



Performance Indicators (PIs) to achieve the Quality and Performance of HEIs
(The data should cover the period from Sep. 1st 2015 to Aug. 31st 2016 Unless indicated otherwise)

Ministry Feedback Pertaining the Performance Indicators Manual



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No.	HEIs	Points/PIs	Ministry Feedback
1	Sohar	1	Thank you
		PI5	<ul style="list-style-type: none"> The batch should be divided into three sub-batches in relation to the degrees: Diploma (two years), Diploma (three years) and Bachelor. In addition, the graduation rate is to be calculated in relation to the FTE Students in each degree. The allowable period of study of programs (150% or any other standard) should be unified in all PHEIs.
		PI7	<ul style="list-style-type: none"> The common courses will not affect the calculation of the class size of the colleges if the students are from the same college. For calculating the indicator when the students are coming from different colleges/ departments, we may propose the following: <ul style="list-style-type: none"> - The common courses between colleges/departments should be considered/counted for the college/department from whom the instructors of these courses are assigned,



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			<p>- In fact, the classes and loads of the common courses are already counted with the classes and loads of colleges/departments from which the instructors are allocated/ assigned.</p> <p>-Regarding the sizes of the common courses, they should be counted to the same colleges/departments, and furthermore, should be dependent/ applicable only to students who are under the supervision of the instructors from the college/department;</p> <p>- Add the value of (1/4) for each common course to the number of academic staff of the other colleges which have students in common courses that are run by the other colleges,</p> <p>- The number four stands for the maximum number of courses that can be taught by an instructor, and</p> <p>- For calculating the indicator in each department in the same college, the above calculation is to be followed.</p>
2	Nizwa	PI3	<ul style="list-style-type: none"> The indicators were proposed for several purposes (please, refer to points 1 to 4, page 9, Ministry Feedback regarding the notes and indicators).



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			<ul style="list-style-type: none"> It is known that the internships are compulsory for some programmes but they are optional for others. In order to comply with the recommendations of the National Strategy of Education, all types of internships need to be taken into consideration. In fact, in several HEIs in Oman, the number of students participating in optional/voluntary internships is significant.
		PI5	<ul style="list-style-type: none"> Your remark is highly appreciated. The no. of students transferred from other HEIs and those who left this institution should be contained in the total number of FTE. FTE is a well-known formula which is followed by international HEIs and the Ministry of Higher Education.
		PI6	In Oman, several programs were accredited by international bodies.
		PI 7	<ul style="list-style-type: none"> We agreed with the explanation of the difficulty of calculating this indicator. Your suggestion is highly appreciated.



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			<ul style="list-style-type: none"> • The given formula has no basis. • We have tried this formula by several empirical numbers and have thus shown that it gives a false picture to the indicator. • Please refer to Sohar, PI7.
		PI11	<ul style="list-style-type: none"> • Reading the definition, calculation and the example of this indicator carefully (refer to the Performance Indicators Manual, pages 13-14) you will conclude that they are correct and similar to what you have intended in your remark. • The example is necessary and was given to illustrate the indicator and to show how to apply the definition. In this example, we assumed that there to be three department/programs in an institution, ten academic staff, and that there are five published papers authored by the department's staff and, for the purposes of PI analysis, these papers are considered as collective academic staff's output and departmental output,



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			<ul style="list-style-type: none"> The calculation is consistent with the definition. In addition, the final result of the calculation is the ratio of applicable published papers divided by the total number of academic staff, In this example the total number of academic staff is assumed to be 10, which is equal to 8 (are given in the Table of PI11) + 2 (who have not published any papers), Some HEIs have suggested to give different weights for the sequences of authors/ institutions of papers- i.e. to a sole author, first author, second author be given, ...
		PI12	<ul style="list-style-type: none"> Joint awards/patents naturally reflect joint and cooperative work between researchers/ institutions. These then have to be divided for cooperating authors/institutions. In some documents, the institutions are given different weights for awards/patents, not only for authors, but also in relation to the period spent (left) of academic staff in (from) this institution.
		PI14	<ul style="list-style-type: none"> It is very clear that the definition of this indicator is intended to be for the shares in research per the academic staff.



