



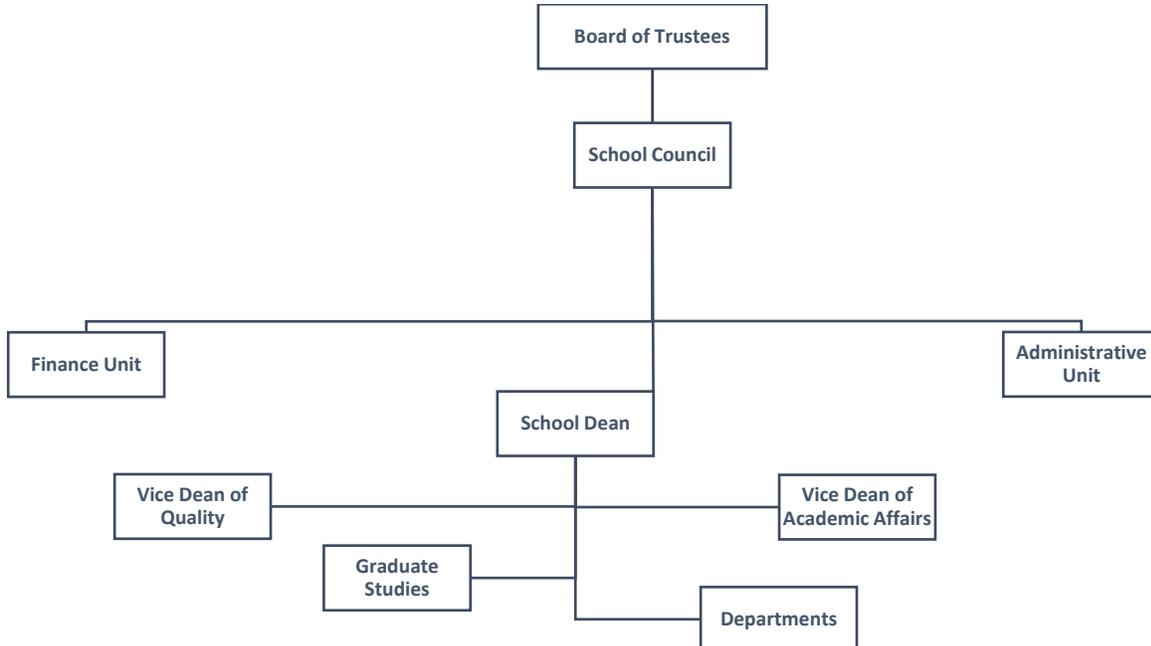
EVERYONE`S SMART UNIVERSITY



The EVERYONE'S SMART UNIVERSITY (BCS) was founded in 2020 and dedicated to excellence in undergraduate/graduate project management education congruent with its mission and goals to prepare competent and compassionate professionals in project management science. BCS graduate's students are prepared to deal effectively with a variety of issues that may be encountered in careers such as that of a project manager or team leader.

BCS applies all rules and regulations that relate to private colleges as well as Executive rules, technical and administrative procedures as stated by the Ministry of Education. BCS will hold strategic partnerships with the best universities over the world in the field of project management to exchange scientific and educational expertise and to train its students in these universities. Academic study plans have been prepared to fulfil all the requisites of the project management education and to receive benefit of the most recent developments of the curriculum that is implemented in most of similar colleges in developed countries through recent multi technical means, such as eLearning.

Hierarchical Structure of BCS



BCS Graduate Attributes

BCS Graduate should be:

- Attribute 1 Well-disciplined and committed to hard work and a high standard of productivity.
- Attribute 2 Able to apply the knowledge and skills to a diverse and competitive work environment.
- Attribute 3 Able to think critically, analyze and solve problems.
- Attribute 4 Have a high degree of competence in using information and communication technology.
- Attribute 5 Professionally competent and up to date in their field of specialization.
- Attribute 6 Effectively demonstrate and apply good interpersonal skills in teamwork and leadership.
- Attribute 7 Committed to self -development through lifelong learning.
- Attribute 8 Socially aware of contemporary issues in contributing to national development.
- Attribute 9 Able to demonstrate and apply their entrepreneurial skills.

Internal Quality Manual

EVERYONE'S SMART UNIVERSITY (BCS) community values its academic standing and is committed to maintaining and continuously improving BCS's reputation. Quality is, thus, the focal point around which BCS management, staff, and students are focused. To this end, BCS has established and implements a Quality Assurance/Management System, that is targeted at ensuring that the school adopts a school-wide system for continuously planning, assessing, and improving the effectiveness and efficiency of its teaching and learning services, scientific research projects, and community service activities.

