quality of services and student activities:

Table 36 Additional performance indicator (S5-s2)

API: Average student evaluation of the quality of services and student activities (on a five-point scale)
Institutional API Reference Number: S5-s2



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Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
3.60	4.00	3.98	4.50

The university has provided the human and material resources necessary to support student services, and demonstrated them in the required form. This is illustrated by the following key performance indicators:

Table 37 Key Performance Indicator (S5.1)

KPI: Ratio of students to administrative staff NCAA KPI Reference Number: S5.1 Institutional KPI Reference Number: S5.1					
Actual Benchmark	Target Benchmark	Internal Benchmark	External Benchmark	New Target Benchmark	
1:37.6	1:35.0	1:34.4	Qassim University	1:21	1:35.0
			King Abdul Aziz University	1:11	
			King Saud University	1:2.56	
			Imam Abdur -Rahman bin Faisal University	1:17	
			King Fahd University of Petroleum	1:4.2	

Table 38 Key Performance Indicator (S5.2)

KPI: Proportion of total operating funds (other than accommodation and student allowances) allocated to provision of student services NCAA KPI Reference Number: S5.2 Institutional KPI Reference Number: S5.2					
Actual Benchmark	Target Benchmark	Internal Benchmark	External Benchmark	New Target Benchmark	
0.59%	1.00%	0.77%	Qassim University	24.5%	2.00%
			King Fahd University of Petroleum	8%	
			Imam Abdur Rahman bin Faisal University	10%	

Annexes (G.5.28 and G.5.29) show examples of the service of students, such as buses, restaurants, prayer rooms and others.

It is worth mentioning that all these services are provided through the official authorities of the university, except for student extracurricular activities, which can be provided through student organizational units. This led the Deanship of Student Affairs to codify the regulations of the student clubs, including the rules for establishing these clubs and selecting their members and their jobs and responsibilities. The regulations are implemented under the supervision of the

Deanship of Student Affairs, which issues periodic reports on the activities carried out. Annex (G.5.30) describes the regulations of the clubs and some of their reports are contained in Annex (G.5.31).

In order for the university to communicate with the local community, it must have a media channel that presents itself through which it can familiarize the members of the community with its services and competitive advantages with its peer local universities. Accordingly, Umm Al-Qura University has issued a magazine entitled (Manar Al-Jami'ah) to be its media interface and a channel for the students to express their opinions and a field for training them on the skills of journalism and media work. The magazine is supervised by a group of senior faculty members (A copy of one of the covers of the magazine is attached in Annex G.5.32). The magazine adopts the publication standards in the executive regulations of the Saudi Press and Publications Regulations, issued by the Ministry of Culture and Information, as attached in Annex (G.5.33).

5.5 Medical and Counselling Services

The Medical and Counselling Services is one of the most important standards for achieving quality in educational institutions. That is why the university has paid particular attention to the establishment of an agency to provide preventive and therapeutic counseling services in all its fields and specialties, which includes not only the general class of students, but includes the special categories of students (the gifted and academically challenged students, and those with special needs), and a medical center at a standard close to that of specialized hospitals, whose services are made available to all students and employees of the university and their families.

Specialized persons with the necessary professional qualifications work in the Student Guidance and Counseling Center of the Vice Deanship of Student Affairs for Guidance and Counseling, Community Partnership and the University Medical Center. The curricula vitae of these staff are shown in Annex (G.5.34).

The University has facilitated access to medical services by opening a file with a medical number for each student and staff at the university as well as all family members registered with the student or staff in the family card. Therefore, any patient with a registered medical number is allowed to receive treatment at specialized clinics in the main medical center or one of its branches in the university campuses. This is in accordance with the 28th recommendation of the NCAAA external reviewers in the developmental review. As regards the emergency services provided by the Medical Center and its branches, they are provided during official working days according to the official working hours and without any material fees. Emergency cases that may occur outside the official working hours are addressed through the

emergency hospitals of the Ministry of Health according to the statement of the director of the University Medical Center ((Annex G.5.35)) facility.

In the context of qualifying students to join the job market after graduation from the university, the vice deanship seeks to provide academic and vocational guidance and career guidance through organizing a number of diverse programs, such as activating the Profession Day and provide specialized training courses and awareness campaigns and others. Annex (G.5.36) shows a sample of academic and professional guidance plans.

The Deanship of Student Affairs is also responsible for providing social, psychological, personal and group counseling services within the rooms of the Student Guidance and Counseling Center, as well as through social media. Annex (G.5.37) shows a sample of the psychological counseling schedules for students. Annex (G.5.38) also shows samples of advertisements for guidance and counseling services and methods of registration in them. More evidence is provided in Annexes (G.5.54) and (G.5.55).

Professionalism in the reception of cases and provision of the service requires full confidentiality. That is why the activities are conducted in private rooms and clinics, and on a well-organized schedule, and data and information are kept in secret files inside the two centers. Annex (G.5.39) shows a sample of the indexing method of a case study, where a code is given to each case and the name of the beneficiary is not written for privacy.

To ensure student care, the vice deanship communicates with the academic departments to nominate students from the special categories to enroll in the appropriate programs. Annex (G.5.40) illustrates a sample of letters addressed to students who are targeted to enroll in some programs. Annex (G.5.41) contains samples of facilities offered to people with special needs.

However, the level of guidance and counseling in the male students' section did not reach the required level as in the female students' section because of the lack of specialized staff working in the vice deanship, taking into account that the university is developing improvement plans to raise the level in both sections.

5.6 Extra Curricular Activities for Students

In the context of the university's keenness on planning and organizing the student services, it did not ignore the student's enrichment aspect outside the classroom. Hence, it dedicated the extracurricular activity as a resource for expertise, personality refinement, goal setting, skill development and orientation definition. Activities varied to include religious, cultural, artistic, physical and other fields to match different attitudes and abilities of students.



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And owing to the importance of the spatial location of Umm Al-Qura University, the University has given the religious aspect a special attention by establishing an independent cultural club (the awareness club) that nurtures this aspect and works to strengthen it among the students. Annex (G. 5.42) illustrates the plan of this club. The university has also set up a suitable site to be the main Muslim mosque in the university, as well as a number of small Muslim prayer areas spread over the university buildings. Annex (G.5.43) shows pictures of some of these Muslim prayer areas.

The university was not only interested in the religious aspect, but also extended to the recreational aspect. Hence, it established a sports club in the male students' section and a recreational gymnasium in the female students' section. While the sports activity in the students' section won a number of prizes and advanced positions in competitive sports competitions and achieved a high percentage of participation in non-competitive activities, it is noted that the level of participation in sports activities in the female students' section is decreasing, and this is because of the recentness of this orientation in the women's community at Umm Al-Qura University. However, the university continues to intensify awareness campaigns related to sports and physical orientation. It is also in the process of establishing an independent club that will serve this purpose. Annex (G.5.47) shows a sample of the University's efforts in this area in form of the plan of Entertainment Hall Unit of the female students' section in addition to the plan and report on sports activities of the male students' section.

Through the Vice Deanship of Student Affairs for Student Activities and Training, the University provides administrative and organizational supervision to student clubs. It has established regulations setting out the rules for the establishment and management of student clubs (see Annex G.5.30). It also facilitated the process of registration in clubs, and Annex (G.5.44) shows the method of registration in the e-portal of student clubs. The effectiveness of extracurricular activities and student participation in student clubs is monitored through participation statistics and surveys, attached in (G.5.58) and (G.5.56).

It also motivated students to participate in the activation of student clubs and extracurricular activities by providing material and moral support. Annex (G.5.45) shows examples of these incentive awards. It also ensured the provision of appropriate facilities and arrangements to facilitate informal social communication among students, such as the headquarters of student clubs, and the electronic accounts of each club in social networking sites. Annex (G.5.46) shows pictures of the headquarters of some student clubs.

In view of the importance of measuring the extent to which students participate in extracurricular activities, to identify and improve the imbalances, if any, and to increase the strengths, the University has been interested in monitoring the average levels of participation internally. Annex (G.5.48) shows an example of such comparison through the monitoring of



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the difference between the number of student activities and their participants in the female students' section for two different years. In the future, the University aspires to compare levels with other similar universities in order to develop strategies to improve participation when necessary.

Overall Evaluation of the Quality of Standard 5

Comments

The overall rating of the quality of Standard V is shown to be high quality in the application of its practices. This is noticeable in the comprehensive and effective electronic systems of admission and registration as well as clearly specifying all the academic procedures and timelines. There are also many services and activities available for the students. These services are constantly evaluated and improved.

Strengths

- The large number of administrative staff responsible for providing services related to the management of student affairs and support services.
- The diversity of the qualifications and specialties of the administrative staff responsible for the provision of services related to the administration of students' affairs and support services.
- Provision of sufficient financial support to cover the services provided.
- Utilization of modern technology in the provision of student services.

Recommendations for Improvement

- Benefit from the results of students' evaluation of the services provided to them in developing development plans for the entities concerned with the fifth standard.
- Activate the role of community partnership to improve the level of student services provided in the institution.
- Continue to train the administrative staff working in the bodies concerned with the fifth standard to raise their professional competence.
- Pay attention to the use of external benchmarks periodically in improving the level of services provided by the entities concerned with the fifth standard.
- Paying more attention to the sports activities for female students.
- Preparing a policies and procedures manual for admissions and registration.

Implementation Priorities

- Pay attention to the use of external benchmarks periodically in improving the level of services provided by the entities concerned with the fifth standard.
- Preparing a policies and procedures manual for admissions and registration.





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- Paying more attention to the sports activities for female students.



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Standard 6: Learning Resources

(Overall rating: "★★★★" Stars)

Introduction

Umm Al-Qura University has many educational units and academic and non-academic facilities that enrich learning resources of academic programs and contribute to the professional development of students. The most important non-academic support units available to provide services and provide a favorable academic environment in which students and faculty members can work to the maximum of their abilities and competence associated with good practices in Standard 6 are as follows:

1. Deanship of Library Affairs
2. Deanship of E-learning
3. Deanship of Information Technology

The University Library of Umm Al-Qura University (in both sections of male and female students) and its sub-library collections represent the backbone of learning resources and services through traditional sources and space represented in physical spaces and tools or through the virtual space that allows all segments of the university community and visitors to use learning resources and the accompanying services around the clock. The Deanship of Library Affairs has provided a comprehensive interactive portal that allows automatic search in the library's information and index library through the site (<https://uqu.edu.sa/en/lib>). The Deanship works to ensure that its learning resources and associated services meet the needs of students and faculty members in all faculties and educational programs offered by the University.

The King Abdullah bin Abdul Aziz Library aims to collect and develop sources of information in different ways (buying, gifting, exchanging and depositing), organize and retrieve them in the shortest possible time, and present them to the community of beneficiaries of various categories through a range of traditional services such as loan services, references, periodicals, imaging, and modern services such as on-going briefing services, selective transmission of information and other computerized services through qualified human, scientific, artistic and technical capacities in the field of library and information science.

The library was established in 1388 AH by amalgamating the two libraries of Shari'a and Education faculties in one library. In 1391 AH, the two faculties (the Faculty of Education and Faculty of Sharia) and the University Library annexed thereto were included in King Abdul Aziz University. In 1394 AH, a new building was constructed for the University Library. It comprised of three floors at the university campus in Al-Aziziyah. In 1396 AH, the Deanship



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of Library Affairs was established. In 1424 AH, the library headquarter was built in the University city of Al-Abidiyyah. In 1425 AH, the central library was opened in Al-Abidiyyah in the presence of His Royal Highness Prince Abdul Majeed bin Abdul Aziz Al Saud, Governor of Makkah Region. It was named King Abdullah bin Abdul Aziz University Library.

The King Abdullah bin Abdul Aziz University Library has a unique quality that distinguishes it from other university libraries. In addition to its excellence in providing, developing and diversifying its services to the beneficiaries among the university's employees and the society in general, it has a prestigious geographical position for its proximity to the Holy Mosque. This geographical position has enhanced the global reputation of the library and thus stimulated the learned scholars and scientists among Muslims as well as others in different parts of the earth to take advantage of their presence during religious occasions and seasons to visit its headquarters and to view its rich holdings and advanced services provided to all the beneficiaries.

It should be noted here that the Deanship of Library Affairs technically administers the services of sub-libraries in the branch campuses of Umm Al-Qura University, which number 29 sub-libraries and vary in size and area according to the number of beneficiaries. The report in Annex (G.6.17) includes a brief note about them. The Deanship of Library Affairs in its future plan is seeking to reduce the number and to provide a sub-university library with the specifications and standards of the university libraries for each university campus. The project of establishing a model university library for the branch of Al-Qunfudah has been prepared and submitted to the senior management for its implementation as a model for the other branches as described in Annex (G.6.12).

The library's mission is an integral part of the mission of the university, which is represented in high scientific qualification and educational and cultural preparation for the graduation of qualified national cadres. The library is the entity responsible for offering research services and providing and acquiring programs, tools and materials that complement the educational process. Therefore, the officials of the King Abdullah bin Abdul Aziz Library, since its inception, have sought to apply the latest standards in processing information and presenting it to the different social groups. In light of this, the mission, vision and objectives were formulated as stated in the strategic plan of the Deanship. The strategic plan and its summary are included in Annex (G.6.15). There is also a comprehensive execution plan, attached in (G.6.108).

In order to achieve the aspiring future vision of the Deanship of Library Affairs, the Deanship sought to utilize all potentials (human, financial, technical, spatial potentials and previous expertise), and the best adopted practices to provide information services, support the educational and research process, provide information and manage its resources, employ



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information and communications technologies, raise information awareness, furnish beneficiaries with the necessary skills to deal efficiently with information and its multi channels by achieving quality and excellence in performance. Annex (G.6.103) shows the job classification of the staff of the Deanship of Library Affairs at the Central Library of the two sections of male and female students.

The organizational structure of the Deanship of Library Affairs in Annex (G.6.104) shows the administrative departments of the Deanship, which consists of 12 departments. Included also is a description of the duties of each department.

The library is open to offer its services from 8:00 am to 8:00 pm from Sunday to Thursday, but the daily working hours of the female students' branch ends at 5:00 pm. The electronic information services are available through the library's 24-hour portal (see Annex G.6.50).

The King Abdullah University Library contains valuable collections both in terms of quantity and quality. This is the result of consistent policies for the annual supply of collections in different sources of knowledge as well as special dedications.

The table shows the number of book titles and information vessels in the library's automated catalog:

Table 39 Books Data

Collections	Number
Number of book titles	434849
Number of vessels and copies	1035545
Number of refereed periodicals	267
Number of manuscripts	13716
Number of Umm Al -Qura University theses	24009

The King Abdullah Library is subscribed in 157 databases that serve all disciplines of the University, including the Saudi Digital Library (SDL), which provides advanced information services, as well as the availability of digital information resources in various forms. That brings all of these resources it to the fingertips of faculty members, researchers and students in the post-graduate and bachelor's degrees. The digital databases contain more than 310,000 scientific references covering all academic disciplines. There is continuous update of this content, thus achieving long-term knowledge accumulation and there are printed leaflets on how to use them (Annex G.6.83).

The automated Library catalog at <https://uqu.edu.sa/en/lib> , enables the beneficiary to access and search for the resources he needs, whether books or university theses. It is also worth mentioning that the “Ask the Library Specialist” service allows users to send their inquiries



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and the information specialist will answer them at <http://support.uqu.edu.sa/index.php> . The system also provides the knowledge base that contains the typical answers to the most common inquiries. There are many different and diverse steps taken by the Deanship to strengthen the communication between the library and the beneficiaries inside and outside the university and service of the Makkan community, including diverse channels of social communication, with the unified account name (Kaulib). There is also the account promotion service to review the various documents and resources recently available in the Libraries. There are also field visits to the library and induction program for visitors.

Through its Deanship of E-Learning and Distance Education, Umm Al-Qura University aims to provide e-learning services through an integrated technical structure and learning environment. It also seeks to support and assist faculty members in developing curricula and teaching units using modern methods and techniques in e-learning and academic accreditation and reducing the time it takes to develop programs, provide integrated programs development services and solutions, facilitate content through the educational repository, as well as provide an environment and mechanism to develop e-course content, promote teamwork in program development, and quality assurance through continuous evaluation and modification of e-courses.

The Deanship of Information Technology offers Microsoft Office365 e-mail service to male and female students of the university and faculty members for free. The e-mail service is distinguished as it includes several free services, including One Drive cloud space for online file storage up to 1TB, attachment capacity and other features such as availability of calendar services to manage appointments, and many Microsoft applications. The University mail can be accessed through the university portal or through the Outlook program. The Deanship of Information Technology also provides a range of learning resources such as Adobe programs, where students and faculty members can benefit from all Adobe applications with a discount of 60 % of the subscription value. In addition to the above, the Deanship of Information Technology provides educational programs according to the needs of programs and faculties.

Description of the procedures adopted to explore information and prepare the report on this standard:

The sixth standard committee was formed, with the Dean of Library Affairs as its chair and a selection of UQU leaders, faculty, and staff as members Annex (G.6.0) includes the formation of the committee and a report on its procedures. The committee held many meetings and designed a work plan for the standard. Responsibilities were distributed in a way which ensures that the tasks are completed effectively and as quickly as possible. The committee collected the available evidence and asked some units to provide the committee with the evidence required. The committee then evaluated the best practices in light of the available evidence and

the measurements of the performance indicators, and then they also wrote a draft of the Self Study Report. The report was reviewed by the team of the Deanship of Academic Development and Quality, and the committee later modified the report according to the team's comments. Finally, the report was submitted to the final phrasing team to revise it for consistency to prepare a unified UQU Self Study Report.

The following is a report on the sub-standards of the standard.

6.1 Planning and Evaluation

The learning resources at Umm Al-Qura University represented by the Deanship of Library Affairs has an ambitious vision and mission based on the long-term and interim objectives of each activity carried out by the Deanship of Library Affairs at Umm Al-Qura University. The vision and mission of the Deanship of Library Affairs has been aligned with the visions of the higher levels, and its objectives have been linked to the objectives of the university, then the Ministry of Education in the National Transition Program 2020 and then the objectives and vision of 2030 (Annex G.6.1).

The Deanship of Library Affairs regularly reviews the policies and procedures of the services provided to the beneficiaries as described in annexes (G.6.3 and G.6.2) and takes into consideration the rules and regulations of library content management such as the Sierra system (Annex G.6.6). It also takes into consideration the views of the beneficiaries among the faculty members and students from inside and outside the university in respect of the services provided by the Deanship (Annex G.6.21). This is in accordance with the 32nd recommendation of the NCAAAA external reviewers in the developmental review.

Reference is made to the map of performance indicators, which are measured annually in the planning of future library projects (Annex G.6.23). This is in accordance with the 31st recommendation of the NCAAAA external reviewers in the developmental review.

There are three key performance indicators for the sixth standard as defined by the National Center for Academic Accreditation and Evaluation (NCAA) as well as several sub-indicators identified through the Deanship of Library Affairs.

As the key performance indicators contain implicit sub indicators, of which each has its own importance and significance, the sub indicators of the key performance indicators will be dealt with in detail with internal performance benchmark. The overall results of the key performance indicators will be included at the end of the report of the standard accompanied by the internal and external benchmarks of the key performance indicator.



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Table 40 Measurements of KPI (S6.1.a): Stakeholder's evaluation of staff assistance in the library

Actual Benchmark	Target Benchmark	Internal Benchmark			New Target Benchmark
		2015	2017	2017	
3.5	4.0	4.0	4.1	4.0	4.5

Table 41 Measurements of KPI (S6.1.e): Stakeholder's evaluation of availability of study climate or atmosphere in the library

Actual Benchmark	Target Benchmark	Internal Benchmark			New Target Benchmark
		2015	2016	2017	
3.5	4.0	3.5	4.0	4.0	4.3

Table 42 Measurements of KPI (S6.1.f): Stakeholder's evaluation of availability of study sites in the library

Actual Benchmark	Target Benchmark	Internal Benchmark			New Target Benchmark
		2015	2016	2017	
3.5	3.7	3.7	3.8	3.7	4.0

Table 43 Measurements of KPI (S6.1.g1): Satisfaction of the beneficiaries with the ask library specialist service

Actual Benchmark	Target Benchmark	Internal Benchmark			New Target Benchmark
		2015	2016	2017	
3.5	4.14	4.43	4.44	4.14	4.5

Table 44 Measurements of KPI (S6.1.g2): Beneficiaries' satisfaction of efficiency of the library

Actual Benchmark	Target Benchmark	Internal Benchmark			New Target Benchmark
		2015	2016	2017	
3.5	3.8	3.9	4.0	3.8	4.0

Table 45 Measurements of KPI (S6.1.g3): Beneficiaries' satisfaction with library services

Actual Benchmark	Target Benchmark	Internal Benchmark			New Target Benchmark
		2015	2016	2017	
3.5	3.7	3.8	4.0	3.7	4.0



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Table 46 Measurements of KPI (S6.1.g4): Beneficiaries' satisfaction with library content

Actual Benchmark	Target Benchmark	Internal Benchmark			New Target Benchmark
3.5	3.7	2015	2016	2017	4.0
		3.8	3.9	3.7	

Table 47 Measurements of KPI (S6.2): Number of web site publication and journal subscriptions as a proportion of the number of programs offered

Actual Benchmark	Target Benchmark	Internal Benchmark			New Target Benchmark
0.40	0.48	2015	2016	2017	0.50
		0.37	0.29	0.48	

Table 48 Measurements of KPI (S6.3.b): Beneficiaries' evaluation of the content of databases

Actual Benchmark	Target Benchmark	Internal Benchmark			New Target Benchmark
3.5	3.7	2015	2016	2017	4.0
		3.8	4.0	3.7	

Table 49 Measurements of KPI (S6.3.e1): Beneficiaries' evaluation of the efficiency of the digital library

Actual Benchmark	Target Benchmark	Internal Benchmark			New Target Benchmark
3.5	3.7	2015	2016	2017	4.0
		3.8	4.0	3.7	

Table 50 Measurements of KPI (S6.3.c): Beneficiaries' satisfaction with the services and databases of the digital library

Actual Benchmark	Target Benchmark	Internal Benchmark			New Target Benchmark
3.5	3.5	2015	2016	2017	4.0
		3.6	3.8	3.5	

Table 51 Measurements of KPI (S6.3.e2): Evaluation of beneficiaries of the digital content in terms of modernity and efficiency

Actual Benchmark	Target Benchmark	Internal Benchmark			New Target Benchmark
3.5	3.7	2015	2016	2017	4.0
		3.8	4.0	3.7	



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Table 52 Additional Performance Indicator (S6-s3)

API: Number of books titles in proportion to the number of students Institutional API Reference Number: S6-s3					
Actual Benchmark	Target Benchmark	Internal Benchmark			New Target Benchmark
11	10	2015	2016	2017	12
		11	11	11	

Table 53 Additional Performance Indicator (S6-s4)

API: Supply efficiency Institutional API Reference Number: S6-s4					
Actual Benchmark	Target Benchmark	Internal Benchmark			New Target Benchmark
80%	75%	2015	2016	2017	85%
		92%	61%	80%	

Table 54 Additional Performance Indicator (S6-s5)

API: The average number of scientific journal subscription per faculty member Institutional API Reference Number: S6-s5					
Actual Benchmark	Target Benchmark	Internal Benchmark			New Target Benchmark
32	16	2015	2016	2017	20
		39	32	32	

Table 55 Additional Performance Indicator (S6-s6)

API: Growth rate of paper collections Institutional API Reference Number: S6-s6					
Actual Benchmark	Target Benchmark	Internal Benchmark			New Target Benchmark
2%	5%	2015	2016	2017	5%
		37%	1%	2%	

Table 56 Additional Performance Indicator (S6-s7)

API: Growth rate of digital library holdings Institutional API Reference Number: S6-s7					
Actual Benchmark	Target Benchmark	Internal Benchmark			New Target Benchmark
9%	20%	2015	2016	2017	20%
		14.40%	14.00%	9.00%	



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Table 57 Additional Performance Indicator (S6-s8)

API: Availability of the required titles Institutional API Reference Number: S6-s8					
Actual Benchmark	Target Benchmark	Internal Benchmark			New Target Benchmark
93%	75%	2015	2016	2017	85%
		81%	90%	93%	

Table 58 Additional Performance Indicator S6-s9

API: The accuracy of shelving Institutional API Reference Number: S6-s9					
Actual Benchmark	Target Benchmark	Internal Benchmark			New Target Benchmark
65%	70%	2015	2016	2017	75%
		68.0%	80.6%	65.0%	

Table 59 Additional Performance Indicator (S6-s10)

API: Services provided by the library through the Internet Institutional API Reference Number: S6-s10					
Actual Benchmark	Target Benchmark	Internal Benchmark			New Target Benchmark
20	15	2015	2016	2017	22
		19	20	20	

Table 60 Additional Performance Indicator (S6-s11)

API: Number of databases available through the library Institutional API Reference Number: S6-s11					
Actual Benchmark	Target Benchmark	Internal Benchmark			New Target Benchmark
157	155	2015	2016	2017	155
		228	172	157	

The Deanship of Library Affairs aims to build and develop its sources and facilitate access to traditional and electronic services and resources of the library in accordance with the needs of the academic programs and requirements of academic research outlined in the strategic plan (Annex G.6.15). The Deanship works to approve transfer to the King Abdullah Library building for the female students' section in Al-Abidiyyah to create additional spaces for further organization and assimilation of collections in the library.

A standing committee has been established for the Deanship of Library Affairs under the chairmanship of the Dean of Library Affairs and the membership of a number of faculty



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members aiming at developing information services at the university in its faculties and branches (G.6.19). Due to the Deanship's keenness on improving its services, the library's working hours in the female students' section were extended to the time of closure of the official premises of the university administration stated in (Annex G.6.18). However, there is a shortage of human resources with respect to qualified librarians to provide effective professional services, which the King Abdullah's Library aspires to have. Application has been tendered at the senior management of the university to meet the needs of the Deanship of Library Affairs to employ a sufficient number of librarians (Annex G.6.36). This is in accordance with the 33rd recommendation of the NCAAA external reviewers in the developmental review.

Evidence of system documentation describing the functions of each section, procedures and organizational structure of the Library has been prepared (G.6.16). A plan has been prepared for the establishment of a model university library according to the standards and specifications of designing university libraries worldwide for the University College in Al-Qunfudhah as a model for the other branches of the University (Annex G.6.12). This is in accordance with the 34th recommendation of the NCAAA external reviewers in the developmental review.

A proposed perception (Annex G.6.13) was also developed for the plan to transform the King Abdullah Library into a smart RFID library.

The Library annually prepares its annual report as shown in (Annex G.6.20), which shows the annual statistics of the acquisitions, events, activities and future aspirations of the Deanship. Reports are available on the Library's website for information and access.

The Deanship also involves all beneficiaries periodically and annually in the evaluation procedures and survey of opinions of the beneficiaries among the faculty members and students from inside and outside the university regarding the services provided by the Deanship (Annex G.6.21).

The results of these surveys were used to calculate performance indicators that were previously calculated for 2014, 2015, 2016 and 2017 as a reference in the planning of the future library projects (Annex G.6.23). The recommendations were also noted down and considered in order to develop an improvement and development plan for the Deanship. Detailed reports on the status of the different libraries are included in (G.6.107).

While there are satisfactory collection development policies, the Library is in the process of formulating new standardized policies and for the services, development and management of collections, and coordination in the acquisition of traditional and electronic resources. These will be based on available statistics including loan records, library location, reference service and electronic databases.



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The colleges were asked to give advice on the necessary requirements which contribute to the upgrading of the service systems provided by the library to support the teaching and learning processes (Annex G.6.28). However, the response of faculty members responsible for the faculties and academic departments in the male students' sections was not enough. Nevertheless, the committee of male and female coordinators of the library has been formed and includes representatives from all faculties and academic departments. It aims to activate a communication mechanism between the Deanship of Library Affairs and each faculty believing in the role of faculty member and student in the selection and evaluation of learning resources and follow-up of activities and services of the university library (Annex G.6.32).

The request for the acquisition of a book service available on the website (<https://uqu.edu.sa/en/Sso/Login>) has been activated. In addition, the Deanship in the female students' section has provided the internal loan service for female faculty members for a specified period (the period of the course) according to a specific template (Annex G.6.31). The Committee of Friends of the Library (Annex G.6.10), under the chairmanship of the Public Relations Officer of the Library and membership of the University's students (representative of each faculty or academic department), was also formed to be an effective link between the library and the college female students. The Deanship seeks to conduct benchmarks with national and international university libraries of high quality and create a default system for the reservation of most commonly used textbooks and references with a regulation and policy for the use of the service.