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			<ul style="list-style-type: none"> In order to apply the definition accurately, the share/research engagement has to be divided between authors and should be computed in relation to the academic staff. At the same time and as the example shows, it should be counted in relation to the total number of academic staff. The total number of academic staff is included implicitly in example 3 since the sole paper, any papers without engagement and unpublished paper have zero shares.
		PI15, PI16, PI17	Please refer to the National Strategy for Education (NSE) , the Requirements for Oman's System of Quality Assurance in Higher Education (ROSQA) , the Institutional Standards (IS) , OAAA and the Ministry Feedback regarding the notes and indicators, points 1-11, pages 13-14.
		PI18	<ul style="list-style-type: none"> It may be worth mentioning that several documents show that the “definitions and indicators of citation are different, and not unified; and it seems that the meaning of citation in several indicators are at best incomplete and shallow the research”. This means that one



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			<p>should be very careful in dealing with such complex indicators and perform only those with accurate results and which can reflect real interpretation to the research/researcher.</p> <ul style="list-style-type: none"> • In general, “the tools (based on citation data) used to rank journals, papers, researches are often misunderstood and misused”. • Some of the famous indicators are: H-Index, G-Index, M-Index, P_{TOP}, 10-Index, ...but they are not easy to compute by institutions and some of them require data which are not available to us. • The simplest indicator is the Ratio of Citations, or in other words “the average number of research citations per full time academic staff” (please, refer to ROSQA/ OAAA, page 92, line 5). • This means that the above indicator (PI18) is coupled/connected/related to the number of academic staff. • The citations should be related to the academic year of that data/papers.



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			<ul style="list-style-type: none"> • Then, it has to be calculated taking into account the total number of academic staff and not the cited academic staff (who have published paper(s) and are cited). • Thus, the proposed calculations given in the Performance Indicators Manual, pages 18-20 of this indicator are consistent with the above definition/clarification.
		PI24	<ul style="list-style-type: none"> • The definition of this indicator is intended to be for the international shares, i.e. with international authors/institutions in a published research in relation to authors of papers/academic staff. • In order to study/show the engagement and cooperation with international authors and to distinguish between the different levels of engagement and cooperation, the number of shares in each paper with international authors has to be taken into consideration and to be computed. • At the same time and as the example shows, it should be counted in relation to the number of shares and to the total number of academic staff.



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			<ul style="list-style-type: none"> In fact, the calculation is accurate and aligned with the above clarifications. Moreover, the total number of academic staff is included implicitly in the given example of this indicator on page 22 since the sole paper and any papers without international authors, and unpublished papers, have zero shares.
3	Dhofar	PI1	OK, and the average class size for each semester is to be added.
		PI2	OK, and the student-academic advisor ratio for each semester is to be added.
		PI4	OK, and the percentage of students participating in career guidance (future life) programs/ courses for each semester is to be added.
		PI5	<ul style="list-style-type: none"> The normal time of completing the program (Bachelor degree) is $5 \times (1.5) = 7.5$ years including the foundation year, and $4 \times (1.5) = 6$ years excluding the foundation year- and so on for the other degrees. The calculations not the formula were given on page 10. The percentage of graduates is greater than 100% if and only if the FTE of graduates are greater than the FTE of the batch - something which is impossible.



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		PI10	We would like it to be mentioned that the list of indicators was forwarded to all PHEIs on April 5th 2016 for discussion, where the indicators and the opinions and feedback were requested. The Project Team adhered to the recommendations resulting from PHEIs and from the Private Higher Education Forum and with the results/ recommendations of the discussion held with PHEIs.
		PI14	OK
		PI26	OK
		PI27	OK
		PI28	OK
		PI29	OK
		PI14-PI24	Please, refer to the Ministry Feedback regarding the notes and indicators, points 1 and 2, page 15 and points 1, 2 and 3 page 17.
4	GUtech	PI	<ul style="list-style-type: none"> OK.



