

Benchmarking Procedures at the University of Hafr Al-Batin 2023 AD/1444 AH



تقرير التقييم

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Introduction

Use as much genuine, verifiable evidence as you can to assess the quality level rather than making subjective judgments. Prior to implementation, benchmarks and performance indicators must be defined and evaluated on a regular basis.

with the need for unbiased performance quality evaluation, particularly in activities where direct verification is not possible.

Therefore,
lots of universities rely on the benchmarking approach as a useful means of improving performance rather than implementing a progressive improvement strategy that supports decision-making at the levels of programs, colleges, and senior management within the university.

1. Definition of Benchmarking:

Benchmarking is defined as a tool for assessing performance and a process for the ongoing improvement of organizations or academic programs. It seeks to identify gaps, determine their causes, and attempt to address them in addition to assisting areas of strength to be expanded and developed by applying remarkable practices. In this dynamic, exploratory approach, relevant measures and benchmarks are identified for assessing institutional and program performance development and comparing it to the equivalent partner, which may be other top institutions or programs working in the same sectors.

2. Types of Benchmarking:

Benchmarking can be carried out within a single institution or program as well as among institutions or programs from the same external organization. Because its objective is to lead and monitor performance using unbiased methodologies that evaluate the institution's performance and try to improve it, it may be categorized as one of the following categories.

Self-Benchmarking:

One way to do internal benchmarking is to compare the institution's (or program's) current performance and achievement with that of previous years in order to promote ongoing improvement.

Internal Benchmarking:

Without using an external comparison, the educational institution analyzes each department to its equals in order to determine the best practices. Focusing on the least efficient strategies to boost performance or the most effective strategies to generalize benefits in promoting competition between departments that share similar characteristics or departments within the same institution.

External Competitive Benchmarking:

The program or institution must compare its performance to those of the top institutions in the same category. This comparison highlights the necessity of keeping uniformity in standard performance metrics across them in order to reach greater performance levels. It places a strong emphasis on finding the most advantageous competition both locally and internationally.

3- The significance of using benchmarking

The use of benchmarking in a program or organization can take a variety of forms, including:

1. Choosing the routes in accordance with those interested in comparative measurement while supporting the strategic directions of the individual's and the organization's routes.
2. Aiding in the detection of performance gaps, flaws, and approaches to handle comparable things.
3. Generating concepts in the areas of development and improvement using comparative classifications that are methodical and organized, as well as gathered and applied experiences.

4. Reducing subjectivity in decisions about quality; moving away from biased, subjective evaluation and toward objectivity at the institution or program level; learning from other esteemed institutions regarding the amount of improvement required; working to maximize the use of data and procedures.

4- Benchmarking Steps:

1. Planning
2. Collect data and information (beneficiary opinion survey, statistics, tests, application of note cards)
3. Data and information analysis (environmental analysis)
4. Implementation
5. Review and follow-up

5. Methods for Choosing Comparisons:

1. Form a work team after determining the activity that has to be enhanced.
2. Examine current events and select a comparison partner.
3. Recognize the performance gap and look for opportunities for development and improvement.
4. Create the work plan, put it into action, and track its development.

6- The Foundations of the Visit in Benchmarking

1. Identify the system, institution, program, or requirement's goal, or the components that need to be addressed (evaluation procedures).
2. Identifying various strategies that need to be modified for local, regional, or global improvement
3. Making the visit, reviewing the appropriate unique models, contrasting them, and getting the necessary comprehensive information about them.
4. Based on the visit evaluation report, develop an action plan for performance improvement and determine the most effective course of action.

7- Methodology for benchmarking performance indicators

* Self and Internal Benchmarking *

1. Offering internal benchmark values and reviewing the outcomes of the institution's or program's performance indicators over the previous three years.
2. Comparing the values of the performance indicators that are now accessible with those that were comparable in other years, such as by consulting the annual reports of the program and the institution and comparing them to the same performance in previous years.

* External Benchmarking *

1. The external benchmarking organization's access to the most recent performance indicator values.
2. Determine how the current performance measures up to the benchmarking agency.
3. The presence of the agency's objective and the indicator's polarity in the external counterpart, in addition to a comparison to the indicator's polarity as it now exists in the institution.
4. Performance levels must be assessed using the performance assessment standards offered by the General Secretariat of the Education Administration, depending on the degree of polarity or sensitivity of each indicator.

* According to the standards for performance indicators, indications are divided into positive and negative polarity and seven levels (from lowest or very low level to highest level or excellent).

* In order to reflect the significance of each indication and the peculiarities of each indicator's relationship to the student, indicators of high relevance and sensitivity were divided into four groups.

5- Utilizing a color-coded approach, indicative progress is calculated based on performance levels at each of the seven stages (green for improving, yellow for stable, and red for underperforming).

6- To examine the index's path and current state, as well as compare the index's trend with the ministerial purpose and value of the comparison body, the linear graph of the index's route during the previous three years has been utilized.

In Conclusion

The Deanship of Development and Quality would like to extend an invitation to you to view the updated forms for 2022 that have been approved by the Education and Training Evaluation Commission by visiting to the Deanship's page on the university website. Both English and Arabic versions of these forms are offered. Email the deanship at planning-quality@uhb.edu.sa

or the Quality Assurance Unit at Qau@uhb.edu.sa with any recommendations.

Before we conclude, we would like to thank His Excellency the University President, His Excellency the Vice Dean for Female Student Affairs, the exceptional work team in the quality units of the Deanship of Development and Quality, as well as the supporting colleges and deanships.

We conclude our prayer by saying, "Praise be to God, Lord of the worlds."