All of the above services and procedures have been evaluated and measured through the key and sub-performance indicators referred to above. Ratings of these indicators in general indicate satisfactory performance and consistency in the maintenance of this performance over the past three years.

6.2 Organization

The Deanship of Library Affairs uses the Sierra Automated System (Annex 6.2.6), which is one of the most advanced content management systems. Annex (G.6.105) shows the number of titles and collection vessels entered into the system. The library adopts the Dewey Decimal Classification (DDC) (Annex G.6.39), which is one of the global systems for the classification and organization of library contents.

The results of the measurement of the following performance indicators confirm the quality of performance in the items associated with the standard.



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Table 61 Measurements of KPI (S6.1.c): Beneficiary satisfaction with copy & print facilities

Actual Benchmark	Target Benchmark	Internal Benchmark			New Target Benchmark
		2015	2016	2017	
3.5	3.5	3.6	3.8	3.5	3.8

Table 62 Additional Performance Indicator (S6-s1)

API: The view of beneficiaries on the appropriateness of the library operating hours
Institutional API Reference Number: S6-s1

Actual Benchmark	Target Benchmark	Internal Benchmark			New Target Benchmark
		2015	2016	2017	
3.8	3.5	3.9	4.0	3.8	4.0

Table 63 Measurements of KPI (S6.3.a): User satisfaction with access and availability

Actual Benchmark	Target Benchmark	Internal Benchmark			New Target Benchmark
		2015	2016	2017	
3.5	3.9	3.9	4.0	3.9	4.0

Table 64 Additional Performance Indicator (S6-s12)

API: The speed of response to the queries of the beneficiaries in the reference service (calculated per hour)

Source of the Performance Indicator: ISO 11620

Institutional API Reference Number: S6-s12

Actual Benchmark	Target Benchmark	Internal Benchmark			New Target Benchmark
		2015	2016	2017	
58	60	39	39	58	50

Table 65 Additional Performance Indicator (S6-s13)

API: Number of peak-time Internet-enabled computers per 100 beneficiaries

Source of the Performance Indicator: Developed in-house

Institutional API Reference Number: S6-s13

Actual Benchmark	Target Benchmark	Internal Benchmark			New Target Benchmark
		2015	2016	2017	
4.5	4.0	3.5	4.6	4.5	5.0

Ratings of these indicators in general indicate satisfactory performance and consistency in the maintenance of this performance over the past three years.

The Deanship of Library Affairs extended the working hours to 5 pm in the female students' section in accordance with the official working hours from the university administration (Annex G.6.18) and to 8 pm in the male students' section from Sunday to Thursday to ensure the availability of services to the beneficiaries. The library website on the university electronic portal operates to make the library resources and services available to visitors (Annex G.6.50) - (Annex G.6.51)

The Library is one of the active members of the Center for the Unified Arab Index and Global System (OCLC). The library participated in the discussion circle of the Unified Arab Index and the Unified Arabic Digital Library entitled "Advanced infrastructure and services for the electronic environment". Standard index cards are downloaded and uploaded, and the library prepares to index some sources externally within the supply approvals. In addition to the various resources provided by the library, a number of cooperative partnerships have been conducted to support the research and educational needs of faculty members and students, such as the Alexandria Library agreement (Annex G.6.44) to exchange resources and expertise. The library is one of the members of the Saudi Digital Library (SDL). There is also a cooperative loan agreement with (King Abdul Aziz Library) according to a specific template (Annex G.6.46) and mutual loan with the male students' section (Annex G.6.41) and exchange and gifting with the Saudi universities in order to support academic research activities at the university.

The library is based on the Sierra Library Management System for loan and return services. Self-loan machines are available to facilitate the service. The book renewal service is also available electronically through the service of my account, which provides the beneficiaries with the loan data and the number of books recorded on the card. The brochure (G.6.47) explains the mechanism of use. There is also a loan policy for beneficiaries and the number and duration of books.

The library has signboards bearing the rules of conduct declared to beneficiaries that explain the conduct of using the library, its holdings and facilities (Annex G.6.53). The Library continuously improves its internal environment and facilities to improve the quality of services provided to beneficiaries. The electronic portal is available as a secure system to prevent the loss of library contents and surveillance cameras in the male students' section (Annex G.6.58). The use of the Web within the library is also monitored by the library staff to prevent misuse.



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6.3 Support for Users

The Deanship of Library Affairs undertakes satisfactory efforts to educate and guide students and faculty members and train them on how to use library resources, facilities and systems. The list in (Annex G.6.61) outlines some courses offered to beneficiaries. The library participates in the induction program for new students organized by the Deanship of Student Affairs, which it extends for two weeks from the beginning of every academic year, to introduce the library and its services (Annex G.6.62).

The Library has also launched a continuous induction program for the beneficiaries under the name (the guidance program for the service of students of knowledge and its people) (Annex G.6.61) through the website of the library. The program is aimed at students of undergraduate and graduate studies to introduce the library and its holdings and explain the internal and electronic services of the library. The library offers special tours as needed for some student groups, postgraduate teams and some educational programs. The library's website also provides links to register in the distance training courses on the database as described in (Annex G.6.71). It also provides training courses on the use of databases for male and female students and faculty members at a rate of once a year. Annex (G.6.106) shows some of the events and courses provided by King Abdullah Library for the community of beneficiaries.

The library announces news about training activities and any recent service in the library through its website, e-mail messages and social networking sites (Annex G.6.77) and (Annex G.6.78). The library provides the necessary assistance to users in research processes and how to use sources of information through the direct service by the information services specialist and through the placing of billboards and availability of brochures and leaflets (Annex G.6.83).

Moreover, based on the survey of the opinions of beneficiaries regarding their satisfaction with the library's efficiency, the overall satisfaction rate with the library and its services reached 3.8 out of 5. The chart indicates the satisfaction rate of the beneficiaries for each aspect of the questionnaires, which included the library staff, paper content, internal services provided in the library and library environment.



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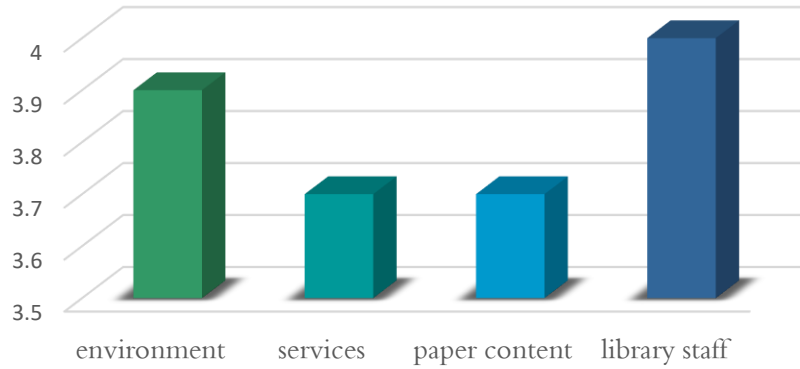


Figure 13 The efficiency of King Abdullah University Library Evaluation Questionnaire

In terms of digital library services and databases, the overall satisfaction rate was 3.7 out of 5. The chart indicates the satisfaction rate of the beneficiaries for each aspect of the questionnaires, which included the use of digital content, content type, access and availability.

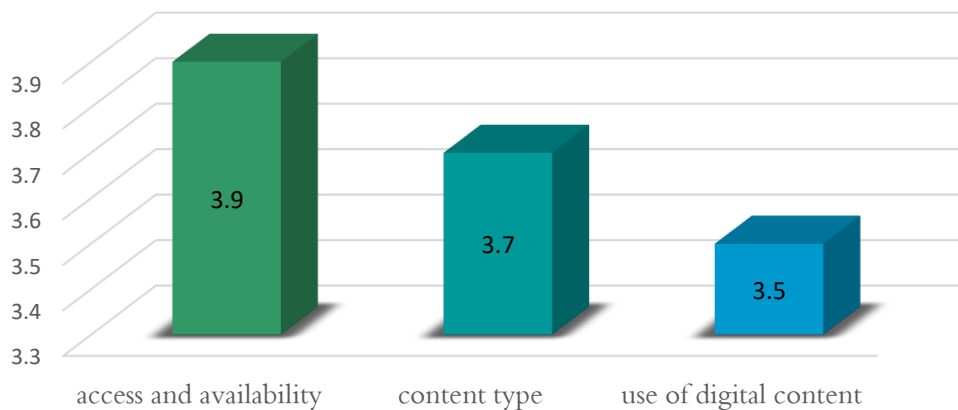


Figure 14 Digital library services and databases evaluation questionnaire

The library provides an electronic reference service to respond to the inquiries of the library's beneficiaries through the specialized staff (Annex G.6.63). The number of inquiries carried out in the digital reference service during 2017 reached 1317 inquiries. The following table shows the service statistics within 3 years:



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Table 66 Average response time to inquiries of the library's beneficiaries

Years	No. of inquiries	Average response time to inquiries
2015	3799	34 hours 53 minutes 14 seconds
2016	1994	47 hours 36 minutes 49 seconds
2017	1317	42 hours 48 minutes 55 seconds

There is a growing demand for digital reference service related to databases, which enhances the need for library for specialists with proficiency in English language to provide guidance and research in the databases and to educate the beneficiaries on how to use and benefit from the huge digital content owned by the library through electronic databases. The chart shows the contents of electronic databases where more than half a million scientific theses, 160,000 scientific journals and 550,000 books can be used.

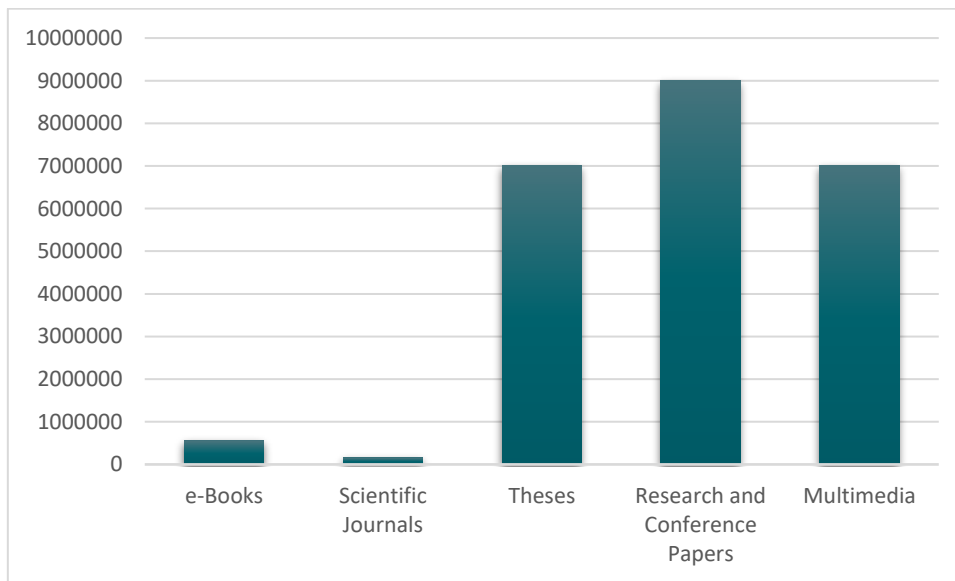


Figure 15 Contents of databases

Table 67 Measurements of KPI (S6.3.d): Beneficiaries' satisfaction with training courses

Actual Benchmark	Target Benchmark	Internal Benchmark			New Target Benchmark
		2015	2016	2017	
3.5	3.3	3.5	3.3	3.8	3.8

Table 68 Additional Performance Indicator (S6-s2)

API: The view of beneficiaries in the novelty of the library content
Institutional API Reference Number: S6-s2



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Actual Benchmark	Target Benchmark	Internal Benchmark			New Target Benchmark
		2015	2016	2017	
3.6	3.5	3.7	3.8	3.6	3.8

Table 69 Additional Performance Indicator (S6-s14)

API: Percentage of attendance of the training courses by visitors to the library Source of the Performance Indicator: ISO 11620 Institutional API Reference Number: S6-s14					
Actual Benchmark	Target Benchmark	Internal Benchmark			New Target Benchmark
		2015	2016	2017	
8%	5%	11%	8%	8%	10%

Reference was also made to the additional indicators S6-s5, S6-s10, S6-s11, and S6-s12, presented earlier. The results indicate that there is consistency in the opinion of beneficiaries in the modernity of the content of the library over the past three years.

The library offers induction and training programs for users and visitors. It also offers the application for “accessing the library on the website” service through the link: <http://support.uqu.edu.sa/index.php?/Tickets/Submit/RenderForm> . The library participates in the forums of preparing new users at the university. The library also organizes training courses on the use of databases for male and female students and faculty members, which are advertised on the website (Annex G.6.75) and provides a link for registration in the distance training courses for the courses offered by the Saudi Digital Library (Annex G.6.71). A number of courses has been implemented for the female staff of the university and its branches in the library in order to introduce them to the services offered to beneficiaries.

The Library has also set up a training laboratory equipped with the latest technology to provide internal induction courses, and conduct events and activities in partnership with the Friends of the Library Committee. The Sierra library management system has been adopted on the web (http://libsierra.uqu.edu.sa/*eng) to ensure that it is available all the time without the need to visit the library, which is characterized by comprehensive search in all collections by sorting the search results by type of item.

The registration in the guidance program service is available on the website for induction tours in the library for male and female students on Monday and Wednesday (Annex G.6.61). The Library also works on the continuous briefing on its website, via the website, e-mail and its accounts on social networking sites, and announces training activities and new events (Annex G.6.83). The billboards are located inside the library, brochures and publications (Annex G.6.83) and video presentations on the screen to assist the beneficiaries in the search and



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identification of its services. The library periodically develops these tools. There is also the Ask the Library Specialist service to answer the inquiries of beneficiaries through the website (Annex G.6.63). Also available on the library site is the method of delivering scientific theses and their templates in order to facilitate procedures for researchers among postgraduate students. The library seeks to develop a marketing plan for services inside and outside the university.

The necessary assistance is provided to beneficiaries to use the information resources through the direct service provided by an information services specialist and those with expertise in the library.

6.4 Resources and Facilities

The King Abdullah University Library is characterized by a rich diversity of print and digital resources (Annex G.6.27). It is equipped with furnished rooms for reading and perusal, research and individual reading rooms, research spaces that are loaned to researchers for a specific period. There are also two lecture and celebration rooms in the male students' section, as well as places to accommodate collections of book, references and scientific journals (Annex G.6.96), which differ between the two sections owing to their different areas. The area occupied by the library in the male students' section is 6754 m², while the area occupied by the library of the female students' section is 3470 m², which is relatively small. Moreover, due to the keenness of the Deanship to provide services to people with special needs, it allocated a corner for the visually impaired, which provides some references and evidence in the Braille language and computers equipped with programs for the visually impaired (Annex G.6.100). These devices have been connected to the network and equipped with the latest technologies to support the electronic access to resources and reference materials and Internet service (Annex G.6.97). It also provides the wireless feature (Wireless Points) to enable users to use their personal computers. The table below shows the hardware statistics of the library:

Table 70 The hardware statistics of the library

Type of hardware	Male students	Female students
Lab equipment	45	27
Search devices	10	11
Equipment for administrative staff	33	21

The library also provides photocopying services and provides digital photocopiers with electronic media storage (USB), (Annex G.6.98) and (Annex G.6.99) and is working to provide a high-quality self-service machine to improve the service provided to its beneficiaries.



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The Deanship has sufficient financial support to cover the cost of acquiring various materials, equipment and furnishing in order to develop the library system (Annex G.6.86).

A plan has been developed to transform the library into a smart library using the latest RFID systems to develop the service system (Annex G.6.13). A plan has also been developed for the establishment of sub-libraries similar to the central library.

The budget of the Deanship of Library Affairs to spend on the purchase of books and subscriptions to electronic databases and furnishing and to convert the printed scientific products of the University to digital electronic formats was ten million five hundred thousand riyals (Annex G.6.86).

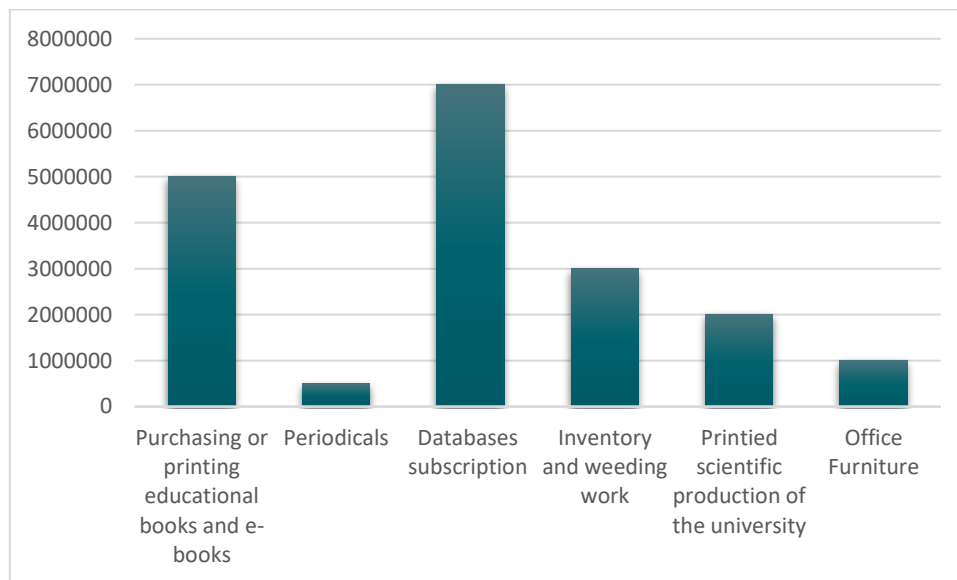


Figure 16 Details of library expenses

The quality level of the performance of the practices of the sub-standard 6.4 was assessed and measured through evidence and documents included in the text of the report of the sub-standard as well as through the additional indicators S6-s3, S6-s4, S6-s6, S6-s7, S6-s7, S6-s10, S6-s11, and S6-s13.

Overall Results of the Key Performance Indicators and Benchmarks

Ratings of these indicators in general indicate satisfactory performance and consistency in the maintenance of this performance over the past three years.



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There are three key indicators identified by the National Center for Academic Accreditation and Evaluation, which include items that represent sub performance indicators from the key indicator, which were dealt with in the previous context of the report. The following is a measurement of these indicators with their internal and external benchmarks:

Table 71 Key Performance Indicator (S6.1)

KPI: Stakeholder evaluation of library and media center NCAA KPI Reference Number: S6.1 Institutional KPI Reference Number: S6.1						
Actual Benchmark	Target Benchmark	Internal Benchmark		External Benchmark		New Target Benchmark
3.7	3.5	2015	3.8	King Abdul Aziz University	4.0	4.0
		2016	4.0			
		2017	3.7	King Saud University	3.4	

Table 72 Key Performance Indicator (S6.2)

KPI: Number of website publication and journal subscriptions as a proportion of the number of programs offered NCAA KPI Reference Number: S6.2 Institutional KPI Reference Number: S6.2						
Actual Benchmark	Target Benchmark	Internal Benchmark		External Benchmark		New Target Benchmark
0.48	0.40	2015	0.37	King Abdul Aziz University	0.21	0.50
		2016	0.29			
		2017	0.5	King Saud University	2.63	

Table 73 Key Performance Indicator (S6.3)

KPI: Stakeholder evaluation of the digital library NCAA KPI Reference Number: S6.3 Institutional KPI Reference Number: S6.3						
Actual Benchmark	Target Benchmark	Internal Benchmark		External Benchmark		New Target Benchmark
3.60	3.50	2015	3.79	King Fahad University of Petroleum and Minerals	3.80	4.00
		2016	3.87			
		2017	3.61			

Overall Evaluation of the Quality of Standard 6

The university sought to plan and make arrangements to ensure access to electronic references and other reference materials that it is keen to provide in order to meet the needs of the



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programs offered by the University at the appropriate level. The library and associated IT facilities and facilities are available at the required times to support independent learning, offering the needed assistance to provide the materials (references and resources) required. The facilities (sites) required for individual and group study were also provided in an environment conducive to serious academic research and study. These services are evaluated and improved in response to the views of students and faculty members.

Umm Al-Qura University strives seriously to achieve quality standards in the performance of all its activities. The self-study of the sixth standard indicated that the university has strengths and recommendations for improvement which are planned and implemented according to their priorities in the aspect of learning resources, as follows:

Strengths

- The existence of an ambitious vision and mission based on the long-term and interim objectives of each activity carried out by the Deanship of Library Affairs at Umm Al-Qura University. The objectives are aligned with the objectives of the university and then the Ministry in the national transformation program 2020 and then the objectives of Vision 2030.
- The participation of all the beneficiaries periodically on a yearly basis in the evaluation procedures and survey of the opinions of the beneficiaries among faculty members and students from inside and outside the university regarding the services provided by the Deanship.
- Use of the performance indicators map as a reference in planning future library projects.
- Making use of the results of the beneficiaries' survey and taking their suggestions into account.
- Availability of declared rules of conduct governing the use of library holdings and facilities throughout the library.
- Active participation in the Unified Arab Index as one of the largest cataloging projects.
- Allocation of a laboratory for the training and conduct of events and activities of the library and is well equipped with the latest technologies and computers.
- The Sierra Library Management System, which works on the web with a unified search interface, has been adopted.
- Activation of the role of the Committee of Friends of the Library to participate in events and activities.
- Activation of the guidance program via the website for inductive tours on Monday and Wednesday.
- Availability of Ask the Library Specialist service to respond to the inquiries of the beneficiaries through the library website.
- The availability of modern and well equipped buildings for the two sections and the existence of places for sub-libraries in some colleges.



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- Availability of financial budget for the annual supply in both Arabic and foreign languages.
- Allocation of a corner for the blind, which contains sources of information in Braille, and provision of computers with special programs for the blind.
- The existence of a training laboratory equipped with the latest technology and computers.
- The existence of digital imaging equipment in the hall of scientific theses for imaging and storage in the storage devices.

Recommendations for Improvement

- Updating the strategic plan of the Deanship of Library Affairs and aligning it with the University's strategic plan (tamkeen 2023).
- Updating the policies and procedures of the technical services provided by the library and making them available on the web page of the Deanship.
- Working towards signing agreements with libraries in other universities under which mutual library loaning will be available and activated (Taif Agreement).
- Implementation of the project to transform the King Abdullah Library into a smart library by acquiring (DFID) smart systems, which contributes to the development of the service system and guarantees the quality of services offered to beneficiaries.
- Applying to the senior administration of the university to meet the needs of the Deanship of Library Affairs to employ a sufficient number of librarians and those with proficiency in English language.
- Developing a marketing plan for the services provided including all departments of the university.
- Creating additional spaces for further organization and accommodation of the collections in the library in the female section, and working to adopt the transfer of female students to the library in Al-Abidiyyah.
- Providing a high-quality imaging unit with self-service system with the provision of a general supervisor for the unit in the university libraries in both sections of male and female students.
- Following-up implementation of the plan for the establishment of sub-libraries, including financial costs, implementation mechanism and networking.
- Allocation of a budget to the Deanship of Library Affairs to support the development, training, equipment and furnishing works.

Implementation Priorities

- Updating the strategic plan of the Deanship of Library Affairs and aligning it with the University's strategic plan (tamkeen 2023).
- Updating the policies and procedures of the technical services provided by the library and making them available on the web page of the Deanship.



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- Working towards signing agreements with libraries in other universities under which mutual library loaning will be available and activated (Taif Agreement).
- Implementation of the project to transform the King Abdullah Library into a smart library by acquiring (DFID) smart systems, which contributes to the development of the service system and guarantees the quality of services offered to beneficiaries.
- Applying to the senior administration of the university to meet the needs of the Deanship of Library Affairs to employ a sufficient number of librarians and those with proficiency in English language.



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Standard 7: Facilities and Equipment

(Overall rating: "★★★★" Stars)

Introduction

Umm Al-Qura University has made great efforts to formulate and implement clear policies for the development and modernization of university services over the past five years. This is done through the organizational procedures and restructuring of the procedures for the development of the university and the subsequent establishment of the departments of projects, operations and maintenance to supervise and complete projects. Service management has also been restructured to include arrangements to modernize the management of the maintenance of the university facilities and equipment in order to maintain a constant level of all facilities and equipment. Umm Al-Qura University developed the University's Strategic Plan for the period 2018 -2020 which led to the formulation of the Strategic Plan (see Annex G.7.1). As a result, a number of projects and programs for development and improvement have been initiated by various vice rectorships and deanships.

Umm Al-Qura University has 129 buildings distributed over Makkah Al-Mukarramah and its four branches in: Al-Layth, Al-Qunfudhah, Edam and Al-Ardiyyat (Table 74).

Table 74 Number of buildings at Umm Al - Qura University in Makkah Al-Mukarramah and the Branches

Location	Number of buildings
Al-Aziziyah – Male Students	15
Al-Abidiyyah - Male Students	49
Az-Zahir – Female Students	10
Al-Abidiyyah - Female Students	3
The female students' campus - Al-Aziziyah	3
The female students' campus – Ree' Dhakhir	3
Faculty of Arts and Interior Design	4
College of Education for Girls – Az-Zahir	2
Qualifying Year for Female Students – As-Shasha	1
Preparatory Year for Female Students - As-Shasha	1
Governorate of Al-Laith	13
Governorate of Al-Qunfudhah	17
Governorate of Edam	3
Governorate of Al-Jumoum	5
Total	129

The university city is located in Al-Abidiyyah, covering an area of 15 million square meters and is divided into several main blocks (Annex 7.31):



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- Academic block for male students.
- Academic block for female students.
- Academic block for medical colleges and university hospital.
- Area for sports services and physical education.
- Residential area for faculty members and the social club.
- Residential block for male students.
- Housing block for female students.
- Block for central services.
- A complex of research centers and Wadi Makkah Technical Company.

The University has made great efforts to improve the safety level in women's colleges by undertaking the necessary maintenance work in these facilities, upgrading the level of interior space and providing necessary services in the face of the limited space available for development and the nature and condition of these buildings. The disciplines of these faculties have been accommodated in the general planning for female students along with the restructuring of the faculties and their departments. The transfer of female students; colleges to the main campus represents a qualitative shift in costs and the quality of services and techniques available to support the educational process and all academic activities.

As a stage in the continuous development process and in line with its strategic plan, the University is currently establishing colleges in the university city in Al-Abidiyyah. In addition, the University is undertaking extensive studies in flood prevention and traffic control, leading to a number of projects to develop flood protection facilities and are currently being implemented. The road network and supporting facilities are also being implemented to support the horizontal and vertical expansion of the university city in Al-Abidiyyah to meet the increasing demand for new admission and registration applications. In addition, Umm Al-Qura University has completed the development of a university hospital system to comply with the latest available technologies and to provide mechanisms for linking it to faculties of medical science for male and female students. Furthermore, the faculty housing system has been improved by following clearly stated policies and guideline, shown in Annex (G.7.42)

Description of the procedures adopted to explore information and prepare the report on this standard

The seventh standard committee was formed, with the University Vice Rector for Branches as its chair and representatives from the following units (Annex (G.7.0)):

- Development and planning.
- Projects.
- Operation and Maintenance.
- Deanship of Information Technology.



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- Deanship of Student Affairs.
- Representative of female student colleges.

The committee held many meetings and designed a work plan for the standard. Responsibilities were distributed in a way which ensures that the tasks are completed effectively and as quickly as possible. The committee collected the available evidence and asked some units to provide the committee with the evidence required. The committee then evaluated the best practices in light of the available evidence and the measurements of the performance indicators, and then they also wrote a draft of the Self Study Report. The report was reviewed by the team of the Deanship of Academic Development and Quality, and the committee later modified the report according to the team's comments. Finally, the report was submitted to the final phrasing team to revise it for consistency to prepare a unified UQU Self Study Report.

Below are reports on the sub-standards of this standard.