Management practices, specifies requirements and policy for BCS which are intended to ensure stakeholder satisfaction, meet stakeholder requirements and comply with applicable regulatory requirements locally and internationally, including those of the KSA Ministry of Education, The National Center for Academic Accreditation and Assessment, and other relevant academic accreditation bodies.

The school's Quality Assurance/Management System covers the entire range of education provided by the school, including research, support services, community engagement and other forms of societal interactions. Its academic system is described in general terms in this Internal Quality Assurance/Management Manual; its administrative system is covered in various procedures and policies.

This Quality Manual covers the school's academic quality policies and goals, the school's management practices, the school's key processes and their quality management practices

related to the assessment, measurement, and development of activities. It lays a foundation for describing the entire Quality Assurance/Management System and gives both internal and external stakeholders a comprehensive picture of the Quality Assurance/Management practices of the school's various activities.

BCS Quality Assurance/Management structure

This Internal Quality Assurance/Management Manual, which reflects BCS's Quality Assurance/Management practices, specifies requirements and policy for BCS which are intended to ensure stakeholder satisfaction, meet stakeholder requirements and comply with applicable regulatory.

As in Figure 1, below, the BCS adopt Deming Plan-Do-Check-Act, methodology as its process-based quality assurance system.

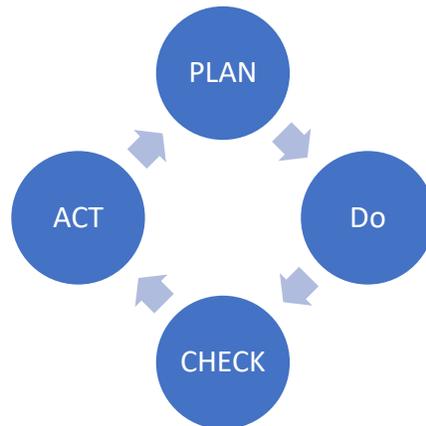


Figure 1 The BCS adopt Deming Plan-Do-Check-Act

Approach - PLAN

- Approach
- Vision
- Mission
- Values
- Strategic Plans
- Operational Plans
- Curriculum Development Syllabi Development

Deployment - DO

- Admission of New Students
- Registration of Course
- Student Academic Discipline
- Academic Advising
- On-the-Job Training
- Human Resource Management
- infrastructure and facilities Management
- ICT Resource management
- student Affairs Management
- Advisory Boards

Results - CHECK

- Results
- Intended Learning Outcomes Assessment
- Assessment Moderation
- On-the -job training evaluation
- Program quality review
- Stakeholders' Feedback
- Program External Reviewer
- School Council review
- Internal Auditing
- Assessment of Students
- Program Academic Structure,
- Internal Review and validation

Improvement- ACT

- Improvement
- Quality Assurance System
- Documentation
- Review of Quality Records
- Control of Non-Conforming
- Services
- Corrective and Preventive Actions
- Annual plan for Improvement

BCS Quality Assurance Arrangement

The Directorate for Planning and Quality Assurance (DPQA) “Should be established” in any educational institution seeking national and global accreditation. So, it is a “must” even though there are no graduate students yet from the school. As a matter of facts, regardless the accreditation, for any organization a quality function must be active using direct implementation by Quality unity/department or using indirect implementation as part of the everyone responsibilities. However, it is highly recommended for any new organization to have independent department for Quality.

Structure for Directorate for Planning and Quality Assurance (DPQA)

