

Kingdom of Saudi Arabia  
Ministry of Education  
Najran University  
Deanship of Admission and Registration

# **PROCEDURAL GUIDE**

## **Alumni Affairs Agency**

Deanship of Admission and Registration

**First Edition**

Academic Year 1447 AH

## Table of Contents

---

Preface	3
Vision and Mission	4
General Framework of the Guide	5
Objectives of the Guide	6
Scope of Application	7
Beneficiary Entities	7
Terminology and Concepts	8
Quality and Academic Accreditation Requirements Relating to Alumni	9
Key Performance Indicators for Alumni Units	10
Organizational Structure of the Alumni Affairs Agency	11
Alumni Unit	12
– Statistics	12
– Alumni Communication (Alumni Portal)	13
– Events	14
Human Resources Development Unit for Alumni	16
– Training and Skills Development	17
– Career Counseling	19
– External Communication	20
Documents and Records Unit	21
Approved Key Performance Indicators (KPIs)	22
Continuous Improvement Mechanisms	23
Integration Mechanisms Between Alumni Units	24
– Unified Electronic Platform	24
– Periodic Meetings and Unified Reports	25
– Knowledge Exchange and Best Practices	26
– Inter-College Joint Projects	26
Unified Work Templates and Tools	27
– Graduate Registration Form	27
– Graduate Satisfaction Survey (Academic Program)	29
– Employer Evaluation Survey	32
– Quarterly Report Template	35
Important Links and References	37

## Preface

In alignment with Saudi Arabia's Vision 2030, which places the development of human capital at the forefront of national priorities and seeks to empower the Kingdom's youth to compete on a global stage, and in affirmation of Najran University's pioneering role in preparing qualified national cadres capable of actively contributing to comprehensive development—and given the growing emphasis on the quality of higher education outcomes and the imperative to track graduates and measure their performance as a fundamental pillar of quality assurance and continuous improvement of academic programs—it became essential to establish a unified and integrated framework for the Deanship of Admission and Registration's Alumni Affairs Agency.

This guide represents the fruit of integrated efforts aimed at establishing a unified organizational and procedural framework for alumni units across the colleges of Najran University. It responds to the urgent need to standardize concepts, procedures, and standards related to alumni services and follow-up, enhance coordination between alumni units at the college level, and ensure the quality of services provided to this vital segment of the University's community.

This guide is grounded in the most recent national and international quality and academic accreditation standards, draws upon leading local and global practices in the field of alumni affairs, and accounts for the unique context and developmental needs of Najran University. It has been prepared with reference to a body of contemporary scholarly literature and pioneering experiences in this domain, so that it may serve as a practical reference document contributing to excellence in alumni units and maximizing their impact on supporting the professional journeys of graduates and strengthening their bond with their alma mater.

## Vision and Mission of the Alumni Affairs Agency

### VISION

To lead in building lasting bridges of communication with graduates, actively contributing to their professional empowerment, and elevating the

### MISSION

To deliver integrated services and platforms for graduates through qualified teams and unified procedures, in partnership with business sectors, to ensure graduate

reputation of Najran University locally and globally.

readiness for the labor market, reinforce their institutional affiliation, and support academic development through the measurement of learning outcomes.

## General Framework of the Guide

Alumni units in higher education institutions constitute one of the fundamental pillars of comprehensive quality assurance and academic accreditation. They represent the vital link between the university and its graduate outputs on the one hand, and the labor market with its ever-evolving demands on the other. The role of these units extends beyond the delivery of traditional services to alumni; it encompasses tracking their professional performance, measuring the attainment of targeted learning outcomes, and developing academic programs based on ongoing feedback gathered from graduates and employers.

Contemporary research indicates that the quality of the relationship with alumni is a significant indicator of an institution's overall quality. Successful graduates serve as the finest ambassadors for their university, and sustained communication with alumni reinforces institutional affiliation while opening broad avenues for collaboration and partnership in areas such as training, employment, research, and community service.

In the context of Najran University, the importance of a unified procedural guide for alumni units stems from several key factors:

- **Multiplicity of Colleges and Programs:** The University encompasses numerous diverse colleges (scientific, humanities, and health sciences), necessitating a unified framework that ensures integrated efforts.
- **Academic Quality Standards:** The National Center for Academic Accreditation and Assessment (NCAAA) requires the existence of clear mechanisms for alumni tracking and performance measurement as one of the criteria for programmatic and institutional accreditation.
- **Vision 2030:** The Vision places significant emphasis on employing and qualifying national talent, which requires precise monitoring of graduates and support for their career trajectories.
- **Digital Transformation:** The University is moving toward digitization and unification of electronic platforms, which facilitates the integration of alumni units.