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			<ul style="list-style-type: none"> Please refer to the Performance Indicators Manual, pages 10-12. The indicators which are related to academic staff will be calculated based on the FTE, except the research indicators.
5	AUS	PI2	OK.
		PI3	<ul style="list-style-type: none"> The student can take the internship in the last year of study or before. The percentage is more accurate and it is more meaningful. Sometimes, the absolute numbers are misleading.
		PI4	OK.
		PI5	<ul style="list-style-type: none"> OK. Please, refer to the Performance Indicators Manual, remark 1, page 8. The allowable period to study a Bachelor's program is equal to 1.5 x minimum period.
		PI8	Thank you.
		PI12	<ol style="list-style-type: none"> It is a way of calculating the credits received by HEIs. Visiting emeritus are not included in these indicators.



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		PI14	Unclear.
		PI17	OK.
		PI19	<ul style="list-style-type: none"> The indicator is defined by “the percentage of academic staff with PhDs from international HEIs”. In this application, the term “International HEIs” stand for the top 500 world universities in any world university rankings.
		PI23	The concept of “dual award or double award” is different than the “affiliate programs”.
		PI24	Please, refer to the Ministry Feedback regarding the notes and indicators, points 1 and 2, page 15 and the points 1, 2 and 3 page 17.
		PI26	Thank you, the remarks are to be modified.
		PI28	Thank you.
		PI29	Yes.
6	Caledonian	PI3	This was in the first application.
		PI4	Please refer to Dhofar PI10 above.



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		PI5	All students entering HEIs at any stage should be included in FTE students.
		PI6	All national/international bodies of accreditation are included.
		PI11	This will create a contradiction with regard to encouragement in indicators 14 and 24.
		PI12	Please refer to PI3 and PI4.
		PI13	The indicator is intended for all types of contracts with TRC and for any amount.
		PI17	Please, refer to the Ministry Feedback regarding the notes and indicators, points 7-12 page 13.
		PI19	All academic staff of PHEIs should have obtained their degree from recognized institutions.
		PI26	OK.
		PI27	OK.
			Please refer to Dhofar PI10 above.
7	Martime C.	1	<ol style="list-style-type: none"> 1. That is right. 2. The primary steps of the second application of the project are implemented in GHEIs- Applied Colleges of Sciences, regarding which steps we are in the data collecting step.



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			3. The project has different aims, objectives, indicators and mechanisms than the accreditation of the institutions of OAAA.
		2	<ul style="list-style-type: none"> • The sentence “The data should cover the period from Sep. 1st, 2015 to Aug. 31st, 2016 unless indicated otherwise” is written at the head of all documents of the project. • The calculations were based on the FTE of the batch. • The percentage of graduates is greater than 100% if and only if the FTE of graduates are greater than the FTE of the batch – something which is impossible.
		3	<ul style="list-style-type: none"> • If ISI is not structured yet, the manual calculations are to be implemented. • Part time students and any other students are contained in the FTE calculation (please, refer to the Performance Indicators Manual, point 5 page 11). • The calculation of the indicator is applicable to the diploma of three years - please refer to the Performance Indicators Manual, page 10.
		4	<ul style="list-style-type: none"> • The process of communicating between institutions and alumni through alumni centers will provide such data.



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			<ul style="list-style-type: none"> Please, refer to the necessity of opening the career guidance centers/ alumni centers in all HEIs, indicator 7 (The percentage of the students participating in career guidance (future life programs/ courses) and remarks 1-3, to the Ministry Feedback regarding the notes and indicators, pages 9-10.
		5	It is the second application.
	MEC	Introduction	<ul style="list-style-type: none"> The second application of the project is based mainly on the first application, i.e. purposes/goals/objectives/methodology/mechanisms/policies, which were developed in the first application. Several ideas/techniques from a plethora of resources and references were incorporated and developed in this project. Moreover, the indicators originally coming from the first application of the "Performance Indicators Project", were forwarded to all PHEIs at the time of the first application; PHEIs feedback were received and incorporated, studied comprehensively by the committee and several experts and implemented in all PHEIs (please, refer to the "Performance Indicators Project for Private HEIs: Results, Conclusions and Recommendations", MoHE, 2015).