7.1 Policy and Planning

Part of the goals of the University in its Strategic Plan for the period 2018 -2020 (Annex G.7.1) is to build a management system with international standards. On the basis of strategic analysis and subsequent conclusions of a set of strategic decisions, nine strategic areas have been planned over the next three years. This approach is based on a strategic course that addresses the rapid growth of the University which is entrusted with the adoption of best management practices. This confidence reflects the interest of students and their families from the region in the best educational opportunities that Umm Al-Qura University provides for all interested people. This approach also includes continuous efforts to provide infrastructure (physical, intellectual, electronic, transportation, etc.) needed to accommodate a large and diverse number of students and ensure a sufficient number of faculty members. This also means that the University sincerely envisages improving its administrative performance in recognition of the need for a high quality educational experience for both students and faculty members. Among the objectives of Umm Al-Qura University is to achieve a high level of administrative support:

- 1) Completing the infrastructure of the new campus for the female students and new colleges of the branches and the university hospital
- 2) Establishing new colleges and deanships at the main campus
- 3) Improving the housing of the beneficiaries
- 4) Continuing the building of innovative IT infrastructure, particularly in the area of electronic and digital library management and e-learning;
- 5) Creating a learning environment that helps students successfully integrate with what is offered to them, in addition to the career development of faculty members through the allocation of resources and provision of equipment;



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The University has a set of clear procurement policies and procedures (Annex G.7.5) as well as well-designed templates and documents to ensure the greatest possible compatibility of equipment with regulations for facilities (Annex G.7.6). These policies and procedures are used equally for all branches. Committees have been established to take care of each task and responsibility for procurement (Annex G.7.7). This is in accordance with the 37th recommendation of the NCAA external reviewers in the developmental review.

Based on the keenness of the senior management of the university to keep up with the scientific development, quality requirements and academic accreditation and to provide the best to ensure a distinct learning environment, the Standing Committee of the equipment, laboratories and workshops in the university was formed in 1435/1436 AH to follow up the needs and developments and determine the requirements of each stage of education in different faculties. Some of the main tasks of the Committee are shown in Annex (G.7.8).

At the beginning of the academic year and according to a specific procurement mechanism, the University Vice Rector sends letters to the faculties to study their needs for chemical and glass equipment and materials, (Annex G.7.9).

Umm Al-Qura University is developing an annual follow-up plan to be implemented by the university's senior management. The plan includes all projects related to equipment and services needed by the university. The total budget of Umm Al-Qura University amounted to SR 2,631,818,000.00 for the fiscal year 2018 (Annex G.7.10). This budget is broken down in the manner summarized in Table 75 and Figure 17.

Table 75 Distribution of the total budget of Umm Al - Qura University for the fiscal year 2018

Description	Appropriations from the budget
Compensation of employees	1,489,686,000.00
Goods and services	277,536,000.00
Social benefits	4,500,000.00
Other expenses	754,900,000.00
Non-financial assets	105,196,000.00
Grand total	2,631,818,000.00

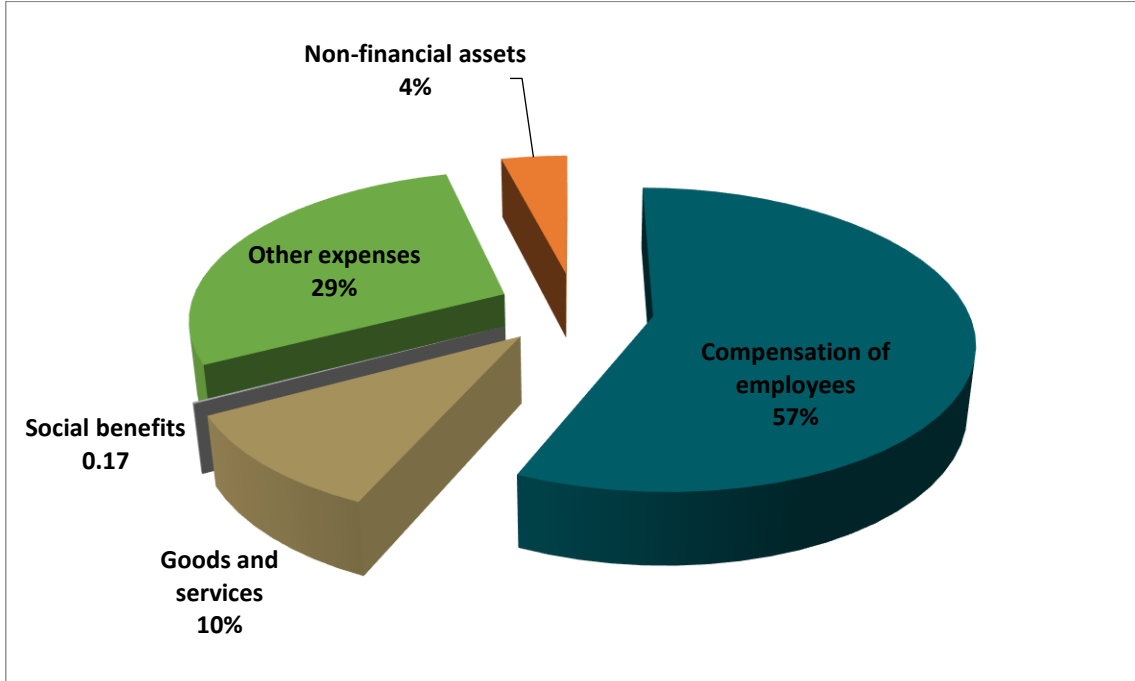


Figure 17 Distribution of the total budget of Umm Al-Qura University for 2018 fiscal year

Once the necessary resources have been allocated and a budget is allocated for the project, the university starts implementing the project immediately. If no project is approved, the University defers this until necessary resources are available for the project implementation (see Annex G.7.10: copy of the University's approved budget report for 2018 fiscal year). Figure 18 presents a table of the percentage of the distribution of the cost of major projects at the University. Details of these projects will be presented in the following paragraphs.

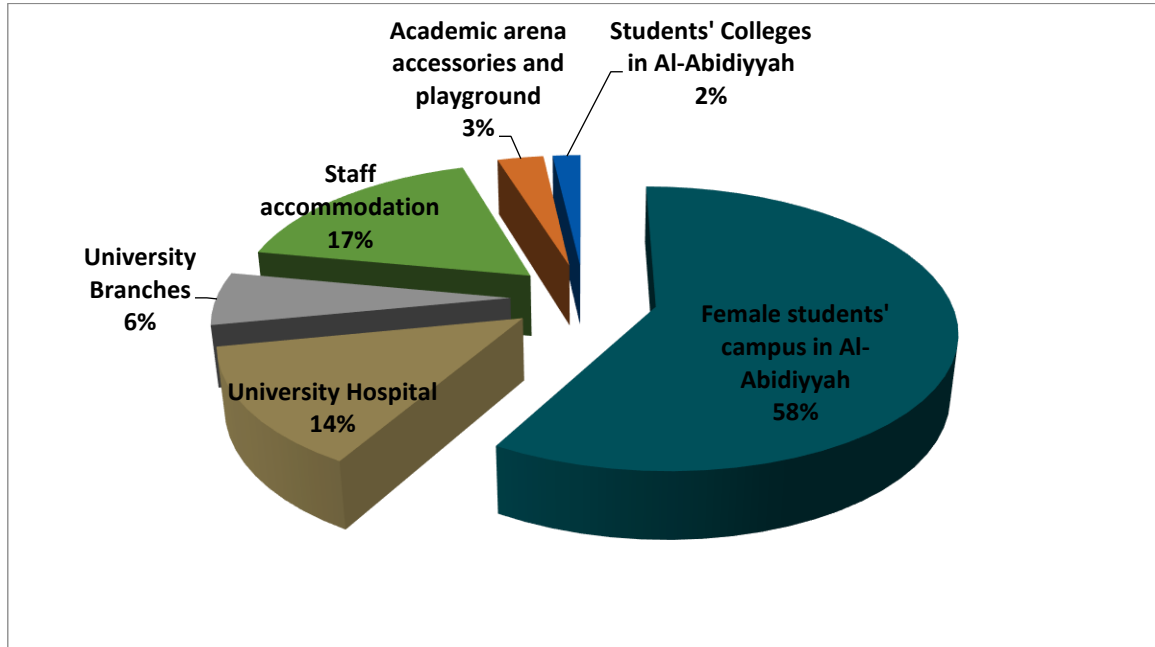


Figure 18 Distribution of the costs of major projects at the University

Projects underway in the main campus (Al-Abidiyyah)

The University has witnessed a number of projects such as expanding the capacity of existing colleges and academic departments and establishing new colleges and disciplines to keep abreast of the latest global developments and the needs of the local community in Makkah (see Annex G.7.11 for more details). The university gives priority to the transfer of the colleges of the female students and the subsidiary departments of the university to Al-Abidiyyah. This is in accordance with the 36th recommendation of the NCAAA external reviewers in the developmental review. Annex G.7.32 illustrate the current status of the projects under implementation at the female students' campus. Annex (G.7.36) shows the most recent update, with the completion data set as 20th February 2020.

For the current status of the new building in the university male students' premises in Al-Abidiyyah, such as University Hospital, Staff Housing, Faculty of Pharmacy, Faculty of Applied Medical Sciences and Sports Playground accessories, see page 38 of Annex G.7.11.



University branch campus in Al-Jumuom

- University College for Male Students: The project includes building and finishing of building (A) and (B). Each building consists of three floors and an annex, with a total area of 4679 m², an enclosed inner courtyard connecting building (A) and building (B), as well as outdoor courtyards and parking spaces. The contract value is SR 53,439,380.65. The two buildings were completed without finishing and without the provision of laboratory equipment. It is noted that it has not yet been formally received despite the occupation of the building for more than 18 months (for further details, see page 62 of Annex G.7.11).
- University College for Female Students: The project includes the construction and finishing of building (A) and (B). Each building consists of three floors and an annex, with a total area of 4706 m², an enclosed inner courtyard connecting building (A) and building (B), as well as outdoor courtyards and parking spaces. The contract value is SR 25,138,601.00. Building (A) was completed without finishing and without the provision of laboratory equipment. Only the ground floor pillars of Building (B) have been implemented due to insufficient funds allocated to the project (see page 63 of Annex G.7.11 for further details).

University branch campus in Adam

University College for Female Students: The project includes the construction and finishing of building (A) and (B). Each consists of three floors and an annex, with a total area of 4796 m², an enclosed inner courtyard connecting Building (A) and Building (B), as well as outdoor courtyards and parking spaces. The contract value is SR 25,551,121.00. Building (A) was completed without finishing and without the provision of laboratory equipment. Only the ground floor pillars of Building (B) have been implemented because of insufficient funds allocated to the project (see page 65 of Annex G.7.11 for further details).

University branch campus in Al-Qunfudhah

Al-Qunfudhah Campus contains five faculties (Al-Qunfudah University College, Al-Qunfudah College of Engineering, Al-Qunfudhah College of Computer Sciences, Al-Qunfudhah Medical College and Al-Qunfudhah College of Science). The following are the two new projects in this branch campus (see pages 67-71 of Annex G.7.11 for further details):

- Construction of the College of Computer Science for Female Students, which consists of one building on the ground floor with three suites with a total area of 2900 m². The building has 34 classrooms, administrative offices, a mosque, baths and a restaurant. The contract value is SR 13,139,301.00. The construction and finishing of the entire building was completed without equipment.
- Establishment of urgent classrooms for the Faculty of Medicine - the two sections of male and female students: The main components of this project is the construction of



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two buildings on the ground floor with three suites with a total area of 2900 m² and a contract value equal to SR 52,649,426.

University branch campus in Al-Laith

Al-Laith Campus contains four faculties (Al-Laith University College, Al-Laith College of Engineering, Al-Laith College of Computer Sciences and Al-Laith College of Health Sciences). A project for the construction of urgent classrooms (phase 1) at the faculties of female students with a value of SR 37,784,961.00 has been canceled (see pages 72-73 of Annex G.7.11 for further details).

Construction, Operation and Maintenance works

Umm Al-Qura University has set up standards and procedures for safety. A joint committee formed between the Operation and Management department and the Security and Safety department has been formed at the university with the assistance of the civil defense to conduct a comprehensive evaluation of the university's facilities in all its branches (see: <http://uqu.edu.sa/en/uqu-mo>). On this basis, a number of projects aimed at removing defects in safety procedures have been completed, especially in the faculties of female students in Az-Zahir and elsewhere. The most important budgets for operation and maintenance are listed in Table 76 (see Annex G.7.10 for further details). Annexes (G.7.37), (G.7.38), (G.7.39) show plans for increasing the maintenance budget. There are also plans to develop the Directorate of Investment (G.7.40) and (G.7.41).

Table 76 Main budgets for operation, maintenance and security for the last three fiscal years 2016 -2018 (Source: Annex G.7.10).

Description	Appropriations from the budget
Operation and maintenance of safety and security systems at the university main campus and its branches	100,911,000.00
Maintenance of equipment and faculties	7,00,000.00
Maintenance and operation of the Academic Dental Center	22,000,000.00
Operation and maintenance of specialized clinics and chemical stores at the University	4,000,000.00
Settlement of maintenance and cleaning contracts	21,286,000.00
Operation of the preparatory year	50,805,000.00
Operation and maintenance of computers, networks and IT labs in the university buildings and its branches	48,630,000.00
Security of university buildings and colleges	17,000,000.00
Provision of safety tools in the faculties of female students	38372000.00

The University has signed a number of contracts to secure elevators, escalators and potable water supplies to the university main campus and its branches as well as contracts for the



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operation, maintenance and cleaning of the buildings and facilities of the University. The contract for the cleaning of the university and college buildings in Makkah Al-Mukarramah, dated 1/3/1437 AH, was SR 51,971,104.05 (see page 13 of Annex G.7.12). The number of contracts for operation and maintenance of the university building and its equipment in Makkah Al-Mukarramah and its branches amounted to about SR 22,000,000.00. Further details on these contracts can be found in Annex G.7.12.

University Medical Center

The University Medical Center provides primary and therapeutic health care for all male and female students, employees and staff of the university and their families and those who have the right to treatment. It is managed along with the operation of its clinics and support services by a group of doctors and technicians. The University Medical Center has witnessed a great attention and development through various medical equipment and facilities and medical staff in various disciplines to provide medical services to the employees of the university as required.

The former name "Medical Administration" was renamed "University Medical Center" on 12/08 / 1428 AH, in order to further support, develop and raise the level of performance to provide the best medical, health and awareness services to the largest group of male and female students, employees and faculty members of the university.

According to the 2016 numbers, the University Medical Center includes 10 clinics as described in <https://uqu.edu.sa/en/umc/49614> .

Over the past two years, many clinics and facilities have been developed at the University Medical Center. The most important of these improvements are explained in (Annex G.7.13).

In addition, the Administrative Department of the University Medical Center witnessed an important development through the expansion of the electronic reservation of clinics and the establishment of offices to complete the work of the reviewers, including medical reports, maintenance and administrative communications. The electronic system has also been linked with the Ministry of the Interior to provide the results of pre-recruitment tests for new staff and newly admitted foreign students. The medical center has also been equipped with high-power generators to ensure that medical equipment and clinics do not stop in case of power failure. Other major improvements of the University Medical Center are listed in Annex G.7.13.

During the first meeting of the Committee on Branch Colleges, chaired by the University Vice Rector for Branches on 28/10/1439 AH (Annex G.7.14), it was recommended to propose the development and operation of ten branch clinics for the faculties of the university branch campuses with their health staff. Several jobs have been recommended for the administrative staff to manage clinics and implement administrative procedures. The medical and office equipment requirements of these clinics were also requested (see Annex G.7.14).



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Strategic planning of the facilities and equipment

The strategic planning of the facilities and equipment is part of the strategic plan of the university for the period 2018 -2020 (the fourth strategic area: improvement of infrastructure) with the monitoring of its implementation annually, where the objectives of the fourth strategic area are highlighted as shown in Annex G.7.1.

One of the main objectives of the Fourth Strategic Objective Area (Improvement of Infrastructure) is to do away with rented premises listed in Annex G.7.15. In addition, His Excellency Umm Al-Qura University Rector said during his visit to Al-Laith on 11/11/1438 AH that Umm Al-Qura University will begin designing and implementing the university city in Al-Laith Governorate and four urgent buildings in order to dispense with rented buildings in the branches and enhance the educational environment. (See <https://uqu.edu.sa/en/App/News/32314>).

7.2 Quality of and Adequacy of Facilities

Umm Al-Qura University has shown great interest in providing an attractive, clean and healthy environment on campus which is reflected through the efforts of the maintenance department to maintain the buildings and roads clean and decent in order to raise the level of services provided at the university.

The protection of university property and the dissemination and preservation of the culture of safety are important to stakeholders in general. As a result, the University's Security and Safety Departments conducts safety and security work including instructions and actions. The University is committed to the national standards and specifications and is subject to the supervision of the Saudi Civil Defense in coordination with other competent security authorities. To achieve its objectives, Umm Al-Qura University conducted many quality assessments by exploring the opinion of faculty members, staff and students on the extent of adequacy and quality of services and facilities. The committee of the seventh standard has benefited from student and faculty members' questionnaires to verify health and safety requirements. The results showed that 65 % of the students are strongly convinced that the health and safety facilities are available at the university while 35 % believe there is room for improvement.

The departments of the Vice Deanship of Student Affairs for guidance, counseling and community partnership provide high quality services for students accompanied by advice, direction and supervision to help develop their academic skills and achievements. This department includes the Guidance and Counseling Department and the Student Counseling Center. This center includes the Psychological Counseling Unit, the Social Guidance Unit, the Academic Guidance Unit (the Educational Unit) and the Special Care Unit, which includes the



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department of the gifted and the department of people with special abilities. In accordance with articles 79 and 80 of the Regulations of Student Rights and Duties, students are entitled to use the centers and programs of the Student Counseling Center. They are also entitled to join the student clubs and benefit from their programs and also participate in various activities and use the sports and other equipment provided by the Deanship of Student Affairs (see Annex G.7.16).

In addition, offices of faculty members represent private areas that allow students to seek advice from faculty members. There are also suitable places to meet religious duties as well as restaurants for students, faculty members and staff of the university. The university has provided venues for sports and cultural exhibitions and broad classrooms to conduct academic activities in an appropriate manner. 73.4 % of the beneficiaries agreed that the area was suitable for the performance of religious ceremonies (Table 77). 54 % agreed that the places for eating were adequate, while 67 % felt that sports facilities were inadequate. This is due to several reasons: the removal of artificial grass from the stadium at Al- Aziziyyah campus and the closure of the hall for necessary repair and installation. It should therefore be noted that the University's Projects Management has completed the establishment of a social club for faculty members that includes a multi-use playground and a swimming pool. A gymnasium was also completed at Al-Abidiyyah campus. In addition, a new sports city has been established in the stadium which includes a football field, basketball courts, volleyball, handball, tennis and squash courts. There is also a place for scout camping and an outdoor theater to revive cultural performances among the city's sporting components.

Table 77 Additional Performance Indicator (S7-s4)

API: The percentage of employees' approval of the availability of places to practice religious rituals and their suitability for the purpose Institutional API Reference Number: S7-s4			
Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
3.67	4.00	3.58	4.00

The majority of students, faculty members and senior management believe that facilities for students, faculty members and staff reach the satisfactory level of 64.6 %, 61 %, 63.4 % respectively according to assessment of students, faculty members and senior management. Table 77, Table 78 and Table 79 show the results of the survey conducted to obtain feedback on the users of these facilities and their scope of suitability and quality.

Table 78 Additional Performance Indicator (S7-s3)

API: Percentage of student satisfaction with facilities and equipment Institutional API Reference Number: S7-s3			
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Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
3.23	3.55	3.54	3.55

Table 79 Additional Performance Indicator (S7-s1)

API: Average overall rating of adequacy of facilities and equipment in a survey of teaching staff Institutional API Reference Number: S7-s1				
Actual Benchmark	Target Benchmark	Internal Benchmark	External Benchmark	New Target Benchmark
3.05	3.75	3.50	3.00 Al-Qassim University	3.75

Table 80 Additional Performance Indicator (S7-s1)

API: Percentage of satisfaction of senior management with facilities and equipment Institutional API Reference Number: S7-s2			
Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
3.17	3.50	3.15	3.50

On the campus, there are some facilities that meet the needs of people with special needs, including parking lots, walkways, elevators, western toilets, wheelchairs, classrooms on the first floor, computer labs and workshops, allowing easy access for people with special needs. Through evaluation surveys of beneficiaries to measure their satisfaction with the quality and adequacy of the services provided to them at the university facilities, the faculty members, staff and students were relatively satisfied with the buildings and their cleanliness, the level of maintenance, health, safety standards and religious facilities. For students, the quality of housing and food services was the least satisfactory. As for the classroom space, sometimes some classes are used beyond their normal capacity, limiting the movement of learners. However, many classrooms are still not fully used and there is the possibility of rescheduling appropriate halls to meet the numbers of students.

7.3 Management and Administration

Annex G.7.18 provides the organizational structure of the University Vice Rectorship for Branches. The University has a series of specific actions taken on a regular basis to assess equipment status while providing preventive and remedial maintenance and replacement if necessary. These include the presence of in-house maintenance units, cleaning units and a maintenance and cleaning work plan. Annex G.7.11 provides examples of some contracts for operation, maintenance, cleaning and services. The main budgets allocated for the above-mentioned services for the 2016 -2018 fiscal years are shown in Table G.7.5 (see Annex G.7.9 for further details).



Warehouse management

The management prepares and submits complete lists of equipment owned or operated by the University. It is also responsible for providing information about the conservation of various equipment used by faculty members to teach and conduct academic research. It is also responsible for maintaining the record of equipment used in various buildings and faculties, a list of equipment from warehouses and maintenance, inventory management and the Information Technology Section. The warehouse department stores the physical acquisitions of the university and provides all branches with their needs. It also stores old furniture and equipment. The department follows clear guidelines and policies for acquisition and distribution of all types of items. Annexes (G.7.43), (G.7.44), and (G.7.45) show the policies and forms used.

General Management of Services and Facilities

The Operation and Maintenance Department has been incorporated into the General Management of Services and Facilities, which has made the General Management of Services and Facilities one of the largest departments at Umm Al-Qura University and has many responsibilities entrusted to it (<https://uqu.edu.sa/en/uqu-mo>). The Operations, Maintenance and Services Management plays an important role and various responsibilities throughout the University. Some of the most important tasks of the General Management of Services and Facilities are as follows:

- Supervising the preparation and implementation of the annual plan for preventative and urgent maintenance.
- Updating and developing the technical specifications for maintenance contracts of the facilities and their supervision.
- Preservation of the green areas in the university and improvement of their level by displaying them aesthetically.
- Preparation of the budget estimates of the management for facilities and services.

The General Management of Services and Facilities also seeks to proceed with the provision of all comfort, security and safety amenities for all students and employees of the University.

On the other hand, the management supervises the efficient and effective operation of all services such as cleaning and disposal of waste, simple maintenance and safety services and environmental issues.

Management of Safety and Management of Security at the University

His Excellency the University Rector decided to separate the safety issues from the University Security Management and create an independent management called (Management of Safety)



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at the university which is directly associated with His Excellency. See <https://uqu.edu.sa/en/App/News/4347>).

The Management of Safety has been established to develop all safety plans, studies, training and practical programs including protection, prevention, control and evacuation. This is in accordance with the 38th recommendation of the NCAAA external reviewers in the developmental review. It is also responsible for implementing the training plans, operations, studies and programs prepared by the competent safety teams in accordance with international standards or by other concerned bodies. In addition, the management monitors the implementation of safety procedures in all buildings and facilities at the University, especially in laboratories, workshops and workplaces. The management of security at the university is responsible for protecting people and property within the university, monitoring the system and maintaining discipline in the university. It manages all security operations at the university and works to avoid accidents and deal with them when they occur and reduce their losses. In addition, the management also guards and protects buildings and takes all security measures to ensure the safety and security of its employees and participates in the organization of events and forums at the University in cooperation with the relevant departments. Annex G.7.2 contains an Introductory Guidebook on the University Security Management.

The University makes every effort to provide security and safety for the protection of facilities and equipment used in education and academic research. Highly efficient systems are used to ensure the personal safety of faculty members, staff and students with appropriate arrangements to protect their personal property by contracting with companies specialized in security and firefighting system.

Annex G.7.19 sets out the mechanism for dealing with emergencies, invitation of the Saudi Red Crescent and the rules governing the entry of medical assistants into the female campus. Annex G.7.20 also provides a complete overview of the Management of Safety. It highlights a list of the most important training courses and its overall work plan to provide the best means of safety for all university students, employees, buildings and equipment. The management provides the insurance, supply and maintenance of fire extinguishers through contracts with approved companies (Annex G.7.21). However, Annex G.7.20 reviews the major problems and deficiencies in the management of safety.

There is a control system to take advantage of the space available at the University where facilities are reallocated in response to changing needs when necessary. The Deanship of Admission and Registration, through an electronic program, collects data for all classes and lecture halls in the university in terms of capacity and equipment. The distribution is coordinated centrally through this program. The distribution mechanism of the lecture halls was described in Annex G7.22. We also attach a statement of the distribution of lecture halls for the first and second semesters of 2017/18 academic year issued by the Deanship of



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Admissions and Registration (Annexes G.7.23 and G.7.24). Event halls are also reserved through the Management of Operations and Maintenance. There are both electronic and paper-based reservation procedures to date. The management is currently operationalizing an electronic system to organize the reservation of these halls so that time is allocated for the use of these multi-purpose facilities. The online reservation system helps to create reports for senior management on the volume and efficiency of use.

7.4 Information Technology

The Deanship of Information Technology at Umm Al-Qura University seeks to provide the best technical solutions to build an integrated society throughout the university and strive to achieve technical excellence at the highest standards and levels to serve all the university facilities. This has been achieved through the following:

- 1) Development of software systems to automate work, management, centers and departments so that they can communicate with one another within the university;
- 2) Improvement of the knowledge of information technology for faculty members, staff and students at the university and enabling them to complete their academic, training and research duties and administrative duties through the use of an appropriate mechanism for applications;
- 3) Maximization of the use of information and communication technology and the vast amount of electronic information available on the Internet and information through other electronic services for academic studies and research at the University;
- 4) Design and implementation of modern information and communication network in Umm Al-Qura University by taking advantage of distance-learning techniques and video conferencing for the development of e-learning courses;
- 5) Continuous attempt to use the latest of what has been reached in the field of information technology.

Umm Al-Qura University is the first Saudi university to complete the requirements of linking with the university system of the Ministry of Education. In addition, Umm Al-Qura University is one of the first universities to update the requirements of the Center for Higher Education Statistics and among the first national universities in the provision of services on the Saudi National Portal.

Effective administrative communication is one of the prerequisites for effective management of any major academic institution. Therefore, using the latest advanced technologies, Umm Al-Qura University's communication system aims to facilitate the procedural work that needs to be done in a timely manner to make the process quick and with minimal effort. The Deanship of Information Technology has provided many electronic services to students, faculty members and staff of Umm Al-Qura University. The university seeks to move from the old systems to a modern administrative system for all administrative sub-systems within the university, such as



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warehouses, payroll, management budget and administrative communication. The management of new administrative documents and credentials at Umm Al-Qura University quickly and safely is done through the dispensing with papers and the adoption of electronic archiving in the maintenance of incoming and outgoing transactions. This led to a significant reduction in the use of paper and the usual concerns about deposit and preservation. As a result, processing and retrieval of transactions and documents has become much easier. The University administration is increasingly using modern technology such as e-mail and SMS to inform staff and students about any urgent circulars or important decisions. The University portal, in addition to academic services, also provides a range of non-academic electronic services including individual emails, calendars, news, events, electronic forms, "messages", computation of the GPA, various applications, publications, web pages, and various templates (For more information, see the website: <https://uqu.edu.sa/en/it/App/FILES/14598>).

Table 81 shows the annual expenditure of IT budgets for 2018. Table 82 shows the distribution of annual expenditures on the IT budget at Umm Al-Qura University during the last five years, from 2014 to 2018.