This guide aims to provide a comprehensive framework defining the unified foundations, standards, and procedures for alumni units, with a focus on the core dimensions that ensure service quality and achieve the desired integration.

# Objectives of the Guide

## General Objectives

- Standardize concepts, procedures, and standards related to alumni units across the colleges of Najran University.
- Enhance integration and coordination between alumni units at the college and university levels.
- Ensure the quality of services provided to alumni in accordance with quality and academic accreditation standards.
- Develop systematic and rigorous mechanisms for tracking graduates and measuring learning outcomes.
- Support the University's continuous improvement efforts for its academic programs.

## Procedural Objectives

- Establish a unified and comprehensive database for all University graduates.
- Develop integrated career counseling and training programs for alumni.
- Organize career fairs and partnerships with various employment sectors.
- Measure graduate and employer satisfaction on a regular and systematic basis.
- Strengthen communication and institutional affiliation among alumni.
- Document relationships with distinguished alumni to draw upon their expertise.
- Provide accurate data to support decision-making and academic program development.

# Scope of Application

This guide applies to:

- All alumni units in the colleges of Najran University (scientific, humanities, and health sciences colleges).
- All academic programs at the diploma, undergraduate, and postgraduate levels.
- All Saudi and non-Saudi graduates from various cohorts.
- Students expected to graduate (final-year students).

# Beneficiary Entities

The following entities benefit from this guide:

- Alumni units in the colleges.
- College deans and heads of academic departments.
- University Agency for Academic Affairs.
- Deanship of Admission and Registration.
- Deanship of Digital Transformation and Knowledge Resources.
- Deanship of Development and Quality.
- Deanship of Student Affairs.
- Graduates and students expected to graduate.
- Employment entities and employers.
- Researchers and scholars interested in higher education issues.

## Terminology and Concepts

- **Alumni:** Any individual who has successfully fulfilled all graduation requirements for one of the University's programs (diploma, undergraduate, postgraduate) and has received an official academic credential.
- **Alumni Unit:** An organizational unit within a college or the university responsible for tracking graduates, providing services to them, and strengthening their communication with their educational institution.
- **Integration:** The degree of consistency and harmony among the various alumni units in terms of procedures, data, and services, in a manner that achieves operational efficiency and effective outcomes.
- **Alumni Database:** An electronic system for collecting, storing, and managing alumni data, encompassing their personal, professional, and academic information, which can be continuously updated.
- **Career Counseling:** A set of services and activities that assist graduates in understanding their capabilities and interests, exploring available employment opportunities, and making sound career decisions—delivered through individual or group interview sessions or workshops aimed at helping graduates develop their career plans and overcome challenges in the labor market.
- **Career Fair:** A periodic event bringing together graduates and various employment entities, with the goal of familiarizing graduates with available job opportunities and facilitating the employment process.
- **Learning Outcomes:** The body of knowledge, skills, and competencies acquired by a student upon completion of an academic program, the attainment of which is measured through graduates' performance in the labor market.
- **Feedback:** Information, opinions, and data obtained by an academic program from graduates and employers, used in evaluating and developing the program.
- **Academic Accreditation:** An external evaluation process aimed at ensuring the quality of an educational institution or academic program, in accordance with defined standards established by an accrediting body.

## Quality and Academic Accreditation Requirements Relating to Alumni

Quality and academic accreditation standards place considerable emphasis on alumni, regarding them as one of the primary sources for evaluating the quality of academic programs. The following presents the most prominent of these requirements in accordance with the Program Accreditation

Standards Manual issued by the National Center for Academic Accreditation and Assessment (NCAAA):

### **Standard One: Program Mission, Objectives, and Learning Outcomes**

- Learning outcomes must be defined and measurable.
- Learning outcomes should reflect the needs of the labor market and society.
- The development of learning outcomes must draw on the views of graduates and employers.

### **Standard Two: Program Outcomes and Evaluation**

- The attainment of targeted learning outcomes by graduates must be measured.
- Multiple sources of evaluation are required, including graduate performance in the labor market.
- Graduate tracking data must be analyzed and used for program improvement.
- Periodic studies must be conducted on the alignment of program outcomes with labor market requirements.
- Program accreditation requires an integrated graduate tracking system.

### **Standard Three: Students and Graduates**

- Career counseling services must be available to assist students in planning their professional futures.
- Student progress and graduation timelines should be tracked per defined schedules.
- Alumni relationships must be documented and their role in program development activated.
- Mechanisms must exist for collecting alumni views on program quality.