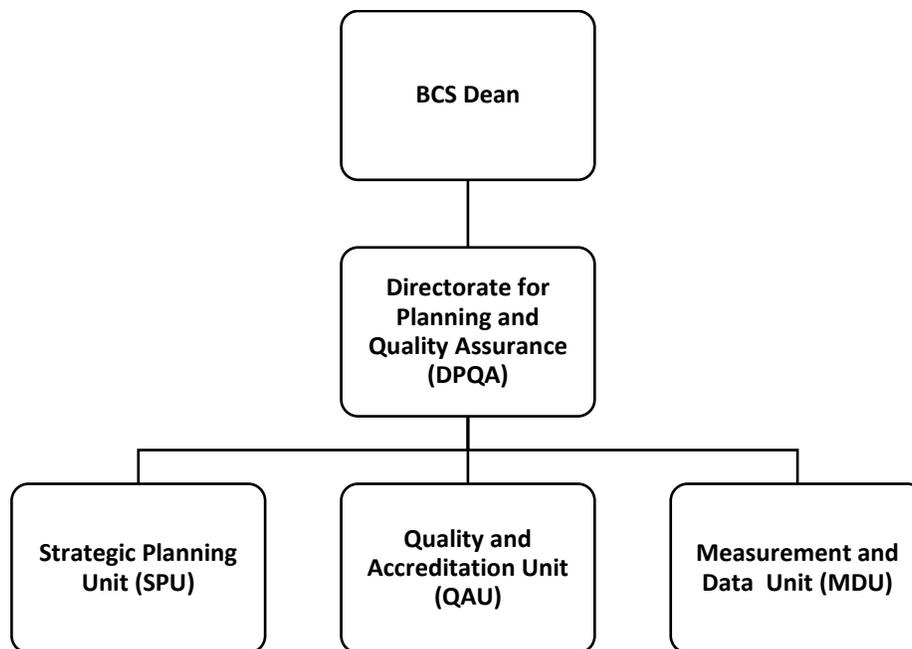


Figure 2 Structure for Directorate for Planning and Quality Assurance (DPQA)

Duties of BCS Directorate for Planning and Quality Assurance (DPQA)

- Providing BCS with guidance and advising on planning, implementation, monitoring, and continuous improvement.
- Developing strategies for quality planning and improvement.
- Providing all academic and administrative units, divisions, and department with ongoing support and assisting in the development of quality improvement strategies within their own areas.
- Establishing and monitoring self-assessment processes and reporting requirements.
- Providing training for faculty and staff in the school together with advice and support as required.

- Developing a procedures manual describing the school's structure and processes for quality assurance; specifying criteria for selection and formats for indicators, benchmarks, and objectives; preparing standard forms for matters such as student and graduate surveys; and advising on operational procedures for the planning and implementation of quality processes.
- Maintaining systematic collections of reports on performance including data on indicators and benchmarks that will be required for analysis and reporting on trends in performance and changes in the environment within which the school is operating.
- Coordinating and leading the preparation of periodic self-studies for consideration within the school and for use in external reviews.

Responsibilities of Department Quality Assurance Committee (DQAC)

1. Developing Commitment to Quality Improvement.
 - 1.1. Promoting understanding of the importance of quality assurance and of strategies to achieve it.
 - 1.2. Developing mission and objectives for quality improvement.
 - 1.3. Arranging for special recognition within the school for significant improvements and outstanding achievements in quality.
 - 1.4. Involving stakeholders in strategies for quality assurance and ensuring community awareness of significant achievements.
2. Assisting and supporting internal administrative units in their quality improvement planning.
 - 2.1. Arranging for the nomination or appointment of quality officers.
 - 2.2. Providing or arranging training for staff in the school in quality assurance processes.
 - 2.3. Providing or arranging training in teaching strategies and assessment processes relevant to different types of intended learning outcomes.
 - 2.4. Cooperating with internal units in the provision of orientation and induction programs for new staff to ensure thorough understanding and support for quality assurance strategies.
 - 2.5. Assisting in the preparation of quality improvement plans and evaluation processes for administrative units within the school.
 - 2.6. Developing and recommending standard forms for use in Division/Department for conducting surveys and reporting on quality indicators such as teaching

evaluations, employer or graduate surveys, and program or subject specifications and reports.

- 2.7. Providing technical support for calculations of validity and reliability of assessment tasks and evaluation surveys.
 - 2.8. Conducting surveys of graduates and other stakeholders.
 - 2.9. Maintaining contacts with stakeholders and seeking their opinions and advice on quality improvement strategies.
 - 2.10. Assisting internal units to identify independent evaluators to assist them in their quality assurance activities and advise on quality improvement.
 - 2.11. Providing reference material and disseminating information about developments in quality assurance and accreditation, and about good ideas at other colleges in the Kingdom of Saudi Arabia and in other countries that would assist faculty and staff throughout the school in quality improvement.
3. Coordinating Division/Department-wide strategies for quality assurance and improvement.
 - 3.1. Developing a quality improvement plan for the Division/Department as a whole.
 - 3.2. Specifying key performance indicators for use across the Division/Department.
 - 3.3. Maintaining files and records of plans, reports, statistical information, and other information for reference over time., and following up on plans for improvement to monitor implementation and evaluate success
 - 3.4. Coordinating and leading the preparation and management of external institutional reviews, coordinating these with external program reviews.
4. Reporting on developments in quality assurance for the Division/Department as a whole.
 - 4.1. Preparing annual reports on quality assurance for senior administration and governing board drawing on key performance indicators and consolidated information from reports of internal units.
 - 4.2. Leading periodic institutional self-studies, coordinating these with the timing and conduct of program self-studies in a whole of Division/Department process.

The Director of DPQA report directly to the Vice Dean for Planning and Quality Assurance, who then reported to the Dean of the school.

The Quality Assurance Committee

A Quality Committee should be established. The committee should be chaired by a senior member of the central administration and made up of individuals drawn from academic departments and major administrative units throughout the school.