Table 81 Key Performance Indicator (S7.1)

KPI: Annual expenditure on IT budget NCAA KPI Reference Number: S7.1 Institutional KPI Reference Number: S7.1				
Actual Benchmark	Target Benchmark	Internal Benchmark	External Benchmark	New Target Benchmark
28.210 Million Riyals	35 Million Riyals	48.671 Million Riyals	King Fahd University of Petroleum and Minerals 45.010 Million Riyals	35 Million Riyals

Table 82 Distribution of annual expenditure on IT budgets during the last five years 2014-2018

		Budget allocation for the Deanship of Information Technology	Percentage of the university budget
2014 Fiscal Year			
Total budget		46,800,000.00	
Operation and Maintenance Projects	3	4,800,000.00	5.11 %
	4	42,000,000.00	5.64 %
2015 Fiscal Year			
Total budget		40,700,000.00	
Operation and Maintenance Projects	3	17,700,000.00	17.14 %
	4	23,000,000.00	3.13 %
2016 Fiscal Year			
Total budget		48,671,000.00	1.48 %



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		Budget allocation for the Deanship of Information Technology	Percentage of the university budget
Goods and services	2	2,254,000.00	0.93 %
Operation and Maintenance	3	20,002,000.00	16.59 %
Projects	4	26,415,000.00	5.98 %
2017 Fiscal Year			
Total budget		53,500,000.00	2.12 %
Goods and services	2	5,500,000.00	1.62 %
Operation and Maintenance	3	18,000,000.00	16.41 %
Projects	4	30,000,000.00	10.00 %
2018 Fiscal Year			
Total budget		28,210,000.00	1.03 %
Goods and services	2	2,000,000.00	1.05 %
Operation and Maintenance	3	16,210,000.00	16.70 %
Projects	4	10,000,000.00	6.15 %

The University offers an adequate number of desktop computers at the rate of one device per faculty member and at least one computer in all offices of the faculty. The administrative offices of all departments in the faculties are provided with at least a set of equipment consisting of a computer, printer, photocopier and scanner for administrative work as well as for use by the faculty members. The University also provides a sufficient number of computers for students in computer, language, e-learning labs and also in libraries. There are also computers, printers, scanners and copiers suitable for staff working in the main administrative offices of all faculties, deanships, departments, centers and other units within the university. However, there is a need to provide more printers, copiers and scanners for faculty members to do the work more easily and quickly. The Deanship of Information Technology has about 10315 computers distributed to faculties, departments and centers. The number of computers currently available at Umm Al-Qura University is not enough to meet the needs of an increasing number of students as the ratio of computers to students is equal to 1:11 (Table 83). However, the faculties are making efforts to overcome this shortage of devices by scheduling students in smaller groups and allocating different time periods.

Table 83 Additional Performance Indicator (S7-s5)

API: The number of computers (Workstations) that can be accessed by each student Institutional API Reference Number: S7-s5					
Actual Benchmark	Target Benchmark	Internal Benchmark	External Benchmark		New Target Benchmark
1:11	1:9	1:14	University of Dammam (2015)	1:6	1:9



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			University of Majma'ah (2015)	1:20	
			King Abdul Aziz University (2015)	1:6	

Many new and improved facilities have been built including new housing on the new campus. The university has also installed new smart classrooms, new computer labs, new remote libraries, new e-learning equipment, etc. Computers in the offices of faculty members, and all administrative staff and employees are provided with updated programs. The devices are checked regularly if they are old or ineffective and replaced with new synchronized sets when needed. The proportion of computers available per student is 11: 1 (Table 83), while it is 1: 1 for each faculty member and administrative staff.

Table 84 shows that Umm Al-Qura University is really interested in enhancing the quality of IT services. In fact, the overall indicator was 3.57, representing 71.4 % of the total score of 5. There is development in the performance where the satisfaction rate for the previous year was measured by 3.44. These statistics show that the most important strengths include security and applicable services, availability of information technology, accessibility and security. However, maintenance and technical support systems represent twice the services provided by the Deanship of Information Technology.

Table 84 Key Performance Indicator (S7.2)

KPI: Stakeholder evaluation of the IT services NCAAA KPI Reference Number: S7.2 Institutional KPI Reference Number: S7.2				
Actual Benchmark	Target Benchmark	Internal Benchmark	External Benchmark	New Target Benchmark
3.57	3.75	3.44	King Fahd University of Petroleum and Minerals 3.33	3.75

Umm Al-Qura University seeks to provide high quality information technology with a large number of computers for various purposes. The Internet facility is effectively complementing the associated services. Moreover, acceptable technical support is available to all beneficiaries, as well as security systems, where they ensure the security and safety of the programs used and the privacy of users. The University also provides training courses for its employees on the use of information technology through the Deanship of Information Technology and the Deanship of e-learning and Distance Education or the library of Umm Al-Qura University to train students and with the participation of faculty members.



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Annex (G.7.34) shows the project of developing internet services, even though the services currently cover 95% of the university campuses. Annex (G.7.35) is the execution plan for the Deanship of Information Technology, which also includes sections on improving internet services.

The University's policy is clear and strict in the procedures governing the use of personal computers. These instructions or rules prohibit any faculty member or student from installing any program on any computer without the consent and supervision of the IT technician concerned. Any technical problem needs to be immediately reported to the IT technician in charge. Annex G.7.25 describes the information technology policies and regulations on compliance with information technology. For any technical support, faculty members are requested to contact the IT technician concerned with the computer whose contact information is available on the website of the Deanship of Information Technology: <https://uqu.edu.sa/en/it/App/Contact> . Examples of some consulting reports for IT technical support are presented in Annex G.7.25.

The Deanship of Information Technology at Umm Al-Qura University provides a system of protection to protect the security and safety of the programs used in addition to the privacy of the information related to the university in general and users in particular. It also offers antivirus software to protect computers from external viruses. There are regulations regarding hosting service policies that can be accessed at <https://uqu.edu.sa/en/it/3949> .

News, events and announcements posted on the University's homepage are a key focus and a platform through which visitors can view the content in general. It also contributes to assessing performance, progress and effectiveness. As such, a mechanism has been set up to organize and achieve success for the website. This mechanism is designed to organize content in design and editing. This in turn contributes to pushing the website forward. These regulations are provided at <https://uqu.edu.sa/en/it/3952> . The set of rules and regulations governing the editing of news and reports published on Umm Al-Qura University website is available at <https://uqu.edu.sa/en/it/3953> . These guidelines stem from the basic principles of editing that are particularly applied to web content and include technical rules and reviewing standards. There is also guidance on policies dealing with information security problems or events that can be accessed on page 10 of Annex G.7.24.

Table 85 shows the average overall rating of stakeholder satisfaction with the e-service system or the electronic resources. Surveys on the services of the Deanship of Information Technology indicated that the number of users satisfied with the University's IT services was three times that of those who were dissatisfied. In fact, the overall indicator was 3.77, which represents 75.2 % of the total score of 5, and it also shows progress in performance where it was measured in the previous year at 3.66.



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Table 85 Key Performance Indicator (S7.3)

KPI: Stakeholder evaluation of: Websites, e-learning services, Hardware and software, Accessibility, Learning and Teaching, and Assessment and service				
NCAA KPI Reference Number: S7.3				
Institutional KPI Reference Number: S7.3				
Actual Benchmark	Target Benchmark	Internal Benchmark	External Benchmark	New Target Benchmark
3.77	3.90	3.66	King Fahd University of Petroleum and Minerals 3.55	3.90

While satisfaction levels were almost neutral on the scope of adequacy of the available computers, they were very low for the processes of obtaining new computer. The level of satisfaction with the operational efficiency of computers was high but there was an urgent need for everyone to increase bandwidth.

In order to show the strategic direction and operational dimension, the Deanship of Information Technology continues the development of digital infrastructure in a way that ensures the automation of all transactions and the complete elimination of paper transactions to build a smart campus to serve the community in general and the university in particular. In addition, the Deanship strives to establish partnerships with the public and private sectors to maintain effective performance and provide all assets of leadership and innovation. This is accomplished by attracting effective and trained human resources to implement advanced strategies using advanced technological and management systems that meet national and international standards.

However, the Deanship of Information Technology at Umm Al-Qura University faces some problems such as:

- 1) The weakness of extensions and circuit breakers in the information center and the need for maintenance and renewal;
- 2) The lack of monitoring and control systems;
- 3) The lack of a comprehensive system for monitoring and inspection around the clock 7/24;
- 4) Key switches are old since they were installed more than 8 years ago.

Although the Deanship faces these problems, Umm Al-Qura University has made many advances, as explained above. However, a new building will be provided for the Deanship of Information Technology (G.7.35).

Deanship of e-learning and distance education at Umm Al-Qura University

The Deanship of e-learning and distance learning was established at Umm Al-Qura University in order to provide services to students and faculty members and to improve the educational



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outcomes of the university which fall within the framework of achieving the university's strategic objectives. This is in line with the country's interest in encouraging the adoption and dissemination of e-learning techniques in the educational community. The National Information Technology Plan approved by the Council of Ministers refers in one of its objectives to orientation towards e-learning techniques to provide education for all regions of the Kingdom, and for all its citizens.

Through its Deanship of e-learning and Distance Education, Umm Al-Qura University aims to provide e-learning services through an integrated technical and learning environment. It also seeks to support and assist faculty members in developing curricula and teaching units using modern methods and means in the field of e-learning and academic accreditation, reduce the time it takes to develop programs, provide integrated software development services and solutions, enable content through the educational repository, as well as provide an environment and mechanism to develop e-course content, promote teamwork in program development, and quality assurance through continuous evaluation and modification of e-courses.

This Deanship is responsible for the organization and use of 11 e-learning laboratories and 364 computers distributed on campus as, as shown on page 22 of Annex G.7.26. In addition, interactive whiteboard, video communication devices, electronic communication, video cameras, automatic debugging devices, U-board devices and interactive screens are considered among the most important educational equipment offered by the Deanship of E-Learning and Distance Education (see page 9 of Annex G.7.26).

The most important characteristic of the 1437-1438 AH academic year is the launching and implementation of the certified trainer program in the male students' section and the female students' section. The conditions for applying for an accredited trainer, the tasks of the trainer and the mechanism for the implementation of this program and its results are described Annex G.7.26.

Through the Deanship of E-Learning and Distance Education, the University offered a variety of training courses on how to use computer and software in teaching and learning processes as well as management affairs. During 2017 -2018 academic year, 64 training courses were organized and 2317 faculty members and students benefited from these workshops (see pages 25 -28 of Annex G.7.27 for further details). The basics of e-learning, virtual classrooms, using e-learning portal and e-tests are among the main topics of these courses. These courses have been organized in many faculties. Other workshops organized by this Deanship and its details are found on pages 40 -91 of Annex G.7.27. The most prominent of the achievements of the Deanship of e-learning and Distance Education are presented Annex G.7.27.

The Deanship of e-learning and distance education offers a distinguished e-learning system. The total number of users of the e-learning system was 111447 users during the 1438-1439 AH



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academic year. It also aims to provide the necessary infrastructure for e-learning activities including high quality electronic testing laboratories as well as the application of the necessary privacy and safety policy. Through the use of the electronic testing laboratory, faculty members are able to benefit from the advantages of the teaching system such as conducting electronic tests for students using the Deanship's laboratories, which facilitate the preparation, design and getting immediate feedback of students, as well as statistical information for the quality of the test elements and linking them to the educational objectives of the course. The steps followed to conduct an electronic test, the conditions for conducting electronic tests, and the method of booking for electronic testing laboratories are described at <https://uqu.edu.sa/en/elearn/Labbooking>.

Annex G.7.33 illustrates the evolution of the number of users of the e-learning system during the 1438-1439 AH academic year.

The management of electronic laboratories is responsible for monitoring the state of laboratories and ensuring their maintenance and preservation. For a report on the unit's performance, please refer to pages 22 -23 of Annex G.7.27.

7.5 Student Residences

The University attaches great importance to maintaining an appropriate learning environment for students and providing campus accommodation for an acceptable number of students to promote their educational, cultural and social activities.

For existing facilities, the Student Housing Management is responsible for sponsoring the preparation of housing units and placement of students at the appropriate location. These sites are suitable for housing, meet acceptable standards and provide a safe, healthy and safe environment for students. The main tasks of the Student Housing Management (Annex G.7.29) are as follows:

- Provide adequate accommodation for Saudi and non-Saudi students from outside Makkah Al-Mukarramah throughout their studies.
- Provide transportation for the transportation of male and female students to and from the university.
- Direct supervision of student housing to ensure that male and female students adhere to the rules and regulations of student housing (Annex G.7.30), and meet all their needs and requirements, and ensure the safety of the housing and the availability of basic services.

The Ministry of Education has expanded the establishment of regional universities such as Taif University and Al-Baha University, in addition to the establishment of university branches in Al-Jumoum, Al-Laith and Al-Qunfudhah. This significantly reduced the demand of Saudi students for housing. At the same time, the University Council decided that housing would be



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allocated to five percent of the total number of students admitted to the university from all over the Muslim world. This, on the other hand, has increased the demand for student housing.

The University has decided to provide accommodation for students whose homes are more than 100 km away from the main campus. Residents in Jeddah and Taif are therefore excluded from the provision of university housing. The residential units are as follows:

Male student housing

It is a residential complex for the foreign scholarship male students on the campus in Al-Abidiyyah consisting of 7 buildings with a total of 231 rooms and a capacity of 693 students. All its current capacity has been used. The complex includes public facilities, a large mosque and a recreational hall that accommodates students of the housing and their recreational activities.

Female student housing

It is one of the buildings allocated at the university campus in Az-Zahir to accommodate the female scholarship students from abroad. This housing is expected to cover the growing need to accommodate the current foreign female scholarship students. The building has 28 rooms, each room accommodating one student. The number of female students currently benefiting from the housing service is 22.

Student health care

Health care is provided for resident students with special care for students with special needs. Other facilities in the hostel are provided in accordance with regulations established by the Deanship of Student Affairs, which also includes gyms equipped with the best equipment and other comfort amenities. There are also restaurants that offer a variety of reasonably priced food and operate under the proper supervision of a nutritionist and manager. The University is keen to provide all services and spaces for the social and health care of students inside the housing. It also provides and organizes religious, cultural, social and sports activities for both male and female students. Buses are available for transportation between housings and academic complexes. Shaded parking lots are also provided for students.

Transportation Services

The Transport and Traffic Department of the Deanship of Student Affairs at Umm Al-Qura University provides convenient and safe transportation services for students. In fact, the above administration has the following main tasks:

- Provide suitable means of transportation to serve male and female university students according to their academic needs. The academic transport unit coordinates this task.



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- Meet the needs of student activities at the level of the Deanship of Student Affairs and at the level of faculties, and the student programs and activities transfer unit is responsible for carrying out this task.
- Follow-up and supervision of the contractor to secure the transport work, and the field supervision unit performs this task.

Overall Evaluation of the Quality of Standard 7

Umm Al-Qura University strives hard to complete infrastructure of the university campus as soon as possible and continue to adopt innovative IT infrastructure to build a high-level management system. The University has witnessed a number of projects such as expanding the capacity of existing faculties and academic departments and introducing new faculties and disciplines to keep up with the latest international developments and the needs of the local community of Makkah Al-Mukarramah. The university gives priority to the transfer of the female students' faculties and the subsidiary university faculties to Al-Abidiyyah. The University has many projects, either completed or near completion, starting from infrastructure and establishment of new faculties, to the provision of educational equipment, designs, maintenance, repairs, renovations, extensions, expansion and modernization of information and communication networks.

Strengths

- Lists the facilities and equipment needed by the programs are identified and approved before purchasing.
 - There is a guidebook on security, health and safety requirements and preventive measures in the use of facilities and equipment.
 - Computer hardware and software are available and accessible to faculty members, staff and students.
 - Commitment to the institutional policies governing the use of personal computers by students.
 - Technical support is available for faculty member, staff and students who use information and communication technology, ICT.
 - There are security systems to protect the privacy of personal and collective information, and to protect against external viruses.
 - Umm Al-Qura University is the first Saudi university to complete the requirements of linking with the university system of the Ministry of Education.
 - Umm Al-Qura University is one of the first universities to update the requirements of the Center for Education Statistics and is among the first national universities in the provision of services on the Saudi National Portal.
-



Recommendations for Improvement

- Consult with faculty members before purchasing essential equipment to ensure that current and prospective needs that may arise in the future are appropriate.
- Ensure compliance with the rules of conduct relating to the inappropriate use of materials on the Internet, and deal with them in a suitable manner against the confirmed improper cases of use.
- Provide training courses for faculty members and staff to ensure effective use of computers and appropriate programs for teaching, student assessment and administrative affairs.
- The need for continuous assessment of the adequacy and quality of available facilities, equipment and services.
- Evaluate the condition of equipment on a regular basis for appropriate maintenance and replacement procedures.
- Conduct a benchmark with other institutions in terms of halls, laboratories and equipment.
- Increase the Wi-Fi bandwidth in all university buildings.
- The need to maintain and renew circuit breakers and key switches in the information center.
- Improve the quality of student housing and nutrition.
- Increase green spaces and afforestation.
- Complete infrastructure of the university campus and university hospital as soon as possible.
- Establishment of the Umm Al Qura Hospital for Simulation
- Develop the building of the university medical center and open the building of specialized clinics.
- Continue to adopt innovative IT infrastructure to build a high level management system and increase the number of e-courses.
- Prepare timetables for periodic maintenance and protection of facilities and equipment.
- The need to train users on safety and security procedures.
- Define comfort amenities for people with special needs.
- Determine the method to ensure the personal safety of faculty members, staff and students.
- Determine organizational procedures for the use of personal computers by students.

Implementation Priorities

- Completion of the infrastructure of the university campus of the female students' section at the main campus of Al-Abidiyyah.
- A plan to prepare studies to increase the allocation of the maintenance budget from 100 to 290 million riyals.



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- Provision of buildings for the Deanship of Information Technology and the main data center at Al-Abidiyyah campuses and implementation of a number of infrastructural projects and related projects to promote the various services provided by the Deanship to the whole of the University and its employees.



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Standard 8: Financial Planning and Management

(Overall rating: "★★★★" Stars)

Introduction

Umm Al-Qura University works in accordance with plans and mechanisms aimed at ensuring that the financial resources are sufficient for the programs and services it offers and that these resources are managed efficiently. This was done by following an effective system of budget development, delegation of powers and financial responsibilities within the permissible scope, under audit by the senior management and the planning, budget, financial controller, internal audit and financial management.

The following report shows that the financial planning and budgeting processes are in line with the University's objectives and priorities, and that it adopts a methodology that ensures quality and achieves its sustainability.

Description of the procedures adopted to explore information and prepare the report on this standard

The eighth standard committee was formed, with the University Vice Rector as its chair and a selection of UQU leaders, faculty, and staff as members (Annex (G.8.0)). The committee held many meetings and designed a work plan for the standard. Responsibilities were distributed in a way which ensures that the tasks are completed effectively and as quickly as possible. The committee collected the available evidence and asked some units to provide the committee with the evidence required. The committee then evaluated the best practices in light of the available evidence and the measurements of the performance indicators, and then they also wrote a draft of the Self Study Report. The report was reviewed by the team of the Deanship of Academic Development and Quality, and the committee later modified the report according to the team's comments. Finally, the report was submitted to the final phrasing team to revise it for consistency to prepare a unified UQU Self Study Report.

Reports on the sub-standards are as follows.

8.1 Financial Planning and Budgeting

The planning and budget management work team (<https://uqu.edu.sa/en/bdgtadm>) seeks to ensure that the budget and resource allocation are aligned with the University's mission and goals through strategic planning to achieve these goals by determining the current state of the University and the future target. Standing committees are established for all financial matters at the university level as shown in Annex G.8.13. Accordingly, the annual budget is prepared according to the budget lines set out in Annex G.8.28, including income and expenditure



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projections according to a budget preparation manual adopted by the budget preparation committee. The service of transfers between budget items are also applied as shown in the annexes (G.8.2, G.8.3, and G.8.4) in line with the instructions of the Ministry of Finance and the Manual of Financial Management Procedures, Annex G.8.19. This is in accordance with the 43rd recommendation of the NCAAA external reviewers in the developmental review. Staff are also trained on the new mechanism approved by the Ministry as evidenced by the annexes (G.8.38, G.8.37, and G.8.40). There are also multi-year budget plans and reports frequently prepared, as can be seen in Annexes (G.8.47), (G.8.48), (G.8.48), (G.8.49), (G.8.50), and (G.8.51) which include samples of these plans and reports.

Some members of the teaching staff who are specialists participate with the competent staff in preparing the budget within the budget preparation committee whose formation is done by the owner of the authority, which acts in accordance with the specific instructions set forth in Annex (G.8.26). After the completion of the budget preparation, it is reviewed by the Advisory Office and submitted to the University Council for adoption. The report of the draft budget of 6-3-1437 AH serves as evidence to substantiate this. Annex (G.8.1) shows the draft budget preparation and there are processes to develop this through the automation of financial management. Annex (G.8.41) shows the assigning of the Deanship of Information Technology at the University to execute that.

Financial planning also includes the preparation of an action plan in the event of the creation of new programs or major activities or the provision of equipment or facilities based on information obtained from the cost centers, as shown in Annex G.8.11. These work plans include audited cost estimates from the consultant office, as well as an estimate of the cost implications for other services and activities of the institution (see Annexes G.8.9 & G.8.5).

On the other hand, while preparing the budget, account should be taken of the percentage of expenditure on salaries and other basic expenditure categories compared to the total expenditure, taking into account the differences between faculties or departments with different costs. The committee on rationalization of expenditure on budget items formed for this purpose by the authority holder works to rationalize that, as shown in the Annexes (G.8.9 & G.8.30).

Financial planning also includes the development of a strategy to increase efficiency and diversify sources of income as in Annex G.8.38, and to reduce reliance on one source of income, which is the Kingdom's budget as shown in Annex G.8.39. It should be noted that there are entities in the university whose budget is separated from the budget allocated to the university by the Ministry of Finance. These entities include the Faculty of Community Service and Continuing Education and Wadi Makkah company and these entities have their own regulations and financial system as shown in the annexes (G.8.17 & G.8.18). Moreover, financial planning in general, is done in accordance with the mission and goals of the university



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and according to what is permitted under the governing regulations issued by the Ministry of Finance. See the financial report of the University 1438 -1439 AH on the link:

https://drive.uqu.edu.sa/_/bdgtadm/files/2017%20%20.pdf

In view of the above, it appears that financial planning and budgeting are conducted in accordance with the accreditation and quality assurance standards. These good practices are further enhanced by the Ministry of Finance 's Etimad platform, a comprehensive electronic platform for the services of the Ministry of Finance that assists in digital transformation and provides many basic services such as administration of contracts, budget and payments, as well as management of competition, procurement and financial rights. See: <https://etimad.sa>

A standing higher committee has been formed at Umm Al-Qura University to oversee contracts and competitions. The committee was formed based on the decision of His Excellency the University Rector (Annex G.8.24). This committee deals with all contracts and competitions in the university, studying them, issuing recommendations, reviewing operations and ensuring compliance with rules, regulations and laws.

Umm Al-Qura University also seeks to reduce any waste in the operational expenditure on the educational process by trying to optimize investment of the operational budget and reduce the cost of the total student's operating expenditure and the following indicator shows that:

Table 86 Key Performance Indicator Table (S8.1)

KPI: Total operating expenditure (other than accommodation and student allowances) per student NCAA KPI Reference Number: S8.1 Institutional KPI Reference Number: S8.1					
Actual Benchmark	Target Benchmark	Internal Benchmark	External Benchmark		New Target Benchmark
SR 16,600	SR 15,000	SR 15,000	Qassim University	SR 37,700	SR 15,000
			King Abdul Aziz University	SR 75,500	

The additional indicator S8-s3 also shows the size of the salaries and their proportion of the budget size. This indicates the operational budget, which is the remaining value from the budget.

Table 87 Additional Performance Indicator (S8-s3)

API: The size of salaries compared to the total budget Institutional API Reference Number: S8-s3			
Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
56%	60%	57%	60%



8.2 Financial Management

The financial management (<https://uqu.edu.sa/en/finaff>), under the supervision of the Vice Rector of the University, is responsible for the management and supervision of financial operations and accounts. It carries out all financial procedures related to disbursement in accordance with the byelaws, regulations, instructions, circulars and resolutions for the disbursement of salaries and entitlements of faculty members, administrative staff, contract staff, and allowances of male and female students in undergraduate and postgraduate studies, as well as the payment of the entitlements of companies, contractors and suppliers, payment of advance loans, closure of the money under custody and collection of revenues, accounting for this in their statutory records, preparation of quarterly data, the closing account at the end of the fiscal year, according to the financial allocations of the university budget, and in line with the instructions of the Ministry of Finance. The university is also working on the completion of the transactions and speedy delivery of entitlements to beneficiaries with high professionalism as the financial management includes several specialized departments. See the link: <https://uqu.edu.sa/en/finaff/17756>.

All stakeholders are involved in the financial planning of the university and measurement of the following indicator S8-s2 shows the percentage of participation of the stakeholders.

Table 88 Additional Performance Indicator (S8-s2)

API: The extent of the participation of the concerned parties in the financial planning of the university Institutional API Reference Number: S8-s2			
Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
100%	100%	57%	100%

In order to achieve high efficiency in financial management, the university administration has given many powers in terms of expenditure and rationalization of expenditure by establishing a committee for this purpose which operates according to the guidelines for rationalization of expenses as set out in Annex (G.8.9) as well as the establishment of another committee concerned with the distribution of the budget which was formed based of the decision of the authority holder. Attached is a copy of its decision and minutes (G.8.10). This is in accordance with the 41st recommendation of the NCAAA external reviewers in the developmental review. Based on the distribution of the budget, details of the financial powers granted to each university vice rector, dean and department manager are determined by organizational structure. This is indicated in the annexes (G.8.43 & G.8.44). The Budget and Planning Management represented by the Department of Liaison and Financial Management verifies the extent of compliance with the rules and regulations, follow up, the use of approved templates in the distribution of budget, disbursement orders and payment orders as shown in the attached



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templates in annexes (G.8.20 & G.8.21 & G.8.22 & G.8.23), as well as the submission of financial reports through audits. Moreover, the consultant office and Internal Audit Department write reports and observations on the financial performance. See evidence of the practice in annex (G.8.33) and annex (G.8.35). The financial auditor and the Internal Audit Department are responsible for the precise monitoring of the expenditure and financial obligations as compared to the budget and periodically prepare reports about each of the costing entities at the University as Shown in the evidences of the practice mentioned earlier. See also the following links:

- <https://uqu.edu.sa/en/o-comptroller/297>
- <https://uqu.edu.sa/en/iau/4900>

Instructions are followed in the closure and preparation of the final account, as shown in annexes (G.8.6 & G.8.8). The final account of the University accounts for any discrepancies between estimates of expenditure and actual expenditure. The effect of this on the annual budget projections is assessed as shown in Annex (G.8.15). The annual financial report of the University also includes the allocation in the plan, the allocation in the budget and the actual disbursement of the budget lines as shown on page 61 of the financial report for 1438 -1439 AH on the link: https://drive.uqu.edu.sa/_/bdgtadm/files/2017%20%20.pdf.

There is also a report issued by the University Vice Rectorship on a yearly basis, including in its contents a report on the items of disbursement of the budget and supporting documents as shown in Annex (G.8.29).

It is worth mentioning that the accounting systems at the university conform to the professionally recognized standards of financial accounting where a chartered accountant performs auditing and review as a consultant to ensure the professionalism and quality of the accounting system. (See: Annexes G.8.31 and G.8.27), which also ensures the disbursement of funds allocated to the budget items in what they were allocated for. The General Audit Bureau as an external body also verifies this through its permanent review of financial transactions, issuing reports and observations thereon and proposing executive plans to ensure professionalism and safety of procedures in emulation of other government agencies and authorities (Annex G.8.32). For further information see: www.gab.gov.sa.

The following additional indicator S8-s1 illustrates the regularity and fairness of the financial position of Umm Al-Qura University through the reports of the External Auditor described in Annex (G.8.31).

Table 89 Additional Performance Indicator (S8-s1)

API: Observations of the external audit reports
Institutional API Reference Number: S8-s1





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Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
Regular - and show the fair financial position of the University	Regular - and show the fair financial position of the University	Regular - and show the fair financial position of the University	Regular - and show the fair financial position of the University

In order to avoid uncontrolled spending, the financial management adopts a flexible plan that contributes to the flexible transfer of budget items according to specific rules and regulations (Annex G.8.4) by implementing the instructions of the Ministry of Finance. The Etimad platform provides a range of electronic services related to the budget, some are related to budget transfers as shown in the following link:

- <https://etimad.sa/LandingPage/displayModa>.

The Procurement and Tender System (Annex G.8.12) does not allow the employees of the university to participate directly or indirectly in everything related to competition contracts, procurement and direct procurement. In the event of a conflict of interest or when it is expected to occur, the case is reported to the General Auditing Bureau. The Procurement and Tenders Department announces each tender in detail, as described in the link <https://uqu.edu.sa/en/App/News/31862> in line with the credit platform (<https://etimad.sa/LandingPage/monafsat>), where this platform allows the release of tenders, examination of offers and delivery electronically. It also enables the private sector to view the tenders and receive invitations and buy brochures and submit them electronically. The Procurement and Tenders Department (<https://uqu.edu.sa/en/purchbid>) has available forms of terms of reference, as shown in (Annex G.8.14). Moreover, completed forms of completed financial transactions are also available from the financial correlation to disbursement in line with the regulations and instructions of the Ministry. Staff of the Procurement management are trained on the operations and procedures as shown in (Annex G.8.34). The training programs and the opinion of the beneficiaries are evaluated through a form prepared in this regard, (Annex G.8.42).