### **Standard Four: Faculty Members**

- Faculty members should contribute to advising and guiding students professionally.
- The expertise of distinguished alumni should be leveraged to develop faculty performance.

## Key Performance Indicators for Alumni Units

To measure the performance of alumni units and the extent to which they achieve their objectives, the following indicators may be used:

### Output Indicators

1. Percentage of graduates registered in the database:  $(\text{Number registered in database} \div \text{Total number of graduates}) \times 100$
2. Percentage of graduates employed in their field of specialization:  $(\text{Number employed in field} \div \text{Total number of employed graduates}) \times 100$
3. Percentage of graduates employed within one year of graduation:  $(\text{Number employed within one year} \div \text{Total number of graduates}) \times 100$
4. Percentage of graduates enrolled in postgraduate programs:  $(\text{Number enrolled} \div \text{Total number of graduates}) \times 100$
5. Average graduate income after graduation: compared with the average income in the labor market.
6. Graduate satisfaction rate with services provided by the University: measured through surveys.

### Process Indicators

7. Number of career counseling events conducted annually: workshops, seminars, and meetings with alumni.
8. Number of career fairs conducted annually.
9. Number of partnership agreements with employment entities.
10. Number of field visits to workplaces.
11. Number of surveys distributed to and received from graduates and employers.
12. Annual rate of updated graduate data:  $(\text{Number of graduates who updated their data} \div \text{Total registered graduates}) \times 100$

## Organizational Structure of the Alumni Affairs Agency at Najran University

Deputy Dean for Alumni Affairs

## Director of Alumni Administration

Human Resources Development Unit for Alumni

Alumni Unit

Documents and Records Unit

- Training & Skills Development
- Career Counseling
- External Communication

- Statistics
- Alumni Communication (Alumni Portal)
- Events

(Documents, records, and graduation credential issuance)

# Alumni Unit

The responsibilities of the Alumni Unit are as follows:

## 1. Statistics

---

This function aims to:

<b>1</b> Evaluate academic and professional performance of graduates	<b>2</b> Identify their needs and requirements	<b>3</b> Develop programs and services provided to them
---	---	--

It encompasses a set of procedures, the most important of which are:

- Collecting statistical data on graduates, including: academic qualification, specialization, place of employment, salary, and other relevant information.
- Analyzing statistical data using appropriate statistical methods.
- Preparing periodic reports that include the findings of statistical data analysis.

## 2. Alumni Communication (Alumni Portal)

---

This function aims to:

<b>1</b> Strengthen the relationship between the University and its graduates	<b>2</b> Provide graduates with necessary support in their professional and social journeys	<b>3</b> Document the relationship between the University and the broader community
--	--	--

This function encompasses a set of activities and programs, the most important of which are:

- Organizing meetings, seminars, and training programs: with the aim of exchanging expertise and knowledge among graduates and developing their skills and competencies.
- Providing employment and training opportunities: through cooperation with government and private entities, and organizing professional fairs and career events.

- Providing support and consultancy: through the provision of necessary services to graduates, including assistance with resume writing and the delivery of advice and guidance.

### 3. Events

---

Responsibilities include:

- Developing and implementing the events and activities plan for the Alumni Unit, aiming to: ensure the effectiveness and efficiency of events and activities, and achieve the objectives that the Alumni Unit pursues through these events.
- Coordinating with relevant entities for the organization of events and activities, aiming to: achieve cooperation and coordination between the Alumni Unit and relevant entities, and leverage their expertise and capabilities.
- Preparing the necessary budget for events and activities, aiming to: ensure the availability of necessary financial resources and control expenditures.
- Preparing periodic reports on events and activities, aiming to: monitor progress in implementation, evaluate events, and draw lessons for future activities.

### Alumni Unit Functions – Summary

---

The Alumni Unit at Najran University's Alumni Affairs Agency aims to achieve leadership in serving, tracking, and qualifying graduates for suitable employment, and to cooperate with them in developing the University's programs through the following functions:

#### Statistics

- Collect statistical data on graduates.
- Analyze data to understand needs.
- Develop programs based on analysis.

#### Key Activities:

- Design surveys to collect data.
- Analyze data using statistical methods.
- Prepare periodic analytical reports.

#### Alumni Communication (Alumni Portal)

- Strengthen the University–alumni relationship.
- Connect graduates with employment entities via an electronic portal platform.
- Activate alumni role in community service.
- Enable networking between alumni through discussion forums.
- Activate the career counseling platform to support graduate development.

## **Events**

- Organize events and activities connecting graduates with the University.
- Strengthen coordination between college units and alumni.
- Raise awareness of community service importance.
- Equip graduates with the skills and competencies needed for professional success.