Members should have good knowledge of quality assurance processes. They should be capable of providing sound advice on school-wide quality assurance matters, as well as leading quality initiatives within their own sphere of activity. All academic departments are represented in the committee.

Duties of the QA Committee

The role of the quality committee should include such things as providing advice to the Internal Quality Assurance Committee (IQAC) on its activities and the development of the school's quality assurance system, recommending quality improvement plans for the school to senior administration, approving common forms and documents for use in quality assurance activities across the school, and providing leadership in implementing quality assurance initiatives in sections of the school, and monitoring and reporting on quality of performance in the school.

- 1- Assisting IQAC to develop quality systems and propose policies and procedures
- 2- Prepare documents and evidence, and assist in preparing manuals
- 3- Train and supervise Faculty Members in Quality scope
- 4- Maintain systematic implementation of quality assurance processes proposed by IQAC.
- 5- Disseminating quality culture and introduce approved procedures and policies to staff
- 6- Coordinate action plan based on the measured and monitored performance of department and individuals.
- 7- Evaluate student achievement and progression and proposed improvement plan
- 8- Conduct feedback studies on the measurement of the satisfaction rates
- 9- Assist departments and staff to conduct quality assurance processes correctly
- 10- Conduct self-evaluation annually and periodically

Measurement and Data Division (MDD)

Measurement and Data Unit (MDU) is central to establishing BCS's institutional and operational direction for the future. It is the basis upon which decisions are made, and change initiatives and

programs are implemented, assessed and improved. This includes, among others, the responsibility of:

- Encourage and develop mechanisms for institution wide commitment to quality involvement in the Institution Quality strive and its quality management process.
- Provide oversight in the development of policies, processes, procedures, and people capacity and capability related to institution wide quality management.
- Provide oversight in the management and monitoring for quality performance through measurement of quality accomplishments and achievements.
- Provide oversight in the development of the quality systems, evaluation and assessment mechanisms that underscore quality development leading to continuous improvements.
- Provide oversight governance and guidance to all levels of services and supports for quality management.
- Support the development of the Institutional Quality Strategic Plan, Institutional research and the Institutional Self-Study plan including goals, objectives and time frame of the whole self-study process.
- Review all evidences including, statistics, information and documents developed by subcommittees or taskforces of the Institutional Self-Study leading to the finalization of the context and content of the Institution SSR.

Quality and Accreditation Division (QAD)

- Accreditation is a process of self-regulation and peer review adopted by the academic community. The goal of accreditation is to ensure that education provided by institutions of higher learning meets acceptable levels of quality requirements as outlined in the national accreditation standards and other accrediting authorities internationally. Under this focus area, QAC plays a major role by:
- Planning and facilitation of the university's institutional and programmatic accreditation processes.
- Facilitating understanding of the requirements provided by the national accreditation and other international accreditation organizations.
- Developing various tools and guidelines to facilitate gathering of information and evidence of practice.
- Facilitating institutional and program level self-evaluations in accordance with national accreditation standards and key performance indicators.
- Coordinating external reviews and assessments for the accreditation visit.
- Supporting the school in preparing program-related documentation including program performance reports and reviewing evidence of practice in line with the Standards and accreditation requirements, and

- Planning, organizing, and finalizing the self-study report and related data and evidence for submission to the national accreditation or other accrediting international authorities as appropriate.

Strategic Planning Division (SPD)

The SPU supports BCS's strategic planning process through coordination of the annual strategic planning cycle and the associated budget meetings, ensuring that the individual plans of Departments and Support Services are integrated and contribute to BCS's Vision and achievement of the Strategic. In fulfilling this role the Unit manages the provision of management information across BCS (including key performance indicators, benchmarking, statistical/database information and forecasting) to support the planning process and inform discussions and decisions of senior managers in the school.

- Conducts and consolidates long term strategic plan.
- Monitors and periodically evaluates strategic plans in order to create a proactive capacity for the school.
- Evaluate and advices on the impact, effectiveness and relevance of activities undertaken by various units and divisions.
- Aligning divisions and units planning to ensure that they contribute to the attainment of the vision and mission of the school.