Financial management is carried out effectively and that it uses effective budgeting, financial authorization and accountability systems as well as overall oversight of financial performance. However, work to establish effective risk management remains critical.

8.3 Auditing and Risk Management

The university as an institution should provide an effective risk analysis and accurately and independently investigate the compatibility of financial operations and reports with the applicable accounting standards. This does not insinuate that there is no financial risk assessment at the University, but the University Vice Rectorship has sought, as part of a series of financial planning processes, to hold a series of workshops to assess potential risks (see evidence no. G.8.33). This is in accordance with the 42nd recommendation of the NCAA



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external reviewers in the developmental review. There is also a draft risk management strategy attached in (G.8.46).

The University as part of its risk reduction strategies, also adopted working on the availability of financial reserves to meet the risks that are estimated in a realistic manner. It established a committee to rationalize disbursement as mentioned earlier as well as a founding committee for investment. See for example: <https://uqu.edu.sa/en/App/News/20795>
<https://uqu.edu.sa/en/App/News/13585>.

The University Vice Rectorship has also conducted several training courses on the new systems of the Ministry of Finance, the government procurement and competition system, and other financial systems. Following these regulations helps financial planning personnel to assess the risks. See evidence of the practice in annexes (G.8.25, G.8.27, G.8.35 and G.8.45). The risk reduction strategy has also included the use of self-financing programs, which include consultancy contracts, scientific and endowment chairs, and private-sector-supported research. The value of these programs, according to the Financial Report for 1438 -1439 AH was (SR 7,084,362.14) as recorded on page 62 of the link below:

https://drive.uqu.edu.sa/_/bdgtadm/files/2017%20%20.pdf

The internal financial auditor of the University and the Internal Audit Department (Annex G.8.35) are responsible for external financial auditing operations without the intervention of the account and financial managers, and the results of such operations are submitted directly to the University Rector or the University Vice Rector, indicating potential or anticipated risks. See also:

- <https://uqu.edu.sa/en/iau/4900>
- <https://uqu.edu.sa/en/o-comptroller/297>

In the same area, the financial auditor conducts external financial audits as an independent entity of the University as mentioned above (<https://uqu.edu.sa/en/o-comptroller/297>). Also, the services of a legal and approved auditing office that is not related to the institution or any financial officers or other senior officials or members of the University Council are used as mentioned above, all in the effectiveness of procedures that would raise the level of professional financial auditing and risk assessment.

It remains important to prepare a risk management plan as well as a standby or supplementary budget based on the University's own resources to meet financial risks of whatever level.

Overall Evaluation of the Quality of Standard 8

Based on the above, there is a set of strengths and weaknesses observed in the planning and financial management of the university which can be referred to as follows:



Strengths

- The existence of organized procedures in the planning and budgeting processes in accordance with the State Plan for Digital Transformation in Financial Operations by using and applying the services of the electronic credit platform.
- The existence of an internal audit system, a financial auditor and a legal consultancy. This confirms that the accounting systems at the university conform to the generally accepted professional accounting standards.
- The existence of a flexible plan to rationalize spending and transfers between budget lines.

Recommendations for Improvement

- Strive to increase efficiency and diversify sources of income through expansion in the areas of self-financing and establishment of the Founding Committee for Investment.
- Making the draft budget clearly consistent in all of its articles with the mission and objectives of the university.
- Preparing a risk management plan that can be used to avoid financial and administrative risks.
- Using an integrated electronic system to follow up the disbursement of the budget to different bodies in the university.

Implementation Priorities

- Establish a risk management unit that prepares a realistic risk management plan.
- Translate the mission and the strategic goals and objectives of the institution in the form of indicators to be taken into account when preparing the draft budget as will be commensurate with the different sectors of the university.
- Preparation of a computer application or system to centrally monitor the budget disbursement of the University's bodies.



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Standard 9: Faculty and Staff Employment Processes

(Overall rating: "★★★★" Stars)

Introduction

Umm Al-Qura University is keen to have faculty members and other employees with the qualifications and experience necessary to enable them to exercise their responsibilities effectively to achieve the vision and mission of the university. In this regard, it adopts effective strategies for professional development that ensures the continuous development of the expertise of faculty members and other staff of different administrative and technical categories. It also evaluates the performance of all teaching staff and employees with the recognition of outstanding performance and provision of support to upgrade the level as needed. It adopts effective, fair and transparent procedures when resolving any dispute concerning faculty members and the rest of the employees of the educational institution.

Description of the procedures adopted to explore information and prepare the report on this standard

The ninth standard committee was formed, with the University Vice Rector as its chair and a selection of UQU leaders, faculty, and staff as members (Annex (G.0.0)). The committee held many meetings and designed a work plan for the standard. Responsibilities were distributed in a way which ensures that the tasks are completed effectively and as quickly as possible. The committee collected the available evidence and asked some units to provide the committee with the evidence required. The committee then evaluated the best practices in light of the available evidence and the measurements of the performance indicators, and then they also wrote a draft of the Self Study Report. The report was reviewed by the team of the Deanship of Academic Development and Quality, and the committee later modified the report according to the team's comments. Finally, the report was submitted to the final phrasing team to revise it for consistency to prepare a unified UQU Self Study Report.

Report on the sub-standards of the standard.

9.1 Policy and Administration

Umm Al-Qura University has a clear policy for the recruitment of employees and faculty members in accordance with the recruitment and contracting regulations of Saudi universities, their execution procedures at Umm Al-Qura University and the requirements of the Ministry of Civil Service. These policies are translated in the form of specific employment and contracting manuals containing clear procedures and requirements of age, classification, qualification and others. See: Employment Regulations for Saudis (Annex G.9.1), the Non-





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Saudi Employment Regulations (Annex G.9.2), the Procedural Steps for the Financial Transactions of Contract Staff (Annex G.9.3), the Contractual Procedures Manual (Annex G.9.5) and the Employment Gateway Manual (Annex G.9.4), as well as some employment ads (Annex G.9.6). The concerned departments in the colleges in turn select the best candidates for the jobs in accordance with these policies and academic requirements.

The University has identified an additional indicator to ensure the clarity of specific recruitment and contracting mechanisms, as shown in the following table.

Table 90 Additional Performance Indicator (S9-s2)

API: The existence of clear and varied mechanisms for recruitment and contracting Institutional API Reference Number: S9-s2			
Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
They exist and are applied	The existence of mechanisms in place	–	The existence of mechanisms in place

The Deanship of Faculty and Staff Members also applies the regulations governing this matter as evidenced by the electronic evidence of the policy and rules on the website of the Deanship of Faculty and Staff Members (<https://uqu.edu.sa/en/dsfaculty/5912>) and samples of follow-up report (Annex G.9.7) and (Annex G.9.8). The University is also interested in implementing the job performance card to measure the performance of employees periodically to ensure their professional development and meet their training and technical needs in line with the modern performance evaluation mechanism of the Ministry of Civil Service. The University is also greatly keen to implement a set of regulations to monitor and measure the progress, development and promotion of its staff members and faculty members according to their functional duties as described in the job description by the Ministry of Civil Service and the recruitment and contracting regulations and the policy and the procedures of scientific promotion. This is evidenced by the application of the various regulations, such as the procedures for improving the status of teaching assistants (Annex G.9.10) and the scientific promotion procedures announced on the Scientific Council website (https://uqu.edu.sa/en/scientific_council), and follow-up reports are provided in this regard as shown in the follow-up report samples (Annex G.9.7 and Annex G.9.8). The University has developed clear strategies for occupying management positions by selecting the appropriate competencies and expertise for the post by reviewing candidates' curriculums vitae and may even include interviews. A specific mechanism for the distribution of teaching loads according to the academic level, ensuring justice among faculty members within each academic department. Annex (G.9.13) shows a circular from the University Vice Rector for Educational Affairs regarding the teaching loads. Annex G.9.14 also illustrates a sample of the distribution of teaching loads.



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The employment needs of faculty members are determined by the Vice Rectory of Educational Affairs based on the needs of the different departments and colleges, the cost centers, and the available statistics (G.9.41). A more comprehensive approach to staffing is being developed as a part of the current strategic plan.

The university has identified an additional indicator to measure the existence of mechanisms for making inventory of deficit according to the required activities and teaching hours, as specified in the following table.

Table 91 Additional Performance Indicator (S9-s3)

API: The extent of existence of mechanisms to take inventory of deficit according to the activities and teaching hours required by different educational programs Institutional API Reference Number: S9-s3			
Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
Permanent development of the mechanism	They exist and have been developed automatically (Automation)	–	Permanent development of the mechanism

The concerned bodies work to submit annual reports that show this work and its content to the University administration, and the annexes (G.9.18) and (G.9.19) provide samples of these reports.

The Directorate of Faculty and Staff Members Affairs has been transformed into an independent deanship linked to the University Rector, with the following as some of its main functions:

- Recruitment in line with the annual plan of the university and the need of the academic and administrative departments.
- Creation of administrative or academic positions and the establishment of new units based on emerging data and which are required by the nature of work.
- Analysis of the current workforce and estimation of the actual need for jobs on the public strata, or technical or academic staff.
- Publishing the policies and rules governing the recruitment process, on the e-portal of the Deanship of Faculty and Staff Members in line with the civil service system including salaries and benefits, job duties, disciplinary procedures, vacations, evaluation and development of performance. See, for example:
www.mcs.gov.sa/ArchivingLibrary/EmploymentRights/Pages/SalariesLadders.aspx
https://www.mcs.gov.sa/ArchivingLibrary/EmploymentRights/Documents/employee_rules_1438.pdf
- Provision of a recognized mechanism to occupy the leadership positions at the university.



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- Following clear and effectively applied policies in the field of promotion of faculty members according to the regulations governing the affairs of faculty members and the like in Saudi universities which can be found through the following link:
https://drive.uqu.edu.sa/_/scientific_council/files/layha.pdf

The University shall adopt the delegation of authority regarding the staff's career performance and promotions, rewarding outstanding performance and professional development opportunities as set out in a sample of the delegation's decisions issued by the University (Annex G.9.17).

In light of the above, it can be said that the university has policies in place for jobs and employment in the academic, technical and administrative fields. These policies include models of qualities required in the staff, and the qualifications and expertise required to carry out their responsibilities efficiently. There is no gainsaying the fact that the university seeks and must seek to give support in order to improve and ensure the quality of performance. It is therefore, important to review these policies and develop them constantly.

In the frame of development and in order to make the necessary comparisons between the current situation and the hoped-for scenario, a number of performance indicators were identified to measure the quality and effectiveness of different employment policies. Some indicators used in other standards are also relevant, such as Indicator S4.1 on the ratio of students to the number of faculty members, Indicator S4.3 on the proportion of faculty members with verified doctorates, and Indicator S5.1 on the ratio of students to administrative staff and others.

One of the key performance indicators adopted by Umm Al-Qura University in this area is Indicator S9.1, which measures the proportion of faculty members who left the university for reasons other than retirement, as shown in the following table. This is in accordance with the 51st recommendation of the NCAAA external reviewers in the developmental review.

Table 92 Key Performance Indicator (S9.1)

KPI: Proportion of teaching staff leaving the institution in the past year for reasons other than age retirement					
NCAAA KPI Reference Number: S9.1					
Institutional KPI Reference Number: S9.1					
Actual Benchmark	Target Benchmark	Internal Benchmark	External Benchmark		New Target Benchmark
2.3%	2.5%	2.6%	King Fahd University of Petroleum	0.6%	2.0%
			Imam Abdurrahman bin Faisal University (Dammam)	0.2%	



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The additional indicator (S9-s4) was also identified to measure the extent of availability of recreational programs for faculty members, as this has a role in improving the overall work environment. The following data show the measurement of the indicator.

Table 93 Additional Performance Indicator (S9-s4)

API: The extent of availability of social and recreational programs for faculty members Institutional API Reference Number: S9-s4			
Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
0.69 Poor	1.5	1.28	1.5

There is also another specific additional indicator (S9-s5) to measure the degree of satisfaction of the employees of the institution, as follows.

Table 94 Additional Performance Indicator (S9-s5)

API: Extent of job satisfaction of staff: faculty members – administrative staff (on a five-point scale) Institutional API Reference Number: S9-s5			
Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
3.84	3.75	3.66	3.90

9.2 Recruitment

Umm Al-Qura University is keen to provide qualified faculty members and staff with appropriate qualifications for all teaching posts and administrative and technical functions in terms of their experiences and personal and scientific characteristics appropriate for the advertised job. Nominations are approved by the recruitment committees within the colleges and by the specialized councils before the Deanship of Faculty and Staff Members start its work on the implementation of the procedures of contracting or appointment according to the adopted regulations and policies. Determining the candidate's ability as a teacher happens during the job interviews. The University recruits distinguished candidates in line with the by-laws and recruitment regulations (G.9.1).

The University is interested in providing candidates for employment with complete data on the job specifications and conditions of appointment according to the requirements of its vision, mission and the performance indicators that it seeks to achieve, as evidenced by the attached job advertisement forms (Annex G.9.6). The following link shows the specifications of appointment to teaching assistant as a sample for those specifications.

- https://drive.uqu.edu.sa/_/gssr/files/pctal/maeer.pdf

The Scientific Council and the Committee for the Appointment of Lecturers and Teaching Assistant review the necessary documents and the credibility of the qualifications of applicants



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for academic posts by following specific procedures according to specific templates, which can be found in the links below:

- https://uqu.edu.sa/en/scientific_council/Forms
- <https://uqu.edu.sa/en/gssr/3435>

On the other hand, the Deanship of Development and Quality provides effective induction programs for new faculty members to ensure that they are familiar with the institution, its services and programs. Annex G.9.24 illustrates examples of this.

The University has a good balance in the ratio of students to faculty members, as indicated in Indicator No. S4.1 in the fourth standard, where the University achieved an average of 21.12: 1, which is a somewhat satisfactory level compared to the requirements of the Ministry of Education and the levels of benchmarking. This is in accordance with the 44th recommendation of the NCAAA external reviewers in the developmental review. In this context, the statistics available at the Deanship of Information Technology on the teaching staff and the ratio of students to faculty members in the various programs can be found (Annex G.9.25). The curricula vitae of the faculty members (samples attached (G.9.22) show the existence of a large number of faculty members with good practical experience, in order to ensure that the expertise necessary for job market are passed on to the students. Moreover, the faculty members offer some training courses to prepare students for the job market as shown in Annex G.9.23.

With regard to the field of recruitment and appointment of the administrative and technical staff, the Deanship of Faculty and Staff Members is responsible for advertisement and recruitment procedures for non-academic jobs through the electronic portal in accordance with the regulations and laws of the Ministry of Civil Service and the labour and labourers regulation through specialized committees under the supervision of the authorized person His Excellency the University Rector or whoever he may delegate to supervise and follow-up. The University is committed to the implementation of the rules and regulations of the Ministry of Civil Service and takes into consideration the new rules and orientations in this regard. For example, while recruiting the following are considered:

- Granting 5 % of vacant jobs to families of martyrs of national duty.
- Granting 5 % of vacant jobs to people with special needs.
- A plan to prepare new staff members which includes knowledge of the salary scale, the code of job ethics, ethics of the public office, procedures for promotions, vacations and all related issues to the development and evaluation of performance.

Furthermore, during transfer or promotion, it is ensured that the required specifications and qualifications are commensurate with those of the unit or department to be appointed for. For example, faculty members appointed to work in the supporting deanships have been transferred to academic departments that fit their scientific specialization (see the transfer decision in Annex G.9.20). The Department of Information Technology was also moved from the Faculty



of Social Sciences to the College of Computer Sciences (Annex G.9.21). The following links also illustrate the procedures employed in recruiting and promoting academic staff:

- https://drive.uqu.edu.sa/_/scientific_council/files/600.pdf
- <https://uqu.edu.sa/gssr/3433>

Annexes G.9.15 and G.9.16 illustrate examples of the formation of staff committees and their promotion records.

Based on the above, the University follows specific recruitment procedures in line with the regulations of the university system and the civil service system. These procedures are applied with transparency and clarity.

The Deanship of Faculty and Staff members is currently working on a comprehensive plan for recruitment, which is consistent with Vision 2030.

In the context of employment, Umm Al-Qura University has identified an additional indicator that measures the scope of diversity of faculty members' background, as illustrated in the tables below.

This diversity appears in:

- 1- Distribution of faculty members by nationality as shown in the following table:

Table 95 Distribution of faculty members by nationality

Nationality	No.	Nationality	No.	Nationality	No.	Nationality	No.
Saudi	3566	Egyptian	671	Sudanese	133	Tunisian	129
Jordanian	99	Pakistani	74	Indian	45	Canadian	23
Yemeni	21	British	20	American	13	Moroccan	13
Syrian	11	Algerian	9	French	5	Iraqi	4
Lebanese	3	Indonesian	2	German	2	Dutch	2
Mauritanian	2	Malaysian	2	Palestinian	2	Kenyan	1
Kyrgyz	1	South African	1	Afghan	1	Malian	1
Australian	1	Turkish	1	Bangladeshi	1		

*Source: Statistics of the management of faculty members and staff.

- 2- Distribution of faculty members by country where the certificate was obtained as shown in the table below:

Table 96 Distribution of faculty members by country where the certificate was obtained

Country of qualification	No.	Country of qualification	No.	Country of qualification	No.	Country of qualification	No.	Country of qualification	No.
Kingdom of Saudi Arabia	2464	Egypt	618	Britain	457	United States of America	347	Canada	114
Sudan	113	Australia	109	Tunisia	89	Pakistan	88	Jordan	84
India	57	France	43	Germany	37	Malaysia	33	Japan	17
Ireland	12	Russia	12	Scotland	10	Algeria	10	Morocco	8
Syria	7	Italy	6	Iraq	6	Korea	6	Yemen	5



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Sweden	5	New Zealand	4	Holland	4	Spain	3	China	2
Ukraine	2	Poland	2	Colombia	2	Azerbaijan	1	Albania	1
Bahrain	1	Somalia	1	Kuwait	1	Mexico	1	Norway	1
Belgium	1	Turkey	1	Passed	1	Slovenia	1	Guinea	1
South Africa	1	Sri Lanka	1	Kazakhstan	1	Lebanon	1	Not specified	258

*Source: Deanship of Information Technology

Table 97 Additional Performance Indicator (S9-s1)

API: The diversity of the background of faculty members in terms of the country from which the highest certificate was obtained and in terms of gender, or ethnicity

Institutional API Reference Number: S9-s1

Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
Diversified 94 % of programs	The total number of nationalities + the number of places where the qualifications were obtained are not less than 5 per program	Diversified 97 % of programs have diversity	In 95% of the programs, the total number of nationalities + the number of places where the qualifications were obtained are not less than 5 per program

9.3 Personal and Career Development

Umm Al-Qura University applies the Employee Performance Evaluation Card on the scale of the Ministry of Civil Service. It has informed its employees of the evaluation mechanism and the resultant procedures as shown in the attached forms. (Contract faculty members' performance evaluation template, Annex G.9.26, and Administrative staff performance evaluation template, Annex G.9.9) and in the link:

- <https://uqu.edu.sa/en/dsfaculty/28665>

On the academic aspect, the university sets clear criteria and procedures for the evaluation of non-Saudi contract faculty members, while the performance evaluation of the Saudi faculty is not yet done. In all cases, the evaluation process and procedures are conducted in a confidential manner. The results of the evaluation are submitted according to the administrative structure through the portal to the concerned authorities. The performance reports include weaknesses, strengths and appropriate improvement recommendations for each staff. The faculty members and staff are allowed to see their evaluation after final approval from the direct supervisor.

There is a proposed form for the evaluation of Saudi faculty members (G.9.42). Non-Saudi faculty and all admin staff are already evaluated annually. There is a plan to provide special training for faculty and staff with low evaluation levels.



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The university is also keen to provide appropriate appreciation and motivation for professional achievement and performance development in line with the University's objectives and aspirations, where distinguished academic and administrative performance is recognized as shown in the news of recognition in Annex (G.9.27). This is in accordance with the 46th recommendation of the NCAAA external reviewers in the developmental review. According to the Decree of the Minister's Council, the Vice Rectorship of Postgraduate Studies and Scientific Research determines the regulations for distinction awards, as shown in (G.9.43).

The University, through its administration and relevant deanships, also provides an equal opportunity to develop the professional performance of faculty members and staff, as evidenced by examples of training courses offered in annexes (G.9.11), (G.9.12), (G.9.28), (G.9.29), (G.9.30), (G.9.31), (G.9.32) and (G.9.33), as well as from the links below which display announcements of some training opportunities available to faculty members and staff:

- <https://uqu.edu.sa/en/App/News/23802>
- <https://uqu.edu.sa/en/App/News/11820>
- <https://uqu.edu.sa/en/App/News/30800>
- <https://uqu.edu.sa/en/dsr/43748>

The University, represented by the Deanship of Academic Development and Quality and the Deanship of Faculty and Staff Members affairs, is also keen to provide inductive forums for staff members and new members in order to enable them to familiarize themselves with the University's policies and work. Opportunities are provided to promising leaders. The University is currently working on a system to identify potential leaders, and a committee has been formed to study the nominations for leadership positions (G.9.44). The Deanship of Academic Development and Quality co-ordinates the efforts of training leaders and potential leaders. Nominations of deans and directors of managements are made when there are training opportunities that require specific skills and the trainee gains new skills to lead. Nomination for attending professional development events is based on certain criteria, and is done either by the supervisor or by the Deanship overseeing the training, such as the Deanship of Academic Development and Quality of the Deanship of Faculty and Staff. This is in accordance with the 47th and 48th recommendations of the NCAAA external reviewers in the developmental review. The University provides training opportunities to develop the skills of human cadres and encourages them to participate in activities and events to achieve the service of the university and the community, both inside and outside its premises. Annex G.9.34 shows examples of honoring participants in specialized conferences.

In general, it can be said that the personal and career development procedures of the university are designed to encourage and improve the performance of all human academic, technical and administrative personnel. For these procedures to be more effective, it is important to work on the development of the evaluation system for Saudi faculty members.



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The data of the following indicator (S9.2) show details of the number of training courses and the number of beneficiaries among the faculty members.

The following table shows the data of the training courses provided by the main bodies responsible for the training, namely, the Deanship of University Development and Quality, the Deanship of e-learning and the Deanship of Academic Research. More details and course topics can be found in Annex G.9.31.

Table 98 Training Courses Statistics

Item	Deanship of University Development and Quality		Deanship of e-learning		Deanship of Academic Research		Total	
	Number of courses	Number of beneficiaries	Number of courses	Number of beneficiaries	Number of courses	Number of beneficiaries	Number of courses	Number of beneficiaries
1433-1434 AH	49	1682	69	541	-	-	118	2223
1434-1435 AH	30	967	67	892	-	-	97	1859
1435-1436 AH	86	2795	47	608	-	-	133	3403
1436-1437 AH	41	991	67	1604	23	531	131	3126
1437-1438 AH	3	74	23	665	16	491	42	1230
1438-1439 AH	33	1787	58	841	45	1699	136	4327

Table 99 Key Performance Indicator (S9.2)

KPI: Proportion of teaching staff participating in professional development activities during the past year NCAA KPI Reference Number: S9.2 Institutional KPI Reference Number: S9.2					
Actual Benchmark	Target Benchmark	Internal Benchmark	External Benchmark		New Target Benchmark
85%	50%	67%	Qassim University	89%	80%
			King Saud University	75%	
			King Abdul Aziz University	29.6%	
			King Fahd University of Petroleum	71%	

9.4 Discipline, Complaints and Dispute Resolution



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Umm Al-Qura University has a clear policy setting out procedures for dealing with grievances or complaints by or against faculty members and staff. This has been translated in the form of regulations and manuals on specific and declared procedures and channels. A Dispute Resolution Committee has also been formed, as shown in Annex G.9.39. This is in accordance with the 51st recommendation of the NCAAA external reviewers in the developmental review. The University has also identified a set of actions taken in the case of negligence and non-compliance with job functions as reflected in the regulations stated in sub-standard 9.1 (see Annex G.9.1 and G.9.2). Annex G.9.40 shows samples of the formation of investigation committees and records of disciplinary committees. Annex (G.9.37) shows dismissal transactions for certain staff. Moreover, there are clear and consistent strategies in the mechanisms of filing grievances against students, faculty members or staff to the concerned bodies, inside departments and faculties of the university, where the University is keen to ensure that these procedures are implemented by a set of competent staff and officials with proven management experience in several departments. The most significant of these for example, in the academic aspect, is the powers granted to the Scientific Council to consider the applications for grievance against the withholding of promotions as shown in Form No. (9) at the following link: (https://uqu.edu.sa/en/scientific_council/Forms .) Annex G.9.36, show some grievance transactions. In a related context, the Manual of the Attendance System explained the mechanism for calculating the fingerprinting of staff and mechanisms of calculating late coming and taking permission to leave, in order to ensure transparency and to be a reference in the event of staff's negligence, complaint or grievance in this regard (Annex G.9.35).

From the administrative point of view, several departments consider disciplinary procedures, settlement of complaints and dispute resolution as follows:

- Follow-up Department (<https://uqu.edu.sa/en/follow>): It follows up and supervises the departments at the university, the administrative processes and procedures, and the implementation of administrative rules and regulations, and it prepares reports and recommendations in the field of work. The follow up department also examines the complaints referred to it in accordance with its powers with respect to administrative irregularities and other violations. It also carries out preliminary investigations or participates in the investigations revealed by the control department, and whatever is referred to it by the head of the authority, or the complaints received from the public after being proved serious.
- Legal Management (<https://uqu.edu.sa/en/legald>): It works to consolidate the rules and regulations in the university working environment in order to preserve the rights of the university and its employees through the activation of the rules and regulations and provision of legal advice with the highest level of professionalism.
- Communication Center: (<https://uqu.edu.sa/en/callcenter>) The Center works to respond quickly to meet the needs of the beneficiaries through the role of interrelationship and



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reciprocity between the public and the university on the one hand and between the members of staff (faculty members, staff, students) on the other. This center provides the service of responding to inquiries and complaints from the public and beneficiaries through a range of electronic services. See the link: <https://uqu.edu.sa/callcenter/App/Forms/Show/2065> . The center also receives all suggestions and complaints.

- The Deanship of Staff and Faculty also receive complaints through their email (dsfaculty@uqu.edu.sa) and they deal with the complaints and issues according to regulations.

Annex G.9.38 describes the communication center's assistance request form.

It is important to note here that despite the availability of regulations defining the procedures for dealing with complaints against faculty members and staff, or the complaints issued by them, including the methods of resolving disputes according to civil service regulations and other applicable regulations, these policies and procedures need to be developed to ensure transparency and clarity. Work is in progress to get this done in the near future.

Overall Evaluation of the Quality of Standard 9

Umm Al-Qura University provides professional staff with the necessary qualifications and expertise to carry out the responsibilities entrusted to them. It focuses on professional development policies to ensure continuous improvement in their performance and experience based on performance indicators that reflect their weaknesses, strengths and priorities for improvement. The University also has a clear and transparent policy in resolving disputes and conflicts concerning the teaching staff and other employees of the institution. Accordingly, there are a number of strengths and weaknesses in the administrative and institutional system of the university as follows:

Strengths

- The existence of organized, announced and transparent administrative, recruitment, transfer and appointment procedures for staff and faculty members.
- The existence of transparent and organized administrative procedures for the promotion of staff and faculty members.
- The existence of administrative activities and training programs for the development of the performance of staff, the newly employed faculty members and those on the job and a clear mechanism to develop their performance and contribute and facilitate their participation in training programs, seminars and conferences within and outside the university.



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- The existence of appropriate training programs for new employees and faculty members.
- The existence of strategies and committees to resolve disputes and clear mechanisms to solve problems and grievance procedures.

Recommendations for Improvement

- Preparing some criteria for evaluating Saudi faculty members.
- Enlightening staff and faculty members about the procedures followed in resolving conflict and solving problems and grievances.
- Improving social and recreational programs for university employees.
- Conducting analytical study of the reasons for leaving the university before retirement age.
- Improving the percentage of faculty members in some specialties.

Implementation Priorities

- Continue the recruitment of Saudi cadres and work to increase contracts with non-Saudi faculty members and facilitate the procedures of transferring and lending qualified staff to the university to increase the proportion of faculty members to students.
- Raise awareness among faculty members and staff on the administrative systems used to grievance, complaints and solving problems.
- Work on establishing consistent evaluation criteria for faculty members in accordance with the mission and objectives of the university.
- Provide information on reasons for leaving work before the statutory age of retirement.
- Expand the provision of a package of recreational social programs for the administrative, technical and educational staff.