Policies and Procedures

BCS's Internal quality system is supported by a complete set of well-defined policies and procedures. Below is the list of all BCS organizational policies:

NO.	Policy
1.	Academic Advising Policy
2.	School Mission Review Policy
3.	Committee and Council Structure Policy
4.	Community Service Policy
5.	Course Change Policy
6.	Delegation of Authority Policy
7.	Delegation of Authority System
8.	Distinguished Teaching Member Award Policy
9.	Employment Policy
10.	Human Subjects Policy
11.	BCS Budget Policy
12.	BCS Bylaws based on the Ministry of Education
13.	Information Technology Policy
14.	Internal Audit Policy
15.	Internship Policy
16.	Library Policy
17.	New Course Request Policy
18.	Peer Observation Policy
19.	Personal Tutoring Policy
20.	Program Development and Review Policy
21.	Research Code of Ethics Policy
22.	Scientific Research Unit Policies
23.	Staff Code of Conduct Policy
24.	Student Bylaws
25.	Student Code of Conduct Policy
26.	Survey Policy

Performance Indicators and Benchmarking

BCS had adopted the following surveys:

- a) Course Evaluation Surveys
- b) (b)Program Evaluation Surveys
- c) Employer Satisfaction Survey
- d) student Experience Survey (SES)
- e) Alumni Survey
- f) Mission Statement Survey
- g) Faculty Satisfaction Survey
- h) Administrative Satisfaction Survey

Any additional Surveys that is required to be distributed; an approval needs to be gained from the School Dean except the followings:

The surveys that is required no approval but encouraged to get the approval. Any Survey by surveying employers of students for the career service. Web page surveys such as "Would you like to comment on this web page?". Training or workshop evaluation forms.

Surveys may be administered using paper and pencil, phone, or electronic format. Regardless of the method used, all surveys must be approved before the survey can be administered except those specifically exempted by this policy.

Approved Surveys by BCS

The Following surveys are approved by BCS.

1. Course Evaluation Survey (CES)

The objective of CES:

- Faculty members can review how others interpret their teaching methods, thus improving their instruction.
- The information produced by Course Evaluation Survey result analysis can be used by administrators to make summative decisions (e.g., decisions about promotion, tenure, salary increases, etc.)
- The information produced by Course Evaluation Survey result analysis can be used to make formative recommendations (e.g., identify areas/skills where a faculty member needs to improve).

Frequency of distributing the surveys:

CES will be distributed at the end of a course. It is recommended that this survey be distributed in each course once each year and that it be distributed in at least one course taught by each instructor at least once each year. CES is primary components in preparing the course reports.

2. Student Experience Survey (SES)

This is intended as a general survey that might be distributed to all students' part way through their program—mid way through the second semester of the second year in a four-year program is recommended. SES will be announced by Student Affairs in Admission and Registration department.

The objective of SES:

- To Enhance educational quality.
- To Modify services and activities to fit the needs of students.
- To Ensure student access to campus resources.
- To Improve the quality of campus services.

3. Program Evaluation Survey (PES)

This survey is intended for use at the time students have finished their program and are about to graduate. It is recommended that it be distributed shortly before final year classes are finished so their opinion of the total program at that stage can be assessed. PES will be announced by Student Affairs in the Admission and Registration after the 10th week every Spring Semester.

The objective of PES:

- To improve the quality and effectiveness of the BCS's graduate and undergraduate offerings programs.
- The evaluation process provides an opportunity for faculty and administrators to obtain insights regarding the level of excellence of the programs.
- To identify strengths and weaknesses of programs.
- To suggest recommendations aimed at maintaining or enhancing the quality of programs.

4. Alumni Survey and Employer Survey

These are annual surveys, career, and alumni unit in Student Affairs as the administrator, it will be distributed at the end of the academic year, during the summer semester. Note: within the first 6 month after graduation.

Objectives of AS:

- Collecting contact information, interest, and current status.
- Gain insights into institutional quality improvements.
- Measure alumni experiences and satisfaction with all areas of their education – from academic experiences (quality of professors and departments) to student experiences (campus life, extracurricular activities, technology resources).
- Analyze and report on data to provide statistical information for the purpose of accreditation.

5. Employer Survey (ES)

The main objective of employer surveys is to obtain a clear picture of the skills required by enterprises and to determine whether graduates have these skills. They help to define the type, level, and composition of skills that individuals need to perform the work demanded by enterprises.

Objectives of ES:

- Help to define the type, level, and composition of skills that individuals graduate need to perform the work demanded by enterprises.
- Surveys provide an opportunity to review graduate skills gaps and training needs.
- Obtain a clear picture of the skills required by enterprises and to determine whether graduates have these skills.

6. Satisfaction Survey for Faculty Members and Admin

Annual surveys distributed once a year; the administrator of this survey is the HR department. Both surveys, Faculty Satisfaction Survey and Administrative Satisfaction survey are announced by Human Resources between 10-13th weeks every Fall Semester, the report will be submitted to the School Dean and be discussed in the School Council.

7. Mission Review Survey

This is a specific survey that is announced in case of reviewing the strategic plan and required or based on request by the School Council as direct sponsor and the strategic planning committee.

Data Analysis

BCS establishes a mechanism to identify, determine, collect, and analyze data to determine the appropriateness, suitability and effectiveness of the Quality Assurance/Management System and the necessary improvements to be made in consonance with the quality objectives of the school. The various data shall be generated through the different feedback mechanisms, results of monitoring and related measurement activities.

The school recognizes the significance of conducting data analysis to ensure rational planning, policymaking and decision making. Data analysis shall be focused on student, staff and alumni data. These data shall be gathered, analyzed, and interpreted to identify the trends as basis for actions, interventions, policies and projections.

Student data shall be provided by the Directorate of Admission, Registration, and Student Affairs, staff data by the Human Resource Department, and alumni data by the Student Affairs Unit. The data shall be analyzed to provide information on:

- Stakeholder satisfaction and / or dissatisfaction.
- Conformity to academic programs' and services' requirements.
- Characteristics of trends of processes and academic programs and services; and, Opportunities for preventive action.

Data and Survey Analysis

As part of the School's survey and data analysis and continual improvement process, the following steps shall be undertaken:

- Identification of areas and services to be evaluated.
- Preparation of survey instruments.
- Conduct of survey.
- Analysis of survey results.
- Preparation of survey report.
- Drafting of improvement plan by the concerned department/unit.
- Review and approval of the proposed improvement plan.
- Implementation of the improvement plan; and Monitoring/evaluation.

Key Performance Indicators (KPIs)

Evidence of quality of performance can be obtained from a wide range of sources including measurable objective data and other sources of feedback that are relevant to the matters being considered. Performance indicators are specific pieces of evidence that are normally pre-selected and used consistently over time so progress over time can be assessed and comparisons made with past performance, with other departments within the school, or between institutions.

Certain items that are regarded as particularly important are described as key performance indicators (KPIs). They may be identified for use within or by agreement between institutions, or for use within a higher education system.

The KPIs listed in this document have been identified by the National Commission for Academic Accreditation & Assessment in the Kingdom of Saudi Arabia for use within institutions (additional KPIs may be identified and used as desired) to provide a set of information that can be useful for internal evaluations and to establish national benchmarks as a basis for comparisons for individual institutions.

If the KPIs are to be useful for this purpose they must be calculated in consistent ways and the notes provided here are designed to ensure that this is done.

Levels at Which Data is Required

Data is required at all levels. The list of KPIs refers to several different levels at which data should be obtained, the level of individual programs or departments, different colleges, and institutions. To meet these requirements information should be provided for each program individually, aggregated to give a figure, and then aggregated again so that figures are available for a total institution. When this is done it is possible for comparisons to be made between different programs within the school or with equivalent programs or colleges elsewhere, as well as between institutions.

All KPIs serve at the institutional level. Most KPIs are utilized at all levels, provided the interpretation is aligned with the level. Some KPIs serve best at the program level. In some instances, a college may also be an institution and in other cases a college may be a program, therefore these KPIs and guidelines are intended to be flexible.

Performance indicators are an important tool for assessing the quality of educational institutions and monitoring their performance, and they contribute to Continuous development and decision support processes. The National Center for Academic Accreditation and Evaluation has identified a major indicator for monitoring performance at the institutional level. All of them conform to the developed institutional accreditation standards. These indicators are the minimum required to be measured. Periodically, the institution can also use additional performance indicators if it deems it necessary to ensure the quality of the institution. It is expected that the institution will measure the key performance indicators with the benchmarking using appropriate tools, such as: Opinion polls, statistical data, etc.) according to the nature and purpose of each indicator, as well as identification.

The following values for each indicator:

- Actual performance level.
- Targeted performance level.
- Internal level of reference performance (internal reference comparison).
- The level of external reference performance (external reference comparison).
- New target performance level.

This results in a report describing and analyzing the results of each indicator (including performance changes and comparisons accordingly for branches, campuses, and student gender), and accurate and objective identification of strengths and areas for improvement.

Institution Key Performance Indicators

The main performance indicators of higher education institutions

Standard	Code	KPIs	Description
Mission and vision and planning	KPI-I-01	Rate of verified The percentage of performance indicators for the strategic plan of the institution	The percentage of institution's strategic plan goals performance indicators that achieved the annual target level to the total number of targeted indicators for this Goals in the same year
Governance, leadership and management	KPI-I-02	Ratio of accredited programs	Ratio of accredited programs in effect from the proportion of accredited programs Accredited accreditation bodies to the total number of programs in the institution
Teaching and Learning	KPI-I-03	Students' evaluation of quality	Average overall estimate for final year students of the quality of learning in programs on a five-level scale in an annual survey
	KPI-I-04	Student retention rate	First year The percentage of first year students in the institution who continue in the institution for the following year to the total number of first year students in the same year
	KPI-I-05	Graduates are employed and enrolled in graduate programs	The percentage of graduates of undergraduate programs in the institution who: a. Hired B. They enrolled in graduate programs During the first year of their graduation to the total number of graduates in the same year
	KPI-I-06	The percentage of graduation of undergraduate	The percentage of undergraduate students who completed programs during the