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Standard 10: Research

(Overall rating: "★★★★" Stars)

Introduction

Umm Al-Qura University, as one of the most important higher education institutions in the Kingdom, and as the think tank and official scientific reference center for the development of the environment of Makkah Al-Mukarramah and the holy sites, it is now on the threshold of a new future that is comparable to the world's largest universities. It is currently moving from the stage of supplying the labor market with graduates and producing academic research to a new stage aimed at developing knowledge and investing in the most important area that distinguishes the Kingdom of Saudi Arabia, which is the area of Hajj and Umrah in particular and the economy in general.

The Institute of the Custodian of the Two Holy Mosques for Hajj Research was established in 1401 AH. Umm Al-Qura University adopted a strategy to develop knowledge and invest in it, and to support the idea of creativity and innovation in order to create applications and opportunities that will develop the work related to Hajj and Umrah and contribute to the development of the service system of the guests of Allah. It has established a branch office in Medina to cover the research and advisory aspects there and to contribute to studies and research on pilgrims and visitors of the Prophet's Mosque during the two seasons of Hajj and Umrah in cooperation and coordination with the Institute's administration in Makkah Al-Mukarramah. The Institute holds an annual research forum, which it has held for seventeen years now. The venue where it is held varies between the city of Makkah Al-Mukarramah and the city of Medina, year after the other. More than one hundred researchers from all academic bodies and sectors related to Hajj and Umrah take part in the forum.

On 9/4/1406 AH, the royal approval was granted to establish the first research institute specialized in dedicated research in various fields in the name of "Institute of Scientific Research and Revival of Islamic Heritage" to promote scientific research in the university and preserve the most important features of this prestigious institution, which is Islamic heritage. Since then, work began in the institute to promote scientific research to be in the ranks of global levels, and to ensure the achievement of the mission of the university and the service of the knowledge and research community and encourage scientific research in various fields with a focus on research priorities to address the problems of community and development. The priorities are set according to national needs to support knowledge economy. This is in addition to paying attention to Islamic heritage in terms of compilation, indexing and investigative editing, thus linking the university to the community in the framework of Islamic values, through ten research centers delineated as follows:

1. Research Center for the revival of Islamic heritage.





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2. Islamic Studies Research Center.
3. Islamic Education Research Center.
4. Educational and Psychological Sciences Research Center.
5. Social Science Research Center.
6. Arabic Language Research Center.
7. Applied Science Research Center.
8. Engineering Science Research Center.
9. Medicine and Medical Sciences Research Center.
10. Pharmaceutical Science Research Center.

In 1409 AH, the University began publishing scientific journals in various branches of knowledge and sciences, such as Islamic studies, Arab studies, social sciences, applied sciences and educational sciences. Of these, 11 volumes were issued at the rate of two issues per year.

In 1419 AH the journal was divided into three scientific journals as follows:

1. Umm Al-Qura University Journal of Islamic legal sciences, Arabic Language and Literature.
2. Umm Al-Qura University Journal of Educational, Social and Psychological Sciences.
3. Umm Al-Qura University Journal of Science, Medicine and Engineering.

The publication of two issues per year for each journal continued until 1429 AH, except for the Journal of Islamic legal sciences, Arabic Language and Literature, where it began to publish four issues a year since 1420 AH.

In 1429 AH the decision of the University Rector was passed to amend the names of the three scientific journals, as well as the issuance of four new scientific journals as follows:

1. Umm Al-Qura University Journal of Islamic legal sciences and Islamic Studies.
2. Umm Al-Qura University Journal of Language Sciences and Literature.
3. Umm Al-Qura University Journal of Educational and Psychological Sciences.
4. Umm Al-Qura University Journal of Social Sciences.
5. Umm Al-Qura University Journal of Engineering and Architecture.
6. Umm Al-Qura University Journal of Applied Sciences.
7. Umm Al-Qura University Medical Journal.

Umm Al-Qura University Journals became seven refereed scientific journals aimed at publishing original research papers and scientific reviews of research and scientific reports in Arabic or English which have not been published or submitted for publication to other bodies, after being reviewed by the editorial board and peer reviewed by specialists.

In 1435 AH, the University Rector's decision to establish a Deanship for Academic Research and restructuring of research ports was issued - before the decision to change the name of the University Vice Rectorship for Development and Entrepreneurship - as shown in Annex G.10.73.



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The delay in the establishment of the Deanship of Scientific Research at Umm Al-Qura University made it benefit from the academic research experiences of the deanships of academic research in Saudi universities in terms of objectives, strategies and the formation of a special vision based on the vision of Umm Al-Qura University, which is based on the importance of leadership in academic research in addition to leadership in education and community service. The vision was for Umm Al-Qura University to be a reliable academic research reference in science and a key driver in the management and leadership of the knowledge economy and society and a key mainstay in supporting scientific decision making in the Kingdom of Saudi Arabia.

In the first stages of granting support to researchers, the Deanship paid attention to supporting researchers in all categories of the knowledge society in the university (professor, associate professor, assistant professor/lecturer, teaching assistant, postgraduate student, undergraduate student). External research support programs, such as the Knowledge Program, SABIC Scholarship Program, and Cacast Scholarship Program, were introduced as well as internal support programs based on renewable rules and regulations, such as Leading, Researcher, Promising, Translator. The programs aim to involve all groups in this society to increase the chance of obtaining support and raise the level of the knowledge society in a balance commensurate with the strategic objectives of the Deanship. The Deanship also focused on completing the individual support system – the student program for graduate students, the ambassadors program for graduate and undergraduate students, and the translator program - to motivate the trend of diversified academic research with electronic regulations and systems that ensure the high quality of the research proposals submitted to the Deanship in terms of submission, peer reviewing, decision-making and provision of support through the following research units: Research Editing Unit in Arabic, Research Editing Unit in English, Statistical Analysis Unit, Research Engine Unit, Plagiarism Detection Unit, and Technical Support Unit.

Building research capacity and establishing the researcher's achievement file were the main drive for the transition to the most difficult phase of support such as the research groups program, the grants of research centers, the establishment of innovation centers or the request to set up a specialized research chair. These measures will have several outcomes, the most important of which are intellectual property and patents resulting from this research, whose results can be realized by the presence of general or special industrial knowledge products.

Thus, the cognitive transformation of research capabilities is clearly manifested in the knowledge economy, i.e., the investment of research abilities in productive outlets such as houses of expertise, technology and business incubators, business accelerators, which can positively affect the establishment of emerging companies that contribute to the advancement of society and meet the national needs of the knowledge economy.

Annex G.10.62 shows the hierarchy of financing research projects at Umm Al-Qura University.



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Academic research at Umm Al-Qura University has made great strides in achieving what can be achieved from these common visions. It benefited from AFAQ plan in determining the target levels and worked on collecting statistical data for these levels at the research level in order to nationalize the future of technology and innovation at Umm Al-Qura University. Academic research at the university focused on the most important mainstays of evaluating the best practices in the academic research of the NCAAA at the institutional level. The Deanship of Scientific Research provides support for research grants in proportion to the general budget of training courses and programs in academic research with keenness to continuously evaluate research activities and services. The Deanship continues to work to overcome the problem of tracking the rate of publication and citation especially for research published in Arabic. As for the National Plan for Science, Technology and Innovation, Umm Al-Qura University was one of the first universities to develop operational plans to measure research performance indicators that guarantee the quality of procedures and outputs of research projects.

Academic research at Umm Al-Qura University is keen to be consistent with the orientations of Makkah Region in the development vision for Makkah to be an honorable and inspiring global model in the vision of 2030 to raise the contribution of enterprises in the scientific output and reduce the unemployment rate in general by investing in research to reach the knowledge economy.

Academic research at Umm Al-Qura University has been supported by an initiative in the development of capacities and human resources in academic research from the Office of Achievement of the Vision in the Ministry. This initiative aims to speed up academic research in the university and can improve its research outputs to achieve a higher rank in the International Classification of Saudi Universities. The initiative can be summarized in the development of the skills of faculty members and graduate students in the field of academic research, which helps to increase the conscious scientific production, with the selection of prestigious publishing vessels that ensure high impact factor. In addition, the initiative is keen to register faculty members in the famous research engines upon which the ranking of world universities is based. The initiative aims at implementing 120 training hours per year to spread the culture of academic research for faculty members and graduate students, increasing the number of registered faculty members in the global research engines by 20 % per year, increasing the number of those enrolled in research volunteering by 20 % per year, boosting the number of researchers registered in the database with updated data by 20 % annually, and supporting five voluntary research projects per year.

At the level of the private sector, the university has paid attention to supporting research chairs and attracting businessmen and legal personalities to establish research chairs suitable for the research power in the university and the research priorities of Umm Al-Qura University, which meet the needs of the region. The research chairs were transferred from the management of the



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Institute of Research and Consulting Studies to the Deanship of Scientific Research. The Deanship has updated its regulations to comply with the rules governing research grants and to turn from being scientific chairs to specialized research chairs. Some of the most important research chairs that are continuous in their support and distinction are as follows:

1. Yahya and Mish'al sons of Sheikh Suroor Az-Zayidi Chair for Arthritis and Rheumatism.
2. Al-Mu'allim Muhammad Awadh Bin Landin Chair for Creativity and Entrepreneurship.
3. King Salman Chair for Studies on the History of Makkah Al-Mukarramah.
4. King Abdullah Chair for the Holy Qur'an.
5. Quranic Guidance Chair.

The timetable for the research chairs is shown in Annex G.10.63.

At the private level, Umm Al-Qura University has also established the Wadi Makkah Technology Company as a holding investment company wholly owned by Umm Al-Qura University and is considered the investment arm in the scientific, technical and cognitive output of research and scientific innovations produced by the knowledge movement at the university and resulting from joint research with research centers of the existing industrial companies of "Wadi Makkah Technology Company".

Through this system, Umm Al-Qura University aims to achieve the following strategic objectives:

1. Adopting major trends in academic research and technical development that meet the requirements of the society.
2. Developing academic research horizons and programs according to approved scientific standards.
3. Prioritizing academic and scientific research to address societal and developmental problems.
4. Developing inter-systems to help activate the movement of scientific integration between different disciplines.
5. Forming strong research groups that will form the nucleus of the Center of Excellence.
6. Achieving a competitive advantage for the university by focusing on rare specialties in non-traditional scientific and research fields.
7. Increasing expenditure on scientific research to meet international standards.
8. Encouraging private sector participation in spending on scientific research and technical development.
9. Providing the appropriate environment for conducting economic feasibility research to serve the knowledge economy.
10. Establishing and investing in houses of expertise, business incubators and knowledge parks.



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11. Motivating invention, creating industrial models, investing in them and supporting the preservation of intellectual property rights for their owners.
12. Providing opportunities for investment in scientific research and the development for faculty members.

Description of the procedures adopted to explore information and prepare the report on this standard

The tenth standard committee was formed, with the University Vice Rector for Postgraduate Studies and Scientific Research as its chair and representatives from the different units responsible for research at the university level as members. Annex (G.10.0) includes the formation of the committee and a report on its procedures. The committee held many meetings and designed a work plan for the standard. Responsibilities were distributed in a way which ensures that the tasks are completed effectively and as quickly as possible. The committee collected the available evidence and asked some units to provide the committee with the evidence required. The committee then evaluated the best practices in light of the available evidence and the measurements of the performance indicators, and then they also wrote a draft of the Self Study Report. The report was reviewed by the team of the Deanship of Academic Development and Quality, and the committee later modified the report according to the team's comments. Finally, the report was submitted to the final phrasing team to revise it for consistency to prepare a unified UQU Self Study Report.

The following are the reports on the sub-standards of the tenth standard.

10.1 Institutional Research Policies

The University has developed policies that define what is recognized as scientific research in accordance with international standards. This includes individual research and research activities supported by the Deanship of Scientific Research, provided that such research is original and innovative (Annex G.10.1). This is in accordance with the 52nd recommendation of the NCAAA external reviewers in the developmental review. The University has established an electronic portal for the application for grants (Annex G.10.16). The portal is linked to the database of the Deanship of Faculty members and Staff Affairs and the database of the Deanship of Graduate Studies and the Deanship of Admission and Registration. The University has endeavored to serve all scientific and theoretical disciplines through the research grants. Thus, it established a tree of research disciplines (Annex G.10.2) to highlight all cognitive fields in order to open new horizons to support research mobility, to allow researchers to perform their research activities to address important national and economic issues that positively reflected their role in the achievement of sustainable development in the Kingdom of Saudi Arabia. Hence, the university undertook Hajj and Umrah research and developed a special strategy for it (Annex G.10.3). It also paid attention to innovation and creativity (Annex



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G.10.4) and investment in knowledge through Wadi Makkah Technology Company (Annex G.10.5) and (Annex G.10.6). Support for the field of learning and teaching will be included in the support areas in the fourth round of research grants.

The University also has specific policies for the establishment of research institutes and centers, their accountability (Annex G.10.7), policies for the establishment of research groups (Annex G.10.8), as well as periodic review procedures for these institutes or centers. It updated the regulation of research chairs (Annex G.10.9), prepared rules for the organization of scientific research ethics (Annex G.10.10), and set up main and subsidiary committees to promote and discuss the issues of research integrity. As for research on humans/animals, there is a committee for the ethics of human/animal research, and the adopted bylaws are included in (G.10.84). As for the minimum research expectation for faculty members, UQU is following the official unified by-laws, and the bylaws of postgraduate supervision (G.10.86) include some requirements.

A number of research grants were launched targeting male and female members, graduate students and undergraduate students. The university also developed a vision, mission and objectives for the research centers and launched grants for the strategic research centers in three directions: grants that serve the strategy of the centers, grants that serve national priorities and grants that serve emergency needs.

Each of the research bodies set up its strategic plan to achieve the objectives of the establishment to move towards the knowledge economy. They also undertook benchmarking to identify the target, taking academic research at King Abdul Aziz University as the local benchmark provider and Emirates as the regional benchmark provider, see annexes (G.10.12), (G.10.13) and (G.10.13). The University was concerned with the rules and regulations governing scientific research and its procedures at the University.

In order to ensure the progress of the scientific research development plan, the University has developed special indicators dealing with the indicators of all the facilities and services of the Deanship of Scientific Research (Annex G.10.15).

The electronic portal provides the possibility of electronic connectivity with the international programs such as (IThenticate) to determine the percentage of the citation in the proposal submitted as well as the possibility of peer reviewing the research proposal by sending the proposal to one or more referees based on the specialization of the referee and his suitability for the general and precise specialization of the research proposal (Annex G.10.17) and (Annex G.10.18). The system allows the referee to evaluate the proposal automatically and recommend accepting, rejecting or modifying the research proposal. Most importantly, the system makes it easy to obtain statistics and performance indicators that help the Dean and Vice Deans of the Deanship of Scientific Research and the senior management at the university to review the



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research activity and scientific grants at the university and extract the data necessary to support decisions.

Through this Portal, the University has launched all types of research grants and services specifying a maximum budget for each grant as set forth in Annex G.10.64.

The University publishes annual reports on its performance in the field of scientific research, as evidenced by the annexes G.10.19- G.10.20- G.10.21- G.10.22- G.10.23- G.10.24- G.10.25- G.10.26). Annex (G.10.77) includes the action plan of the Deanship of Scientific Research based on these reports. It also introduces the academic community to the developments of scientific research through semi-annual bulletins, of which six electronic bulletins have been issued (Annex G.10.27). It has also established a channel in the telegram entitled Scientific Research Lighthouse, (Annex G.10.28), and reports on the research activities of individuals, academic departments and colleges are preserved (Annex G.10.29) within the annual reports submitted by faculty members among the reports of faculties. The Deanship of Scientific Research works to link these reports and statistics to research plans by establishing an electronic portal to ensure quality of the progress of research plans.

The University has also established research partnerships that include: joint research projects, joint use of equipment and devices, cooperative development strategies, and mechanisms for external cooperation. The University has signed several research projects funded by King Abdul Aziz City for Science and Technology (KACST) and SABIC company (Annexes G.10.31 - G.10.32 - G.10.33 - G.10.34), in addition to the establishment of Wadi Makkah Technology Company as a holding investment company wholly owned by Umm Al-Qura University and which is the investment arm in the scientific, technical and cognitive output of research and scientific innovations produced by the knowledge movement, or resulting from joint research with research centers of existing industrial companies (Annex G.10.35).

UQU has applied to the International Co-operation Program initiated by Research and Development at the Ministry of Education, and 44 research projects were initially accepted (Annex (G.10.91)).

The university will plan to attract distinguished researchers and send teaching assistants and lecturers to international research universities to overcome the weakness of participation and cooperation with universities and scientific research centers and networks worldwide. It will also develop mechanisms to support participation and cooperation with universities and scientific research networks worldwide, so that the university can take advantage of prominent scholars at the global level by contracting with them or listing them as consultants for university-funded research.

The University allocates a budget to help support researchers and raise the output of scientific research. It has established a prize to reward colleges that registered in the research engines -





Annex G.10.36. It also approved the regulation of research awards - Annex (G.10.37), and is currently working on mechanisms to activate it in order to support the scientific research of male and female researchers. This is in accordance with the 53rd and 54th recommendations of the NCAAA external reviewers in the developmental review. It is hoped that the allocation of the budget for scientific research will be increased to at least 1 % of the university budget in order to cope with the rapid growth in research activities - as illustrated in Annexes (G.10.38-39). Moreover, central laboratories will be established to serve researchers from inside and outside the university - Annex (G.10.40).

A number of performance indicators were measured to evaluate this substandard. Their values are presented below.

Table 100 Additional Performance Indicator (S10-s1)

API: Number of academic institutes Institutional API Reference Number: S10-s1			
Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
6	Increasing	5	Increasing

Table 101 Additional Performance Indicator (S10-s5)

API: Number of scientific chairs Institutional API Reference Number: S10-s5			
Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
5	Decreasing	7	Increasing

Table 102 Additional Performance Indicator (S10-s6)

API: Creation and support of research centers Institutional API Reference Number: S10-s6			
Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
9	Increasing	9	Increasing

Table 103 Additional Performance Indicator (S10-s7)

API: Establishment of technical companies Institutional API Reference Number: S10-s7			
Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
3	Increasing	2	Increasing

10.2 Teaching staff and Student Involvement in Research:



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The institutional policies at Umm Al-Qura University recognized the need for the participation of graduate and undergraduate students in research and it paid attention to holding scientific forums such as the first scientific research forum (Annex G.10.41) as well as promoting the culture of excellent scientific publishing. Students participate in an annual student research form (G.10.79), and there is a special program to provide support to students going to conferences (G.10.80).

The university has paid attention to the collection of the published scientific output of faculty members and prepared a database of the research output linked to the curriculum vitae of the faculty members (Annex G.10.42).

The expectations for faculty members' contributions to research and scientific activities according to the prominent research areas of the research centers of the University (Annex G.10.43) have been clearly defined and strategies are being developed to utilize them to provide financial returns to the University. As for teaching load versus time for research activity, UQU is following the official unified by-laws, and there is a proposal for counting research as part of the official load (G.10.87).

In accordance with the 56th recommendation of the NCAAA external reviewers in the developmental review, the University provides support to the new faculty members to help them develop their research programs through a variety of mechanisms such as personal guidance through their experienced colleagues, and involving them in research teams, providing them with training courses (Annex G.10.44) and helping them to develop their research projects. The University also provides financial support in form of a special grant for the new researchers (Ra'ed program) (Annex G.10.45) and a special grant for the female students' section (Wa'edah program) (Annex G.10.46) and provides them with specialized training courses (Annex G.10.47). Moreover, there is attention and equality in what is being done to support and establish the rules for encouraging scientific research between male and female students' sections and creation of more effective scientific research chairs to support the progress of scientific research. Finally, graduate students are involved in research projects from within and outside the university in accordance with the rules governing research grants and projects (G.10.48), with full and appropriate recognition of the contributions of postgraduate students in joint research projects. Their names are mentioned in the reports and works published under the names of the authors in case they make clear contributions to them, and they are ranked among the publishers depending on the proportion of their participation. The number of postgraduate students in the university is a matter that should be taken into account and the outputs that the university seeks to match with the 2030 vision, whether in internal (Annex G.10.49) or external research programs (Annex G.10.50).

The university is also keen to educate the staff about the need to register their research in the electronic research engines. It worked on the preparation of manuals in Arabic for registration



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in the research engines (Annex G.10.51) to monitor the contributions of faculty members electronically via the research engines on which the global classification systems are based. Annex (G.10.74) shows the statistics of the publications of Umm Al-Qura University staff in Scopus database as on 10-5-2018 and the statistics of the type of publication in the ISI web of Science on 11/5/2018. The numbers show that a variety of data is focused on the publication of research articles and papers presented in conferences compared to the publication of books or chapter from a book.

The university has been working for a year to create a database for researchers in order to follow up the status of scientific publishing in Arabic, which is not counted in the research engines. In the process of preparation and data collection, the Deanship of Scientific Research supervised the collection of data from faculties, classifying them into four categories according to the approach of disciplines and restriction to research published from 2013 to 2018 which bears the name of Umm Al-Qura University in its publication ID. The total number of researchers involved approximately was 500 researchers and the number of research registered was almost 2350 research. For further details on the data see the report in (Annex G. 10.52). Annex (G.10.78) provides data related to male and female research activities and the various campuses.

Assistance is provided for the faculty members to carry out joint research agreements with their colleagues in other local or international educational institutions. This is in accordance with the 55th recommendation of the NCAAA external reviewers in the developmental review. There are a number of joint research agreements for faculty members in the faculties of medicine, medical sciences, engineering, science and computer as mentioned by the reports of the academic research standard of the self study in the faculties. It was recommended to improve and develop this theme by developing and implementing clear, declared and encouraging mechanisms for conducting joint research locally and internationally while increasing and facilitating joint research agreements.

A number of performance indicators were measured in the context of this sub-standard, as shown below.

Table 104 Key Performance Indicator (S10.1)

KPI: Number of refereed publications in the previous year per full time equivalent teaching staff NCAAA KPI Reference Number: S10.1 Institutional KPI Reference Number: S10.1-1					
Actual Benchmark	Target Benchmark	Internal Benchmark	External Benchmark		New Target Benchmark
0.36	0.35	0.28	King Saud University	0.81	0.40
			King Abdul Aziz University	0.20	



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Table 105 Key Performance Indicator (S10.3)

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

NCAA KPI Reference Number: S10.3

Institutional KPI Reference Number: S10.3-2

Actual Benchmark	Target Benchmark	Internal Benchmark	External Benchmark	New Target Benchmark
13.5%	20.0%	14.0%	40.0% King Abdul Aziz University	20.0%

Table 106 Key Performance Indicator (S10.4)

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

NCAA KPI Reference Number: S10.4

Institutional KPI Reference Number: S10.4-3

Actual Benchmark	Target Benchmark	Internal Benchmark	External Benchmark	New Target Benchmark
225	500	300	1000 King Abdul Aziz University	500

Table 107 Additional Performance Indicator (S10-s9)

API: Number of training programs that develop the skills of faculty members in the field of academic research

Institutional API Reference Number: S10-s9

Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
10	Increasing	3	Increasing

Table 108 Additional Performance Indicator (S10-s10)

API: Number of training programs that develop the skills of postgraduate students in the field of scientific research

Institutional API Reference Number: S10-s10

Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
3	Increasing	2	Increasing

10.3 Commercialization of Research

Commercial investment in scientific research is encouraged. It is considered the main objective of Wadi Makkah Technology Company, which is to be the investment and operational arm of



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Umm Al-Qura University. The company works to invest in people, the location and knowledge production in order to activate its role in contributing to the development of the economy and the knowledge society.

The company works to contribute to the investment and development of the knowledge economy through a partnership between the educational sectors (faculties and academic programs), research sectors (research bodies at Umm Al-Qura University) and the business community in the public and private sectors (both individuals and institutions). This is done through the provision of several short-term or long-term investment services, including: refining the experiences of students, creative people and researchers via training during the summer period to start the dissemination of the culture of research productivity. The company also offers opportunities (incubator and accelerator) for entrepreneurs and leading ideas in various fields, whether technological or social. The company also supports start up companies and helps them in the establishment of appropriate trade relations with the guarantee of property rights or patents (Annex G.10.53). Annex G.10.65 shows the relationship between Wadi Makkah Technology Company and Umm Al-Qura University on the one hand and the market on the other.

The University has taken a procedural step in supporting research in internal grants. In the second grant cycle, It was approved that the support priority should be for research projects that produce a product. The scientific committee in the Deanship of Scientific Research has acted to automate procedures to speed up decision making. The procedures include the preliminary examination stage and then the external peer review. The proposals are later presented to the scientific committee and finally to the Council of the Deanship of Scientific Research. Annex (G.10.66) describes the mechanism for sorting proposals and the steps for approving accepted proposals for support.

There are plans taken to involve industries and external funding resources. There are agreements with external bodies like the Saudi Electricity, as well as external funding for research chairs. There is also interest in industry in the tenth standard (G.10.81) and the university has applied to the Transfer of Technology Initiative (G.10.83). Annex (G.10.82) shows statistics about increasing external funding. The Deanship has prepared an action plan to increase research collaboration, as can be seen in (G.10.89). Moreover, a proposal has been made to establish an office for technology transfer (G.10.83).

Concerted efforts are being made at Umm Al-Qura University to support investment in scientific research by paying attention to houses of expertise (Annex G.10.54) and the proprietors of innovative ideas. The Institute of Creativity and Entrepreneurship at Umm Al-Qura University contributes to the promotion and practical development of creativity and innovation through its various sectors. It contributes to the establishment and management of companies and provides young entrepreneurs with the skills, knowledge and information to



improve and develop their business, enhance their competitiveness, build a network of ideas and investment, supply and demand, and opportunities and entrepreneurs. The institute is also interested in creating the ideal environment for innovative ideas and moving them to products of value to the society through effective cooperation and competitions in the field of entrepreneurship as shown in Annex G.10.55.

The institute encourages cooperation with the industrial sector and scientific research bodies, such as joint research projects and the joint use of equipment, devices and collaborative development strategies. The institute also has intellectual property control policies, (Annex G.10.56). There are specific procedures for the commercial investment of ideas developed by faculty members and students. These policies specify the appropriate amount of equitable participation in the proceeds for both the inventors and the beneficiaries (Annex G.10.57).

A number of indicators were measured in the context of this sub-standard, as shown below.

Table 109 Additional Performance Indicator (S10-s2)

API: Number of applications to register patents Institutional API Reference Number: S10-s2			
Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
1150	Increasing	1150	Increasing

Table 110 Additional Performance Indicator (S10-s8)

API: Success rate in obtaining research grants (Researcher (Bahith) - Promising (Wa'edah) – Pioneer (Ra'edah)) Institutional API Reference Number: S10-s8			
Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
20% Researcher (Bahith) 10% Pioneer (Ra'edah) 5% Promising (Wa'edah)	Increasing	15% Researcher (Bahith) 8% Pioneer (Ra'edah) 4% Promising (Wa'edah)	Increasing

Table 111 Additional Performance Indicator (S10-s3)

API: Number of patents registered Institutional API Reference Number: S10-s3			
Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
70	Increasing	65	Increasing

Table 112 Additional Performance Indicator (S10-s11)

API: Number of funded books for faculty members (writing and translation)			
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Institutional API Reference Number: S10-s11			
Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
7	Increasing	15	Increasing

10.4 Research Facilities and Equipment

Facilities and equipment are available to some extent for the requirements of scientific research in some areas and specialties of the university, and are available for use by faculty members and postgraduate students. The research laboratories in the scientific faculties such as medicine, medical sciences, applied sciences and engineering are the basic infrastructure of research activity in the university. There are also serious steps taken by the University Vice Rectorship for Postgraduate Studies and Scientific Research and it has made good strides through the establishment of new research centers project:

- Medical Research Center.
- Science and Technology Research Center.
- Engineering Research Center.
- Computer Research Center.

There are also sufficient libraries, information systems and resources to support the research activities of the faculty members and students in all fields and programs offered by the university. The University provides the necessary support to provide the necessary facilities and equipment for scientific research in all academic departments of the University. The research facilities have been evaluated for the different colleges, as shown in (G.10.88). There is a committee for labs and facilities (G.10.90). There are also labs for certain colleges as well as the recently opened shared research labs for male and female students <https://uqu.edu.sa/en/App/News/41016>.

In addition, there is support for the infrastructure of the projects funded by the National Plan for Science and Technology in King Abdul Aziz City for Science and Technology through the Science and Technology Unit at Umm Al-Qura University. The unit pays attention to the formation of specialized research groups of distinguished researchers, research assistants and postgraduate students, cooperating among themselves to form specialized and global competitive research centers. Some distinguished researchers, research assistants and graduate students have been employed and assigned to various research projects to contribute to the success of these projects, as shown in the annual report of the Science and Technology unit.

The Science and Technology Unit is responsible for the management of the six programs of the comprehensive national plan for science, technology and innovation, which are: The Advanced Strategic Technologies Program, the Technical Innovation Centers Program, the Saudi Universities Visiting Professors Research Grants Program, the Operational Projects



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Program, the Central Facilities and Equipment Program, and the Saudi Universities Visiting Postgraduate Students Research Grants Program. The unit is also responsible for carrying out induction and promotion campaigns within the University on the programs of the Comprehensive National Plan for Science, Technology and Innovation. The Science and Technology Unit at Umm Al-Qura University contributes to training the faculty members on how to apply for research grants through training courses that help them write successful proposals.

According to the report issued by the American Society for the Advancement of Science entitled "Analysis of the Comprehensive National Plan for Science, Technology and Innovation for September 2012", the Science and Technology Unit of Umm Al-Qura University was ranked fourth out of a total of 54 technology units throughout the Kingdom of Saudi Arabia. This was also due to the increase in the percentage of funded projects since the establishment of the unit.

Table 113 Annual funding of projects of the strategic technologies

Program	Strategic Technologies Program		
Report	Statistics of annual funding of projects of the strategic technologies for the period from 2008 to 2013		
Ranking	Annual ranking		
Duration	From 2008 to 2013		
Year	Number of funded projects	Annual funding	Percentage
2008	2	4000000	3%
2009	1	2000000	1%
2010	5	9826567	7%
2011	26	44261373	33%
2012	22	38827677	28%
2013	24	40,253,165	28%
Total	80	140,653,782	100%

Table 114 Strategic Technologies Program Funding

Report Duration	Statistics of funding 2004 - March 2015	
Status of projects	Number of projects	Total budget
What was funded	30	SR 54,920,003
What was rejected	83	SR 148, 301, 306
Total	113	SR 203,221,309

The National Plan for Science, Technology and Innovation focused on the localization of technologies and the establishment of laboratories. As a result of the financial funding for



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strategic technology projects, several specialized laboratories were established, and some other laboratories were developed, and some new laboratories are still under construction. Of the specialized laboratories are: a laboratory for human genetics and molecular medicine research, a laboratory for widespread computing research, a laboratory for the research of applications of smart cities, a laboratory for nanoscale polymers and photovoltaic catalysts, a laboratory for research on medical microbes, an environmental health research laboratory, a laboratory for the research on medical parasites and disease vectors, a laboratory for research on the exploration of cancer drugs, a laboratory for research on materials with surface activity of nanomaterials, a laboratory for automatic identification of damaged Arabic manuscripts in historical documents, a laboratory for mathematical study of the beginning, continuity and settlement of Halocline (salinity gradient) in solar ponds (building a pilot solar pool as a practical application), a laboratory for the production of bacteriological (tuberclein) with two types of TB microbes and the extraction and separation of proteins on the HPLC equipment, a laboratory for laser research and osteoporosis and a laboratory for genetics research.

The University has also established technical innovation centers, which are specialized facilities where researchers and students work with the industrial sector to develop innovative products and services. One of the main tasks of technical innovation centers is to narrow the gap between academia and industry. A research team has won funding of SR 50 million for a five-year period to establish a Geographical Information Systems (GIS) Innovation Center in the second round, competing with more than 80 proposals submitted. The Center for Technical Innovation in Geographic Information Systems (TIC-GIS) is the first technical innovation center at Umm Al-Qura University.

In order to maintain these research centers, facilities and equipment, the University has established and organized - through joint research contracts - regulations for the joint ownership of large equipment both between units within the educational institution or with others inside and outside the Kingdom. There are also clear policies for the ownership and maintenance of specialized facilities and equipment obtained through research grants (Annex G.10.58) or cooperation agreements with industrial entities in the regulations and governing rules for grants, such as the Regulations of Research Chairs (Annex G.10.59).

There are security systems to ensure the safety of researchers and their research activities, in terms of the means of information security and insurance for international and local electronic networks as well as physical safety means for researchers and others within the university community. The laboratories are furnished with all safety means of emergency first aid and fire extinguishing equipment. Requirements for safety and security were developed, researchers were trained on safety and security to do their part to assist their colleagues, and contingency, evacuation, and safety plans were developed (Annex G.10.60).



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The University has public policies or rules that clearly define ownership and maintenance of facilities and equipment obtained through research grants to faculty members, through research commissioned by other bodies, or through collaborative projects with the industrial sector or the external community. A sufficient budget and appropriate facilities are provided for research in most parts of the University.

The following indicators were measured in the context of this sub-standard.

Table 115 Key Performance Indicator (S10.5)

KPI: Research income from external sources in the past year as a proportion of the number of full-time faculty members				
NCAA KPI Reference Number: S10.5				
Institutional KPI Reference Number: S10.5-4				
Actual Benchmark	Target Benchmark	Internal Benchmark	External Benchmark	New Target Benchmark
203,221,309	250,000,000	200,000,000 External support of five years	400,000,000 King Abdul Aziz University	300,000,000

Table 116 Key Performance Indicator (S10.6)

KPI: Proportion of total, annual operational budget dedicated to research				
NCAA KPI Reference Number: S10.6				
Institutional KPI Reference Number: S10.6-5				
Actual Benchmark	Target Benchmark	Internal Benchmark	External Benchmark	New Target Benchmark
0.025%	2.00%	0.22% The disbursement budget during five years	25% King Abdul Aziz University	1.00%

Table 117 Additional Performance Indicator (S10-s4)

API: Research allocations for the National Plan for Science and Technology			
Institutional API Reference Number: S10-s4			
Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
177,000	Increasing	212,000,000	Increasing

General Comments on Research Performance

Umm Al-Qura University is greatly concerned with the improvement of its classification in the international rankings, and scientific research is undoubtedly a non-simple percentage in the calculation of the ranking in the classification according to the types of international classifications as shown below:



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Table 118 International Ranking of Umm Al-Qura University

Classification	The amount of research weight	Ranking of Umm Al-Qura University at the international level 2018	Ranking of Umm Al-Qura University at the Arabian level 2018	Ranking of Umm Al-Qura University at the Saudi level 2018
Shanghai Academic Ranking System of World Universities 2003	40 %	Nothing	Nothing	Nothing
QS Ranking System of World Universities, 2004	20 %	551 -600	18	5
Times Higher Education Ranking (Supplement) 2010	60 %	Nothing	Nothing	Nothing
Webometrics Ranking 2004	15 %	1455	13	5
US News Ranking 1983	75 %	Nothing	57	11

The University has taken several catalytic steps to increase registration in research engines since 2106 as follows:

1. Prepare electronic slides to assist faculty members to register in research engines (Scopus-Google schools- research gate- academia- ORCID- research id) and send them to all faculty members and publish them on social networking sites.
2. The announcement of the initiative of 3000, a three-month initiative (ending on Thursday, 30/3/1438 AH). The initiative is based on the invitation of three faculty members at Umm Al-Qura University to register in three international sites for researchers' databases and ensuring that they do so and that each of them would invite three other members. The objective was to for 3000 faculty members to register in 3 popular search engines (Scopus- google scholars- research gate) within 3 months.
3. The announcement of the initiative "Praise", an initiative launched by the Deanship of Scientific Research on Sunday 1/1/1438 AH for three months, where the initiative randomly selected of a faculty member registered in the WhatsApp groups and social networking sites associated with Umm Al-Qura University each week in order to pay homage to him through an electronic thank-you card that will introduce him and his research contribution to famous search engines Scopus- google scholars- research gate). Annex G.10.67 illustrates a sample of the certificate used.
4. The announcement of a research award consisting of three branches: the top five faculties registered in the electronic search engines, the top five researchers in terms of the number of published research, and the top five research in terms of the number of citations in search engines.

Umm Al-Qura University held the first scientific research forum organized by the Deanship of Scientific Research in order to support the scientific research movement in the university and to develop it in order to achieve the national transformation vision 2030. Thirty research papers



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in six different fields participated in the forum and more than thirty academic institutions participated in the exhibition with seven hundred and forty scientific posters. The committees of the forum, the scientific sessions and accompanying exhibition have emerged with recommendations that have been adapted to the objectives of the Deanship of Scientific Research to improve the methodology of achieving the objectives and link them to the plan and indicators of the Deanship in the coming years. The recommendations of the forum represent aspects of priorities for improvement that the University will work towards achieving and a summary of them has been attached to (Annex G.10.68).

The Deanship provided support to male and female researchers by opening the application portal twice a year, while preserving the integrity of the research, examining the research proposals submitted through the Ithinticate (plagiarism detection) program, and rejecting the proposals with citations exceeding 10 %. This is done through the Plagiarism Detection Unit (G.10.85).

The results of the review in the previous two sessions were as shown below:

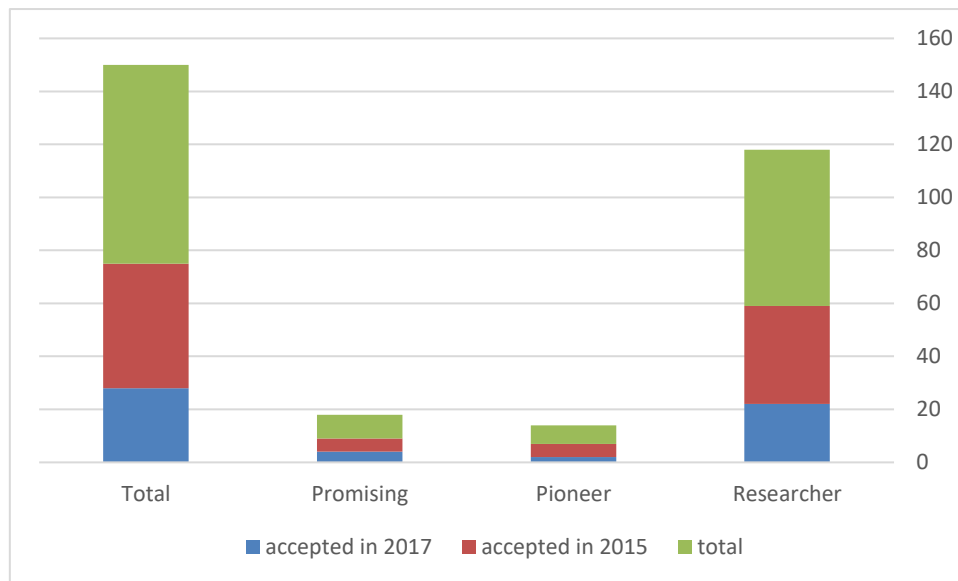


Figure 19 Summary of projects supported by the Deanship of Academic Research

Annexes G.10.69 and G.10.70 provide detailed statistics on the number of funded projects and their proportion to the programs and faculties in the 1436/1437 AH and 1438/1439 AH academic years.

In terms of external support, the Science and Technology Unit is considered the intermediary between King Abdul Aziz City for Science, Technology and Innovation and the researchers in the basic programs including faculty members and postgraduate students, However, with the



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decline in the financial support during the last three years, Annex G.10.75 can describe the turnout of research projects on the National Plan for Technology, the number of scientific papers published and the number of patents.

In the private sector, the attached documents (G.10.71 and G.10.72) show the statistics and figures of the activities of Wadi Makkah Company during the past five years with the most important current programs of the company.

The University also identified its research areas and priorities based on research strengths and benchmarks and were as shown in Annex G.10.76.

Overall Evaluation of the Quality of Standard 10

The structure of the research outlets is diverse and includes various fields of academic, entrepreneurial, Hajj, Umrah or consulting areas. Despite this diversity, the budget allocated to scientific research is almost disproportionate to the planned research activities of the strategic plans of entities. Also, the support available is of different levels and disproportionate, which led to the lack of implementation of some of the development initiatives in the field of scientific research. Nonetheless, the dissemination of awareness of the culture of the importance of scientific research and upgrading the selection of prestigious vessels for publication has caused a positive impact on the research existence of Umm Al-Qura University in the search engines. Umm Al-Qura University seeks to be among the five universally recognized universities in Saudi Arabia. The University has successfully concluded several agreements and research partnerships with entities in the governmental and private sector and with non-profit organizations. Investment in scientific research is also one of the aspects that distinguish Umm Al-Qura University, where its programs aim to increase the impact of scientific research in industry, society and the local environment, increase participation in the knowledge economy and maximize local content.

Strengths

- Working to increase internal and external support for scientific research and keenness on upgrading it and its outputs.
- The diversity of research fields and the presence of qualified human resources to provide research consultancy.
- Paying attention to the direction to achieve the vision of 2030 in scientific research, including paying attention to volunteering and the preparation of volunteers.
- Automating the system of management of research grants and management of courses in the field of scientific research and a database of researchers and volunteers in scientific research.
- Opening the means for electronic applications to qualify students and researchers in the field of business incubators and accelerators.



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- The existence of research agreements and partnerships with government, private and non-profit sectors.

Priorities for improvement

- Develop the mechanism of spending on scientific research in terms of researchers and peer reviewers and equipment to achieve the highest return of expenses.
- Encourage researchers through the activation of research awards for different categories of the academic community.
- Improve the infrastructure of scientific research by increasing the efficiency of research equipment in both sections of male and female students and provide central laboratories.
- Allocate a budget commensurate with the research activities according to different research institutions.
- Activate committees of scientific research ethics at the institutional and program level.
- The research priorities and research strengths in the university should be determined in different academic disciplines based on their impact on the economy, society and the advancement of science.
- Automate the management system of scientific journals to ensure the quality of performance and facilitate access to indicators, in preparation for inclusion in global search engines such as ISI & Scopus.
- Restructure the research centers and pay attention to achieve the role of the research centers at the level of the counterpart centers regionally and globally, and to focus their work on outputs rather than specialties.

Implementation Priorities

- Increasing the support for scientific research and motivating researchers.
- Continuing to establish the central research facilities.
- Updating the research policies and by-laws.



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Standard 11: Relationships with the Community

(Overall rating: "★★★★" Stars)

Introduction

Umm Al-Qura University has a number of roles to serve the community due to its strategic location. This strategic role has been reflected in its developed mission, which clearly defines the service of the community as one of the strategic areas. Community service activities vary, and include activities undertaken by the University and other activities undertaken by the faculties.

Description of the procedures adopted to explore information and prepare the report on this standard

The eleventh standard committee was formed, with the Dean of the College of Community Service and Continuous Education as its chair and a selection of UQU leaders, faculty, and staff as members (Annex (G.11.0)). The committee held many meetings and designed a work plan for the standard. Responsibilities were distributed in a way which ensures that the tasks are completed effectively and as quickly as possible. The committee collected the available evidence and asked some units to provide the committee with the evidence required. The committee then evaluated the best practices in light of the available evidence and the measurements of the performance indicators, and then they also wrote a draft of the Self Study Report. The report was reviewed by the team of the Deanship of Academic Development and Quality, and the committee later modified the report according to the team's comments. Finally, the report was submitted to the final phrasing team to revise it for consistency to prepare a unified UQU Self Study Report.

The following is a report on the sub-standards of this standard.

11.1 Institutional Policies on Community Relationships

Community service is one of the pillars of Umm Al-Qura University's work, based on the University's strategic plans 1431 – 1435 AH (Annex (G.11.1)), the Strategic Plan 1436 -1438 AH (Annex (G.11.2)), and finally the strategic plan of the university for the 1439-1441 AH academic year (Annex (G.11.3)), where the vision of Umm Al-Qura University states and stresses "excellence locally and regionally in education, scientific research, community service and entrepreneurship". It is stated that community service is considered one of the main areas of the strategic role of the university. The mission of the university is "To provide excellent scientific education and research that serves the community, Hajj and Umrah and contributes to development of the knowledge economy in accordance with Vision 2030." In addition, social



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responsibility as the third aspect is highlighted in the document of the plan with a clear strategic objective which is to "participate actively in voluntary work, community responsibility and service of the Hajj and Umrah pilgrims", which represents a clear commitment of the university to its role and mission in community service in all its sectors as well as the development of the main activity in the community of Makkah Al-Mukarramah, which manifests in the care for the guests of Allah and offering of Hajj and Umrah and visitation services.

The university administration seeks to achieve its mission and strategic direction in serving the community through several central decisions as well as at the level of its branches, colleges, institutes and supporting deanships, in form of signing various cooperation agreements with different sectors of the society. This aims to support the integration with various governmental, civil, voluntary and charitable agencies to contribute to the comprehensive development of the society through continuous communication with all the sectors of the society and implementation of applied research and joint projects for the development of these sectors in their various fields. Annex (G.11.4) shows a sample of the cooperation agreements. Because of the importance of community service, a proposal has been made to establish a Vice Rectorship for Community Service (G.11.48).

The University is also keen to involve different sectors of the society in the development of its various programs and activities to meet the aspirations, interests and needs of these sectors. This is done through the participation of these sectors in advisory committees for all the university bodies, especially the applied ones, such as the advisory committee of the Department of Clinical Nutrition at the Faculty of Applied Medical Sciences (<https://uqu.edu.sa/en/App/News/10081>) and the advisory committee of the Department of Mechanical Engineering, Faculty of Engineering (<https://uqu.edu.sa/en/App/News/26168>) and many more similar committees at the level of academic departments, colleges and institutes. Annex (G.11.5) shows a sample of the advisory committees at faculties and academic departments.

Umm Al-Qura University has various community activities. For instance, Annex (G.11.6) shows the University's participation in the committee on spreading awareness of the harms of smoking in the Governorate of Makkah Al-Mukarramah. Annex (G.11.7) shows the participation of the delegation of Umm Al-Qura University in the strategic planning workshop of Makkah Al-Mukarramah Region.

The University periodically prepares annual reports that include community service events and activities at all levels and across all branches. Annex (G.11.8) shows the annual reports on community service at the university, each of which contains a number of activities, such as signing cooperation agreements with sectors of the community, the research that has been implemented to serve those sectors, the services of the guests of Allah, training programs, continuing education programs and other community service activities.



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Annex (G.11.9) also provides some reports on the activities of the faculties and academic programs of the University.

The University is keen that performance evaluation standards, particularly for the purpose of promoting faculty members, include evaluating their research and the activities they offer to serve the community. Article 27 of the regulations governing the affairs of the employees of Saudi universities clearly states this, and so do the bylaws of faculty members at Umm Al-Qura University (Annex (G.11.10)). Furthermore, Annex (G.11.11) contains three samples of promotion transactions for faculty members at the university, Annex (G.11.12) contains the promotion forms for faculty members at the university and Annex (G.11.13) contains the evaluation of faculty members, including community service.

In this context, the following indicator was measured:

Table 119 Additional Performance Indicator (S11-s1)

API: Number of Offices of expertise Institutional API Reference Number: S11-s1			
Actual Benchmark	Target Benchmark	Internal Benchmark	New Target Benchmark
190	Increasing	162	Increasing

The university's website (www.uqu.edu.sa/en) conveys the most important news of the university for its beneficiaries, including the beneficiaries of the training courses offered for the different segments of the society, and those interested in cooperation activities between the university and the various official bodies in the society. Examples of such news are shown in Annexes (G.11.14) and (G.11.15). Annex (G.11.16) also shows a variety of news stories of honoring participants in community service activities at the University.

11.2 Interactions with the Community

The University is keen to consolidate cooperation and exchange experiences with different sectors of the society. Therefore, we see that the University employees are officially involved in various local projects and scientific, academic and training activities that are conducted by governmental, voluntary and non-governmental organizations. These bodies are also invited according to their specialties and relations to participate in the activities and advisory committees, activities and programs, which enhances the link of the activities of the University to the sectors of the society and the mutual support between them. The University encourages its faculty members and administrative staff to participate in the forums that discuss issues relating to the Makkan community, including the Makkan Cultural Forum with the slogan "How to be a role model". The various departments of the university activated this slogan with activities on all levels as shown in Annex (G.11.17) which contain a large number of activities



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related to this forum, including the “University model” competition and the educational symposium held by the University College in Al-Qunfudhah entitled “How to be a role model”. There are yet some other distinguished contributions of faculty members of the university in those forums, including the Makkah Cultural Forum. Annex (G.11.18) illustrates some of the contributions of the university faculty members in community service activities. Annex (G.11.19) shows some activities by Wadi Makkah. Annex (G.11.20) also illustrates the Saudi Forum for start-up Companies 2017. Moreover, Annex (G.11.21) shows news about the Rector of Umm Al-Qura University sponsoring the closing ceremony of the student program, which include some community service activities.

The services of the university are reflected in its support of the community in all its sectors and activities, especially its most important activity of serving the guests of Allah, which depicts the keenness of the university, its colleges and institutes and departments to employ the expertise of its staff in meeting the needs of the community. These includes the participation of the Faculty of Engineering in the expansion project of the Tawaf (circumambulation) area of the Holy Mosque in Makkah, the partnerships and activities of the Faculty of Sharia, the training courses offered by the College of Community Service and Continuing Education for individuals and for Islamic organizations and security agencies in Makkah, the activities and programs of the Arabic Language Institute for non-native speakers, and the partnerships of the departments of the Faculty of Arabic Language with the General Directorate of Education in Makkah. There are also the free medical convoys organized by the Faculty of Medicine to care for pilgrims during the Hajj season and various field services and events conducted by the Faculty of Nursing. The Institute of the Custodian of the Two Holy Mosques for Hajj and Umrah Research also offers different services and research activities. Annex (G.11.22) shows examples of the research and consultations of the Institute contributing to the development of the Holy Mosque at Makkah. Annex (G.11.23) also illustrates the achievements and activities of the Institute of the Custodian of the Two Holy Mosques during 1437. The University's website and social networking sites are also full of news of the launching of projects that offer consultations, research and support for individuals and sectors of the society, as shown in Annex (G.11.45). Annex (G.11.19) also shows some of the reports of the activities of different colleges and departments.

Table 120 Key Performance Indicator (S11.1)

KPI: Proportion of full-time teaching and other staff actively engaged in community service activities					
NCAA KPI Reference Number: S11.1					
Institutional KPI Reference Number: S11.1					
Actual Benchmark	Target Benchmark	Internal Benchmark	External Benchmark		New Target Benchmark
7.66%	7.50%	7.02%	Qassim University	34.00%	8.00%



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			King Abdul Aziz University	3.70%	
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Umm Al-Qura University, represented by the College of Community Service and Continuing Education, provides a range of training programs and courses that meet the needs of the members of the community, including the courses offered to all security agencies in Makkah Al-Mukarramah, such as the Management of the Security of Establishments, the Security Force of the Holy Mosque, the Emergency Security Force, Hajj and Umrah security forces and others. Training courses are also offered for the Islamic bodies such as the Muslim World League and local and social organizations such as the Khairat Waqf in Makkah Al-Mukarramah and the Committee for Social Development. Annex (G.11.24) contains the reports of the training department of the Faculty of Community Service and Continuing Education for the past five years. The faculty is also active in providing diploma programs such as the Diploma in Human Resource Management. It also offers continuing education opportunities such as the preparatory year program and the evening qualification year program. Annex (G.11.25) shows reports of the Faculty of Community Service and Continuing Education. A large group of university faculties also offer courses and diploma programs such as the Community College and the Institute for the Promotion of Virtue and the Prevention of Vice. Examples are provided in Annex (G.11.46).

In this context, the following indicator was measured:

Table 121 Key Performance Indicator (S11.2)

KPI: Number of community education programs provided as a proportion of the number of departments					
NCAAA KPI Reference Number: S11.2					
Institutional KPI Reference Number: S11.2					
Actual Benchmark	Target Benchmark	Internal Benchmark	External Benchmark		New Target Benchmark
1.54	1.50	2.57	Qassim University	0.74	2.00
			King Abdul Aziz University	0.69	

There are also some agreements with field training providers and places of practical application of student projects. Annex (G.11.27) illustrates some training agreements, including a memorandum of understanding, reports of achievements, recommendations of advisory committees, field training activities in various faculties such as the Faculty of Social Sciences and the Faculty of Education as well as the faculties of pharmacy and nursing. The University, represented by relevant bodies such as the Faculty of Social Sciences and the Faculty of Education, is keen on partnership and continuous communication with the Directorate of Education and schools in the Makkah community, with the aim of co-training of university



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students in those schools and offering assistance to those schools and public education bodies in general. Annex (G.11.31) includes the report of the Faculty of Education on the practical training of school students. Annexes (G.11.32) and (G.11.33) include some news about the partnership with the Directorate of Education in Makkah and receiving some school students. Annex (G.11.34) includes a letter to the Faculty of Social Sciences on practical training for school students.

The university, represented by the alumni unit under the supervision of the Deanship of Academic Development and Quality and the offices of graduates affiliated to it in the faculties and institutes of the university, have relations with all local professional sectors as potential recruitment agencies for the university graduates. Annex (G.11.26) illustrates the decision to establish an alumni unit. Annex (G.11.52) includes a circulation sent by the Rector specifying that all alumni-related activities have to be co-ordinated with the alumni unit. Annex (G.11.53) includes the roles and structures of the unit. Annex (G.11.54) includes some alumni activities and initiatives arranged by different colleges.

The University website contains pages for graduates of colleges and news of related practical training activities, as shown in Annex (G.11.47). Annex (G.11.28) shows some events and activities related to the alumni unit in some faculties of the university.

The university, represented by the alumni unit, is also keen to maintain constant contact with its graduates, employers and survey their views periodically on the development of the educational process. Annex (G.11.29) shows the survey statistics of graduates and employers. There is currently a large number of alumni offices in the faculties and institutes of the university, especially the applied and educational colleges. These offices produce periodic reports on their activities and recommendations. In addition, the University website contains pages for graduates of faculties and news of related activities to the practice, including the news about the First Forum of Alumni of the Faculty of Applied Medical Sciences (<https://uqu.edu.sa/en/App/News/28791>), the webpage of the Alumni Unit of the Faculty of Education (<https://uqu.edu.sa/en/coledumk/53102>), webpage of the Alumni Follow up Unit of the Faculty of Business Administration (<https://uqu.edu.sa/en/cob/19347>). In this context, Annex (G.11.30) illustrates the first career day of the Faculty of Pharmacy.

Employers are a major and important part of the formation of advisory committees in all academic departments, faculties and institutes of the university. This ensures that the outputs of the university programs are linked to the aspirations of stakeholders and employers and practical needs of the job market. A large number of such advisory committees was formed with the involvement of professionals, such as the Advisory Committee of the Department of Clinical Nutrition at the Faculty of Applied Medical Sciences (<https://uqu.edu.sa/en/App/News/10081>) and the Advisory Committee of the Department of Mechanical Engineering of the Faculty of Engineering



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(<https://uqu.edu.sa/en/App/News/26168>) and many similar committees at the level of academic departments, colleges and institutes. This is in accordance with the 57th recommendation of the NCAAA external reviewers in the developmental review.

Due to the outstanding reputation of the university in the field of community service and its presence in the most immaculate place on earth, many scholarship grantors are keen to provide financial support to a large number of scientific chairs for research and publications. Annex (G.11.35) shows the list of research chairs in the Deanship of Academic Research and the achievements of each chair, and some of the various publications of the research output of some of these chairs, such as the Chair of King Abdullah for the Holy Quran, the Quranic Guidance Chair, the Chair of Zaidi and others. The university website also contains a list of the scientific chairs at the Deanship of Academic Research (<https://uqu.edu.sa/en/dsr/265>). Appendix G.11.36 shows some news of the research chairs.

The university leaders are keen to activate the forum of researchers as shown in annex (G.11.37) which contains the news of the Acting Rector of the University opening the Forum of Researchers. Annex (G.11.38) also describes the activities of the Deanship of Academic Research.

The University is currently working on the establishment of a central database to monitor and document the community service activities of the departments of the university in cooperation with the Deanship of Information Technology and relevant authorities, as illustrated by Annex (G.11.39). And for documentation of these activities, the University currently publishes a set of college reports in addition to the annual report of the university and which contains a part about the community service activities. The university annual report is a synthesized and comprehensive report of the most prominent of these activities, and it is printed and distributed (G.11.8).

11.3 Institutional Reputation

The Department of Public Relations and Media at Umm Al-Qura University plays an important role in building a positive image of the University before the community, as evidenced by its mission, objectives and policies in Annex (G.11.40). Its roles also include working as a link between the university and different sectors of the society, in order to achieve communication on the part of the university and also to identify the community's view on the university's programs and services make recommendations to improve that view. It also communicates with writers and journalists and paper and audiovisual media and provide them with the necessary information and news about activities of the university, its events and media information. In addition, it is the official body to speak on behalf of the University in general cases, with specific directives from the authority holder regarding the matter he or she is going to speak



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about, whether the he was the university Rector or the official spokesman, a university vice rector, the deans of its faculties or whoever the university authorizes to speak on its behalf.