Standard	Code	KPIs	Description
		students in the period Selected	prescribed period of the program from each batch
	KPI-I-07	Beneficiaries' satisfaction with Learning Resources	The average estimate of beneficiaries' satisfaction with learning resources, on a five-level scale in an annual survey, in terms of: a. Adequacy and diversity (periodic references, databases etc.) B. Support services provided to benefit from them.
Students	KPI-I-08	Evaluation of employment agencies for the efficiency of the institution's graduates	Average overall estimate by employers of the institution's graduate competence, on a five-level scale in a survey annual
	KPI-I-09	Student Annual Average Expenditure	Average annual operating expenses for each student Total annual operating expenses - other than housing Student Allowances - to the total number of students).
	KPI-I-10	Student satisfaction with the services provided	The average estimate of student satisfaction with the various services provided by the institution (restaurants, transport, sports facilities, services provided restaurants, academic guidance ...) on a five-level scale in an annual survey of students Student-to-faculty ratio Ratio of total number of students to total
	KPI-I-11	Student-to-faculty ratio	Ratio of total number of students to total number of full-time faculty or equivalent - for

Standard	Code	KPIs	Description
Faculty & Staff			the institution as a whole and for each program separately
	KPI-I-12	Ratio of faculty members with doctorate degrees	The percentage of faculty members who have an approved doctorate degree to the total number of faculty at the level of: a. The enterprise as a whole B. Each branch
	KPI-I-13	The percentage of faculty leakage from the institution	The percentage of the faculty who leave the institution annually for reasons other than reaching the retirement age to the total number of faculty
Institutional Resources	KPI-I-14	The percentage of the institution's self-income	The percentage of the institution's self-income to the total income of the enterprise
	KPI-I-15	Beneficiaries' satisfaction with technical services	Average satisfaction of beneficiaries with technical services, on A five-level scale in an annual survey in terms of: a. Her fit. B. Its security and confidentiality. T. Availability and accessibility. Th. Maintenance and support services.
	KPI-I-16	The percentage of scientific publication of Faculty members	The percentage of full-time faculty who have published at least one research during the year to the total faculty at the institution
	KPI-I-17	The rate of research published per faculty member	Average number of research papers / and / or published per faculty member during the year (total number of research papers or / or published to the total number of faculty members Full time or equivalent during the year).

Standard	Code	KPIs	Description
Research & Innovation	KPI-I-18	The rate of quotations in the refereed journals per faculty member	Average number of quotes in the refereed journals from published scientific research for each faculty member in the institution (total number of quotations in the refereed journals from published scientific research for faculty members Full-time or equivalent to the total published research).
	KPI-I-19	Number of patents, innovation and excellence awards	Number: a. Patents and innovation B. Excellence Awards obtained by employees of the Foundation annually
	KPI-I-20	Ratio of budget allocated for scientific research	Ratio of budget allocated for scientific research to the total budget of the institution
	KPI-I-21	Ratio of external financing for research	The ratio of external funding for research to the total budget for scientific research during the year. Beneficiaries
Community Partnership	KPI-I-22	Beneficiaries 'satisfaction with community services	Average estimation of beneficiaries' satisfaction with the community services provided by the Foundation on a five-level scale in an annual survey Rate programs and initiatives
	KPI-I-23	Rate programs and initiatives	Community Based Average societal programs and initiatives submitted by each academic program during the year (total number of community programs and initiatives submitted to total number of academic programs)

Interpretations of Indicators

Indicators are a form of evidence, but in themselves they are not proof of many important quality issues. In conducting evaluations, the data on the indicators must be interpreted taking into account the particular circumstances of what is being looked at. For example, a particular figure may be a good result if it shows improvement over previous figures and a matter of concern if it is falling. Differences in ratios are to be expected for different fields of study and comparisons should be of like with like. Figures must also be interpreted in relation to the mission and objectives of an institution. For example, a much higher level of research output would be expected for an established university with a mission to make a major research contribution than for a newly established institution or a college with a commitment to high quality undergraduate teaching. However consistently calculated figures are important sources of data that can be analyzed and used in evaluations that take different circumstances into account.

KPI Table Template

Choose ONE OR MORE KPIs that best supports that the program meets this standard. Each KPI should use a separate KPI table. Insert the KPI in the table below, add the actual KPI benchmark with the other benchmarks, and provide an analytical interpretation that describes the outcome (most benchmarks are numerical and others may be descriptions that verify quality using a rubric).