To this end, the University administration has identified its media policy by defining the functions, powers, responsibilities and objectives of this important management which is focused on following up the reputation of the university and being keen to develop it and inform the community of its activities to serve its various sectors.

There are specific policies for approving news and managing the accounts of social networking sites of the university. The department is also responsible for issuing news on the University website, approving the news submitted to the department for publication on the site, and issuing statements about the activities of the senior management of the University. College deans can also talk about their college activities in the various media within the limits of their powers. Examples include the interview with the Vice Dean of the Faculty of Medicine to talk about the curriculum of the Faculty of Medicine in Hajj and Umrah for male and female students, as shown in Annex (G.11.43) (https://twitter.com/uqu_edu/status/1031916817692995590?s=12).

There are also specific rules and regulations on the powers to speak on behalf of the University on community issues, which are restricted to the official spokesman of the university or whoever is authorized by the university among its employees by prior decision of the authority holder. Annex (G.11.41) includes the decision to appoint the official spokesman of the university and determine his functions, powers and responsibilities in coordination with the Department of Public Relations and Information. There is immediate, objective and transparent handling of issues that may be raised about the University in the public debate by the university official spokesman, and a report on some of the cases is provided in Annex (G.11.42).

The Department of Public Relations and Information at the University represents the official media office responsible for coordinating communication with the media. It is considered the authoritative source vested with the powers to announce the activities of the university to the community.

Recent developments in this area which aim to improve the image of the university include the establishment of the media center ((G.11.49) and (G.11.50)), and the circulation sent by the Rector about the guidelines of making statements to the media (G.11.51).

The University administration, including by the Deanship of Academic Development and Quality, has designed a set of questionnaires and evaluation forms for various activities to identify the views and satisfaction levels of individuals and sectors of the society about the quality of these activities.

General comment on the quality of this standard





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Community service is the most distinguished role for Umm Al-Qura University, and it might even exceed its academic and research roles. This great role is evident in the variety of bodies offering the serviced and the variety of programs and services offered. There are partnerships, consultation and research services, training, continuous education opportunities, support for different sectors as well as services for the pilgrims. All of these show the commitment of the university for the service of this sacred community and its visitors.

Strengths

1. There are multiple areas of community service carried out by Umm Al-Qura University.
2. Most areas of community service are related to the nature of Makkah Al-Mukarramah community and the sanctity its represents.
3. Various courses and programs that serve the interests and needs of the community members are offered.
4. The university's website is constantly updated to show the achievements of the university employees and their community participation.

Recommendations for Improvement

1. There should be a university rectorship for community service that represents a unified umbrella for all community service activities.
2. Development of graduates services in a comprehensive manner after the decision to establish an alumni unit at the university.
3. Establishing an electronic monitoring system for community service activities and events in all sectors of the university.
4. Paying attention to identifying the opinions of the community members, especially the beneficiaries of the services of the university.

Implementation priorities

1. Creating a database to monitor and document the achievements of the university in the area of community service.
2. Establishing an administrative reference authority to coordinate and guide community service activities at the university.
3. Issuing an annual report on community service achievements at the university.
4. Preparing an executive regulation to frame the role of the media center in the university.



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H. Independent Evaluations

1. Procedures adopted for the independent analysis of the self-study

UQU, through the Deanship of Academic Development and Quality, has taken the necessary arrangements to obtain an independent analysis for the Institutional Self Study Report. The following summarizes these arrangements.

1. Specifying the criteria of choosing the independent evaluator:
 - Knowledge of the NCAAA standards
 - Considerable experience in quality and academic accreditation
 - Previous experience as an independent evaluator for institutions.
 - Choosing evaluators from within and outside the Kingdom
2. Contacting the candidates and obtaining their agreement to be independent reviewers for the university.
 - Two independent reviewers who fit the stated criteria were selected, one from within the Kingdom of Saudi Arabia and another from Egypt.
3. Preparing a suggested form to be used by the independent reviewers in addition to the relevant parts in the SESR report.
4. Sending the Institutional Self Study Report and the Institutional Self Evaluation Scales Report and the annexes to the independent reviewer.
5. Receiving the internal reviewer's report, studying the observations and recommendations, and planning to implement the accepted recommendations.

2. List of recommendations and other matters raised by independent evaluator(s)

The reports of the two independent reviewers were generally positive, emphasizing that UQU has achieved considerable progress in all the NCAAA standards since the developmental review. Quality procedures and mechanisms have been established and applied at all levels, and there was considerable support for these efforts from the university management and quality officials. UQU has succeeded in establishing and implementing performance indicators and questionnaires and reports to monitor and evaluate all the standards. Generally, the evaluation results showed good performance levels, since the evaluation of the independent reviewers was not less than 3 stars for all the standards, which is an acceptable and satisfactory level for the NCAAA.

The reports of the independent reviewers include the following notes and recommendations:



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- a. The self-evaluation rates under most of the standards and sub-standards are some level overestimated. Giving four or five stars means the practice/standard is followed across university and all the time, direct evidence or independent assessment of the effectiveness and high level of quality of the activity is obtained, plans for improvement are implemented, and progress is regularly monitored and reported on.
- b. Evaluation on SESI standards and sub-standards should be by stars, and no need for numbers (no fractions should be used).
- c. Although there is a new strategic plan and a new mission for UQU, the mission should be revised in order to make sure it reflects the university's uniqueness.
- d. UQU should highlight the achievements of each strategic objective as well as the operational plans and highlight evidence of the monitoring and follow-up system.
- e. UQU should establish a comprehensive internal quality assurance system with policies, quality structure, procedures, operations, templates, tools, functions, terms of reference and responsibilities at the university, colleges, units, departments, and programs' levels; and publish its manual.
- f. A stronger evidence should be provided that data management and analysis system provide performance indicators, reports, and comparisons yearly and periodically, at all levels to support, monitor and evaluate quality; in addition, evidence for closing the loops needs should be provided across NCAAA standards.
- g. Evidence should be in English for major documents, others could be included with summary of content.
- h. More information should be provided regarding samples representation, and surveys as well as KPIs results should be provided according to overall university, as well as across gender, branches, and colleges.
- i. A systematic and electronic system should be used to monitor and report achievement of strategic objectives on different stages, with KPIS and dashboards at all levels, and an office should be established for management and support. Detailed reports should be provided that support action plans implementations across university levels and locations. In addition, UQU should establish policies and procedures to link decisions, budget and projects with its mission.
- j. A more comprehensive set of policies should be established covering all administrative and academic activities, and a comprehensive risk management plans with implementation mechanisms should be considered.
- k. The effectiveness of councils and committees should be evaluated, and improvement plans considered using feedback from all sections.
- l. More female leaders need to be higher as deans and heads, and more representation in higher councils and major committees.
- m. Complete quality management policies and manuals should be established for academic and administrative functions and units. More evidence should be provided for



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continuous monitoring of the quality across all NCAAA standards using quality cycle, ensuring closing the loops, and responding to results from evaluators, surveys and KPIs regarding different functions, units and sections.

- n. Program and course specifications and reports need to be reviewed to make sure all of them use recent NCAAA templates, adequately filled, do not differ across campuses, approved, with correct statistics, learning outcomes are appropriately stated -based on NQF with no mixing among domains and no fragmentation, and to make sure they are appropriately assessed. ILOs assessment plans and reports at university and programs should be provided, and evidence regarding their measurement and level of achievement of them needs to be provided, with clear mechanisms to verify student achievement and benchmarking. More evidence should be provided for actions taken in response to annual program and course evaluation and reports and KPIs' results.
- o. There should be publicised and fair system of integrity and grievance for students, and more awareness sessions for students regarding plagiarism and cheating should be conducted, with evaluation of effectiveness of system and procedures.
- p. UQU should gather information on the library and learning resources and staff adequacy for teaching and learning needs across different campuses in the institution, and make sure there is a continuous monitoring system of their quality and adequacy, with improvement plans. Mechanisms and agreements with other libraries to borrow, and coordination between female and male sections to provide needed educational resources are required.
- q. UQU should speed up completing the new campuses. Budgets for security, safety and maintenance should be increased to cover required needs. UQU should have policies and plans for needs assessment for equipment provision to ensure their suitability and adequacy; and a review should be conducted on adequacy of student social and sports activities locations as well as residence services across campuses.
- r. UQU should review its financial management policies and procedures to ensure involving different branches and colleges in the planning of the university budget, and allocating appropriate independent budgets for them, and ensure consistency in operations across campuses. UQU should link its budget to its mission and strategic objectives, and to develop realistic financial risk management plan and metrics. It also should diversify and increase its self-financial resources and prepare for privatization of education (Vision 2030).
- s. UQU needs to increase faculty and staff awareness of complaint and grievance procedures, and improve its procedures. More training opportunities for faculty and staff should be provided, particularly new ones. The research budget should be adequate to support the research planned activities. Joint research with other faculty and students should be encouraged. Percentage of faculty publishing research, research facilities



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- and equipment and total annual operating budget for scientific research needs to be improved.
- t. UQU should have policies, strategy, central database, and reports that covers all community activities, services, engagements and reputation; and evaluate its community services periodically with appropriate improvement plans. In addition, percentage of faculty, staff and students providing community service activities need to be improved.
 - u. UQU should perform external benchmarking for the additional KPIs, and not just the internal self-comparison.
 - v. More additional performance indicators should be added, measured, and analyzed, especially relating to student extracurricular activities, accommodation, transportation, the satisfaction level about the processes of resolving disputes and complaints, accountability and discipline procedures, and the satisfaction of the local community about the performance of the Public Relations and Media Department in building a positive image of the university.

3. The response report on recommendations and other matters raised by independent evaluator(s)

- a. As for the overestimation of the evaluation of some standards and substandards, the university states that all standards and practices are periodically evaluated at the institutional level, as the current self study is the third one UQU has done; there were two previous studies (1428 and 1433 AH), and there was a developmental review by NCAAA, which was considered by UQU as an independent review. The university prepared action plans for the recommendations in that report, and there were follow up reports for those plans. Therefore, the quality cycle has been completed for all the standards. The impression of the independent reviewers that there was overestimation could be because of weaknesses in documenting certain practices. UQU is currently working on developing a better documentation system for all its processes.
- b. As for using digits as well as stars for the evaluation of main and substandards, the digits were used in the SESR because the report was not prepared only for accreditation purposes, but they are also a guide for the university's development and priorities. Since the numerical range of the stars is quite large particularly when calculating averages, the digits show how close or far the university is from achieving the next level.
- c. As for the new UQU mission not showing its uniqueness, it is important to say that the mission statement was revised in collaboration with the internal and external stakeholders, as shown in Annex G.1.18 in the first standard. It is clear in the explanation of the mission statement in the strategic plan that its services target the community in general and the pilgrims and umrah performers in particular, which is the



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- most distinctive feature depending on the location of the university in Makkah. This is also shown in Annex G.1.7 in the first standard.
- d. As for showing the range of achievement of the university's strategic goals and preparing execution plans for them, there is actually an execution plan for the university including the initiatives and programs to be implemented. There are also implementation plans at the level of the different units. It is worth mentioning that the time-span of the latest strategic plan is from 1439 to 1441 and that the achievement reports are annually prepared. Therefore, UQU is currently working on preparing the first follow up report by the end of this year. Moreover, there are several achievements mentioned in the profile in the SSR which are linked to the university's strategic goals.
 - e. As for the quality system, a quality manual has been prepared, which includes the structures and procedures. The forms are available on the website of Deanship of Academic Development and Quality <https://UQU.edu.sa/en/quality>. For the management of data and performance indicators, the data was collected by the Deanship of Academic Development and Quality using different methods, including the databases of the Deanship of Information Technology, survey results, information from faculties, and preparing excel sheets and classifying and analyzing them. A unified electronic system for performance indicators is currently being built, and it will be linked to all the databases and survey results in order to simplify the extraction of performance indicator reports at the different levels.
 - f. As for the requirement for all the key documents to be in English and to provide English summaries for the other documents, it is relevant to mention here that UQU is a public, governmental university. According to royal decrees, all official correspondence is done in the national language, which is Arabic. Furthermore, the majority of the university community have Arabic as their first language. Nevertheless, some major documents were translated into English, such as the strategic and implementation plan and some English summaries were prepared for some of the evidence provided, and it is difficult to translate all the documents into English. The policies and procedure manuals are currently being revised, and they will be translated into English after being finalized and approved.
 - g. As for providing the survey and performance indicator results for the university as a whole and for each of the male and female sections and for each of the colleges and branches, these options are available in the electronic survey system. There are different privileges for each level to access the results of the different sections and colleges and branches. There is a file explaining the questionnaire system in folder 12 of the accreditation requirements folders.
 - h. As for using an electronic system to monitor the achievements of the strategic plan and preparing reports at different stages using dashboards and performance indicators at all levels, it is worth noting that UQU is currently working on an electronic system for



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performance indicators. Moreover, the office of initiative management and vision achievement has been established, and it is responsible for following up the strategic plan and the different initiatives and goals (<https://uqu.edu.sa/eng/vro>).

- i. As for developing a more comprehensive set of policies covering all administrative and academic activities as well as a comprehensive risk management plan, it is worth noting that there are currently many policies and they are currently being revised and they will be collected in one policy manual, which is a second standard improvement plan. There is a risk management plan in folder number 4 of the accreditation requirements folders (strategic planning).
- j. As for evaluating the effectiveness of the different committees and councils and designing improvement plans using the feedback from all units, there is currently an evaluation for the performance of the university council done by faculty and staff members among the other electronic questionnaires. There is also evaluation of the leaders, particularly department chairs and college deans. Recently, questionnaires have been designed in order to evaluate the university Rector and Vice-Rectors, and it will be implemented in the second semester of the academic year 1439/1440 AH. These leaders are also the chairs of the main university-level committees.
- k. As for appointing more female deans and department chairs and increasing the female representation in various committees, it is worth noting that a female Vice-Rector for female student affairs has been appointed, and there is also a female Dean for Female Studies. The female section is actually represented in the departmental and college councils and in various committees. UQU is currently considering increasing the number of female leaders in the near future.
- l. One of the points raised by the reviewers is the need to prepare full policies and manuals for the different academic and administrative units and provide more evidence for the continuous monitoring of all the NCAAA standards using the quality cycle and making sure of closing the loops and responding to the review, survey, and performance indicators reports at all units and departments. In response, UQU would like to point out that there is a quality manual and that the quality cycle is closed since the recommendations of the developmental review team were implemented at the institutional level for all standards. Programs are established and updated and developed through clear procedures shown in the relevant manuals, and there is more evidence about that in the fourth standard report.
- m. The program and course specifications and reports are actually checked to make sure that they use the latest NCAAA forms and that they are properly filled since these forms are among the requirements of approving new programs and the unified requirements all colleges should provide. The contents of the programs, including its learning outcomes, are evaluated by specialists and the learning outcomes are measured through the related sections in the annual program report. It is worth mentioning that the latest



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update in the NCAA forms and the change of the learning domains to be three in stead of five is a requirement of the Saudi Arabian Qualifications Framework (SAQF), and it guarantees that all program specifications will have to be revised accordingly. Furthermore, all programs are required to register in SAQF and all specifications will be revised within the requirements of the registration, particularly the learning outcomes.

- n. There is a publicized and fair system for integrity and grievance, and it is documented in the Students' Rights Manual available at the university website (<https://uqu.edu.sa/studaff/App/FILES/11155>). There are also sessions offered to students to enlighten them about plagiarism and cheating both in the freshmen orientation programs and also in the research competitions, where each student has a supervisor to guide and direct him/her.
- o. The Deanship of Library Affairs does annually collect data about the learning resources needed by the colleges and the academic departments and it provides them as much as possible. There is also a huge amount of paper and digital content in the main library and also in the college-specific libraries. The Deanship also makes available many databases through university subscriptions, and there is access to the Saudi Digital Library. The library and learning resources services are evaluated through beneficiary questionnaires, and there is an execution plan for the Deanship documented in the standard 6 evidence.
- p. UQU is working on increasing the budget allocated from the Ministry of Finance in order to finish the incomplete campuses and the University Hospital and to provide the needs of the various units. There are also project management plans at UQU to finish the incomplete facilities.
- q. The financial policies and procedures are currently being updated. A form is sent to the various units in order to involve them (including branches and colleges) in the university financial planning. Although there are no budgets allocated to each unit in order to plan its activities accordingly, the amounts are linked according to the needs submitted to the university. There is also an electronic program for the cost centers which specified the known needs of each unit. The university is working on developing an implementation plan and realistic measures for financial risk management in light of the general risk management plan included in folder 4 of the requirements folders. The university will also establish an internal unit for risk management, and related studies and proposals are being prepared in order to present to the decision makers. There is also a standing committee for investment management, and it is working on diversifying and increasing the self-funding revenues in order to prepare for the privatization of education according to Vision 2030.
- r. UQU is working on raising faculty and staff awareness about the complaints and grievance procedures by publishing the relevant policies and manuals on the website of



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the Deanship of Faculty and Staff Affairs. It also provides various training opportunities through different units including the Deanship of Academic Development and Quality, the Deanship of E-Learning, the Deanship of Scientific Research, and the Deanship of Library Affairs. The percentages of participation in these courses are found in the Annexes of Standard 9 and in the KPI s9.2.

- s. There are currently applications sent to the higher management in order to make the budget allocated to scientific research enough to support the planned research activities. The University Vice-Rectorship for Postgraduate Studies and Scientific Research, through the Deanship of Scientific Research, supports joint research among faculty members and students and it holds an annual forum for that. UQU is also working on increasing the publication rate through different research harangue programs, such as “Bahith”, “Raied” and “Waadah”, and through participating in the initiatives which improve the research facilities. This is shown in the Standard 10 Annexes and in the website of the Deanship of Scientific Research and the reports published on it (<https://uqu.edu.sa/en/dsr>).
- t. UQU, through its various units, offers many services to the internal university community and the external wider community. The community service activities are robust and quite varied. The university is currently working on building an electronic system for a central database for community service activities within a holistic comprehensive system specifying the policies and strategies and provides reports on all community activities and relations as well as the university reputation. A system will also be developed for periodically evaluating the services provided to the community and for designing appropriate improvement plans.
- u. The internal and external benchmarking was done for the Key Performance Indicators because they are shared among the Saudi universities, since they were established by the NCAAA and all the universities are obligated to adopt at least 70% of them. This ensures the availability of data relating to the same performance indicators in order to carry out external benchmarking. Only internal benchmarking was done for the additional performance indicators because they were stipulated by the university in order to measure its own change in performance in the related areas. It is difficult to find the same indicators for other universities, since each university stipulates its own additional performance indicators based on its priorities and the areas important for it.
- v. As for adding additional performance indicators other than the ones used in the self study report, it is worth noting that UQU committed to the performance indicators it prescribed, and which were approved by the university council. The list of performance indicators is periodically updated over specified periods of time, and the independent reviewer’s suggestion will be taken into consideration when the list is updated, which is normally after each self study and external review process. Furthermore, UQU will move to the NCAAA updated standards next year, which will involve changes in forms



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and performance indicators, which guarantees that the list of indicators will be updated soon.





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I. Results/ Conclusions

1. The activities of the university which showed a remarkable success

1. The university has made great progress in automation processes. Some of the automated systems include electronic surveys, admission and registration systems, the electronic system (MASAR), and the electronic leave system. The university website also offers many services for faculty and staff members, including electronic CVs and electronic identification certificates. King Abdullah Library uses the Sierra system and offers a number of services on its website.
2. The university emphasizes quality in its programs. The Deanship of Academic Development and Quality has prepared a list of requirements from all the programs and it follows up their fulfilment quite closely. A team of qualified faculty members does internal review field visits and writes detailed reports which are later submitted to the University Rector.
3. Thirty-six programs have been accredited by international accreditation bodies (ABET, AHPGS, COE, ASIIN, ALEE).
4. Study plans have been unified among the similar departments on the different campuses and branches in order to unify the learning outcomes. This has been done through a systematic unified plan.
5. The diversity and high quality of the services and activities offered to students by the Deanship of Student Affairs and the different colleges and departments, enriching their university life and contributing to building their personalities.
6. The diversity of the opportunities of professional development available for faculty and staff members. Different bodies offer training on campus, and there are also some available external training opportunities.
7. The diversity of the community service activities at the university, facilities, and individual levels. Students also effectively participate in the service of pilgrims and Umrah performers.
8. The university strongly supports invention, innovation and knowledge economy. This is clearly seen in Wadi Makkah and its events and programs, particularly supporting start-cup companies and patents.
9. The university has won a good number of the initiatives of Vision 2030 and the National Transformation Program.



2. The activities of the university that scored below satisfactory level

1. The graduates' unit is not fully operational yet. However, plans are now being made to develop the unit and make it more effective in order to benefit the university and its graduates.
2. There is documentation for community service in the different units at the university. However, there is yet no complete database for community service at the level of the university. The College of Community Service and Continuous Education is currently building the database and finalizing it.
3. The budget allocated to research is relatively low. Requests have been made to increase the budget in order to keep pace with the research activities of faculty members and to help achieve the 2030 vision.
4. There are different policies and procedures manual for the different units, but there is currently no manual with a unified structure. However, in order to make the different manuals readily available, a policies and procedures page has been set up on the webpage of the Deanship of Academic Development and Quality. Work is under process now to unify the presentation of the different manuals.
5. Some of the infrastructure projects have not been completed, such as the University Hospital and some of the buildings in the branch campuses. The delay is largely due to budget reductions in the last few years, and requests have been for increases in the university budget to cover a number of projects including the stalled ones.



J. Action Recommendations

No.	Action Recommendations	Person(s) Responsible	Timelines	Resources Required
1.	Establishment of the Office of Strategic Management	Director of the Office of Initiatives to achieve the vision under the direct supervision of His Excellency the University Rector	End of the second semester of the 1440 AH academic year	Human resources: -Office Manager -Managers for the subsidiary units of the office -Secretary Material resources: -A wing in the University Vice Rectorship for Development -Offices with their accessories -Rewards for the team Technical resources -Computers with their accessories. -An electronic program to monitor the implementation of the strategy
2.	Establishment of clear and simplified policies to make budget allocation decisions and approve projects based on the content of the mission, so that there is an approved mechanism and detailed templates that link the University's mission and its activities.	Supervisor of the General Management of Budget and Planning.	30/10/1440 AH	Human Resources (General Management of Budget and Planning, High Committee for Budget).



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No.	Action Recommendations	Person(s) Responsible	Timelines	Resources Required
3.	Preparation of a unified manual for policies and procedures at the university.	University Vice Rectorship	30/6/2019	SR 200,000
4.	Preparation of a manual for delegation of authority in the university based on the approved organizational structure.	University Vice Rectorship	31/5/2019	SR 100000
5.	Preparation of an integrated plan to manage the risks of the university's activities and the procedures to confront them	University Vice Rectorship	31/7/2019	SR 300000
6.	Linking the university's strategic plan with the university's annual budget over the medium term (3-5) and long term (5-10) years	University Vice Rectorship	31/8/2019	SR 150000
7.	Increasing the number of regular evaluation reports	Dean of University Development and Quality	Continuous	Annual budget allocation
8.	Increasing the number of internationally accredited programs	Dean of University Development and Quality	2023	2000.000
9.	Follow up of the internal review recommendations	Dean of University Development and Quality	1/1/2020	-
10.	Increasing the use of technology in evaluation and data collection	Dean of University Development and Quality	1/1/2020	1000.000



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No.	Action Recommendations	Person(s) Responsible	Timelines	Resources Required
11.	Work to increase material and human resources in colleges of the branch campuses and increase the educational assistance given to students.	Deanship of Faculty Members' Affairs and General Management for Educational Services	1/12/1441 AH	SR 5 million
12.	Increasing the attention paid to supporting efforts to improve the quality of teaching in the faculties of the branches of the university and to create mechanisms for them to benefit from the training programs and develop their skills by providing a greater number of courses offered to the branches in their campuses, especially the remote ones.	Deanship of Academic Development and Quality	1/12/1440 AH	SR 5000
13.	Increasing the attention paid to surveying the views of graduates, employers and employment agencies on the extent to which learning outcomes are achieved and incorporating it as an indicator to measure the quality of student learning outcomes.	Deanship of Academic Development and Quality	1/12/1440 AH	SR 5000
14.	To take advantage of the use of external benchmarks	Dean of Student Affairs	End of the 1439/1440 AH academic year	Financial support - Strategic support from the senior



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	periodically to improve the level of services provided by the stakeholders in the fifth standard.			management of the university - Working team
15.	Updating the policies and procedures of the technical services provided by the library and making them available on the Deanship of Library Affairs' page	Female Vice Dean of Library Affairs	30/5/1440 AH	Human Resources (Committee for Updating Policies and Regulations of the Deanship of Library Affairs)
16.	Implementing the project of converting the King Abdullah Library into a smart library with the acquisition of smart systems (DFID) that contributes to the development of the service system and guarantees the quality of services provided to beneficiaries.	Dean of Library Affairs	A full year from the approval and implementation of the project	Human Resources (Electrical & Civil Engineers - Training Supervisors - Maintenance & Operation Engineers - Designers)
17.	Follow-up of the implementation of the plan for the establishment of sub-libraries, including financial costs, implementation mechanism and networking	Project management	A full year from the approval and implementation of the project	Financial resources Human resources Note: Financial and human resources should be determined by capacity and specialization in each branch.
18.	Completion of the infrastructure in the campus of the female students' section at the	General Management of Projects	End of the year 1441 AH	SR 800 million



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	headquarters in Al-Abidiyyah.			
19.	Plan to prepare studies to raise the budget allocation for maintenance from 100 to 290 million riyals.	General Management of Projects (Management of Facilities and Services)	End of the year 1440 AH	SR 290 million
20.	Provision of buildings for the Deanship of Information Technology and the main data center at Al-Abidiyyah campus and implementation of a number of infrastructural projects and related projects to promote the various services provided by the Deanship to the whole of the university and its employees.	Deanship of Information Technology	End of the year 1440 AH	SR 368 million (total costs for implementation of all required projects)
21.	Preparation of a financial risk management plan	The University Vice Rector or his deputy	End of the 2019 -2020 academic year	SR 1 million
22.	Development of the budget management and internal audit systems to ensure rationalization of expenditures based on data approved by cost centers	His Excellency the University Rector or his deputy	Action plan starting from the next fiscal year 2019 - 2020	SR 1500000
23.	Increasing the size of the teaching staff in all educational programs to be appropriate with the students enrolled in these programs	The work team includes members of the University Vice Rectorship (Administration),	End of the current academic year	SR 1 million



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No.	Action Recommendations	Person(s) Responsible	Timelines	Resources Required
		the University Vice Rectorship for Educational Affairs and the University Vice Rectorship for Postgraduate Studies and Academic Research		
24.	Identifying faculty members and staff who appear to have leadership traits, and then qualifying them academically and administratively to rely on them in the future for the management of the university facilities in line with the new university regulation and achieve the objectives of Vision 2030. (Future Leaders).	University Vice Rectorship	2020 action plan that includes several stages starting from 1-1- 2019 to the end of the year	SR 2000000
25.	Increasing the support for scientific research and motivating researchers	University Vice Rectorship for Postgraduate Studies and Academic Research - University Vice Rectorship (Administration)	2020	2 % of the university's annual budget
26.	Establishment of central equipment for scientific research	University Vice Rectorship for Postgraduate Studies and Academic Research -	2020	3 % of the university budget



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No.	Action Recommendations	Person(s) Responsible	Timelines	Resources Required
		University Vice Rectorship for Projects		
27.	Updating internal byelaws and regulations in the field of scientific research	University Vice Rectorship for Postgraduate Studies and Academic Research - Scientific Council	2020	Qualified human resources in scientific and theoretical disciplines
28.	Creation of a database to monitor and document the achievements of the university in the service of the community	College of Community Service and Continuing Education in cooperation with Information Technology	30/5/1440 AH	Establishment of a unit to supervise the database (estimated budget is two million riyals).
29.	Establishment of an administrative reference authority to coordinate and guide community service activities at the university	Office of His Excellency the University Rector	When the decision of His Excellency the University Rector is issued	Proposed budget
30.	Issuing an annual report on community service achievements at the university	Administrative reference authority for community service activities	30/7 of every year	Associated with the proposed budget