KPI: _____		KPI Code Number _____	
_____		Institution/Program	Code Number
Target Benchmark			
Actual Benchmark			
Internal Benchmark			
External Benchmark			
Analysis			
New Benchmark	Target		

- Benchmarking -- The process of identifying external standards or internal targets against which one's own performance is measured in order to have an identifiable and measurable goal -- a powerful tool in the quest for continuous improvement and breakthroughs.
- Retention: The re-enrollment of students beginning with school matriculation through the completion of a school degree. Student retention cohorts may be defined in various ways, e.g., first-time full-time, first-time part-time, etc.; and retention rate may be calculated in different ways, but the most common method is to monitor enrollment from the fall semester of matriculation to successive fall semesters.

KPI's – Key Performance Indicators. These Key Performance Indicators and benchmarks identified by the school or the national accrediting agencies or other accreditations.

Internal benchmark used in BCS: Internal benchmark used to compare the performance of the individual, group, program within school to another with best performance result.

Internal benchmark provider: BCS

Internal Benchmark Computations:

- Target Benchmark: The highest value expected from all the programs within the school is used for the selected program.
- Actual Benchmark: The actual value/result from all the programs within the school is selected and used.

External benchmark provider: Boston University

External benchmark used in BCS:

- The external benchmark established by the Directorate of Planning and Quality Assurance was based on relevance and appropriateness.
- Boston University mission statement focus on education, research, and community service which similar to BCS mission statement.
- Boston University considered one of the top universities in project management education.

Continuous Improvement

BCS attempts to ensure the effectiveness of its Quality Assurance/Management System through the use of the quality policy, objectives, audit results, analysis of data, corrective and preventive action and management review.

Closing the Loop

BCS ensures that appropriate intervention programs be implemented after each of the following undertakings in order to 'close the loop':

- School Council Review
- Program Quality Review
- Program External Examination
- Exam Moderation
- Curriculum and syllabi review
- ILO Assessment
- Annual Accomplishment Reports of the various Departments

Annual Accomplishment Report

The Operational Plan shall be the basis in preparing the Annual Accomplishment Report of the academic department which shall be submitted at the culmination of each academic year. Improvement plans shall be drafted based on the findings and recommendations drawn out of the accomplishment report and such plans shall be incorporated in the academic department's operational plan for the succeeding academic year.

Improvement Planning

The school shall implement this process as a way to assist the Departments that are not meeting operational plan targets. Improvement planning process shall be used by the Departments to request for funding, as part of the monitoring process, as a voluntary self-assessment or as some combination of the three. Such planning process shall include several steps:

- Revisit the key performance indicators (for assessment of operational plans or project implementation) or the program objectives (for program evaluation) that were set prior to the implementation phase, vis-à-vis the outcomes or result.
- The assessment data shall be evaluated and the planning participants shall identify areas that need improvement by analyzing data, and develop a hypothesis about the root causes for the area in need of improvement.
- Determine what objectives would be important based upon the identified needs. Participants shall give careful consideration to how progress toward reaching the

objectives will be monitored, and data shall be collected and reviewed to assess this progress.

- After the objectives are written, strategies (actions proposed) are chosen to meet the objectives as written. The strategies selected shall be evidence-based.
- The parties involved in carrying out the proposed actions shall be identified, the timeline of implementation from start to finish, and the costs to fully implement the strategies shall be determined.

Corrective Action

BCS will take corrective action to avoid and eliminate the cause of nonconformities in order to prevent recurrence. A corrective action has to be appropriate to the impact of the nonconformities encountered.

The procedures for Corrective and Preventive Action, define requirements for:

- Reviewing nonconformities and stakeholder complaints.
- Determining the causes of nonconformities.
- Evaluating the need for actions to prevent nonconformities to recur.
- Determining and implementing the corrective action needed.
- Recording results of action taken.
- Reviewing of corrective action taken.

In relation to this, the school shall adopt procedures on student academic discipline. The school considers academic integrity as a cornerstone of the school's commitment to the principles of free inquiry. Students shall be responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. In the academic community the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which students submit must be the work of their own efforts and must be consistent with appropriate standards of professional ethics. To this effect, a plagiarism detection system implemented by the school.

Preventive Action

BCS identifies preventive action to avoid and eliminate the causes of potential nonconformities to prevent occurrence. Preventive actions taken have to be appropriate to the impact of the potential problems. The procedures for Corrective and Preventive action defines requirements for:

- Determining potential nonconformities and their causes.
- Evaluating the need for action to prevent occurrence of nonconformities.
- Determining and implementing action needed.
- Recording results of action taken.
- Reviewing of preventive action taken.