# Human Resources Development Unit for Alumni

The Human Resources Development Unit for Alumni is responsible for providing support and guidance to graduates in their professional career paths. Its objectives include:

<b>1</b> Assist graduates in identifying suitable career paths	<b>2</b> Develop job-search skills	<b>3</b> Enhance soft skills: communication, teamwork
<b>1</b> Familiarize graduates with Saudi labor market requirements and Vision 2030	<b>2</b> Guide graduates toward freelance work and entrepreneurship	<b>3</b> Develop required and evolving skills in cooperation with employment entities

The Unit may also leverage initiatives offered by government agencies, particularly the Ministry of Human Resources in cooperation with the Human Resources Development Fund (HRDF), such as: the Career Counseling Initiative, the Graduate Employment Office Initiative, and the Tamheer Program.

## 1. Training and Skills Development

---

### 1. Identifying Training Needs of Graduates

This function aims to ensure the effectiveness and efficiency of training programs, and to achieve the objectives pursued through these programs. It encompasses a set of procedures:

- Conducting surveys of graduates regarding their training needs.
- Analyzing statistical data related to graduates, including: academic qualification, specialization, place of employment, and other relevant factors.
- Holding meetings with relevant entities to discuss their training needs.

### 2. Designing and Implementing Training Programs

This function aims to provide programs that meet graduate training needs. It encompasses:

- Selecting the topics and skills for graduate training.

- Developing training curricula.
- Selecting qualified trainers.
- Implementing training programs in accordance with the approved plan.

### **3. Evaluating and Developing Training Programs**

This function aims to ensure their effectiveness and efficiency. It encompasses:

- Preparing training program evaluation tools.
- Collecting data from training program participants.
- Analyzing data and providing recommendations and suggestions for program improvement.

### **4. Cooperation with Relevant Entities in Training and Skills Development**

This function aims to leverage the expertise and capabilities of relevant entities. It encompasses:

- Identifying entities that can be engaged for cooperation in training.
- Identifying the areas in which cooperation is possible.
- Preparing memoranda of understanding with relevant entities.

## **2. Career Counseling**

---

Career Counseling responsibilities involve providing support and guidance to graduates in their professional career paths, and include the following:

13. Assisting graduates in defining their professional goals and developing plans to achieve them.
14. Providing graduates with information about the labor market and its requirements.
15. Helping graduates develop their professional skills and competencies.
16. Preparing graduates for entry into the labor market by raising their awareness of necessary courses and skills.
17. Building partnerships between the University and community institutions in the area of career counseling.
18. Contributing to raising awareness among male and female students about professional and vocational skills.
19. Providing private sector employers with a list of graduates by specialization and job requirements.
20. Following up and supervising the implementation of professional development programs in the colleges through alumni unit coordination.
21. Key tools and techniques used by career counselors include:
  - Individual interviews: Counselors meet with graduates one-on-one to discuss their career goals and needs.

- Professional assessments: Help graduates identify their strengths, weaknesses, and career interests.
- Training programs: The Career Counseling Unit provides a variety of programs to assist graduates in developing professional skills, in cooperation with the Human Resources Development Fund (HRDF).
- Career fairs: Provide graduates with opportunities to connect with employers and learn about available job vacancies.
- Support and consultancy: Career counseling and occupational guidance services, resume assistance, and professional advice.

### 3. External Communication

---

#### Internal Entities

- Academic Departments: To provide the Unit with graduate lists, participate in career guidance events, and leverage graduate tracking data for program development.
- College Agency for Academic Affairs: For direct supervision and support of Unit activities.
- College Alumni Unit: To coordinate in measuring learning outcomes and collecting views from graduates and employers.
- Deanship of Admission and Registration: To obtain basic graduate data.
- Deanship of Digital Transformation and Knowledge Resources: To support the electronic platform and resolve technical issues.
- Institutional Communication Directorate: To coordinate major events, media coverage, and the Annual Graduation Ceremony.

#### External Entities

- Ministry of Education: To provide the Unit with general policies and orientations, and to participate in national initiatives.
- National Center for Academic Accreditation and Assessment: To benefit from quality standards and academic accreditation requirements.
- Human Resources Development Fund (HRDF): To cooperate in training, employment, and career counseling programs and benefit from the Fund's support.
- Najran Regional Chamber of Commerce and Industry: To engage with the business sector and build partnerships.
- Employment Entities (companies, government institutions, private sector): To present job opportunities and agree on training and cooperation programs.
- Training Centers: To attract graduates for employment in educational and training fields.

## Documents and Records Unit

The Documents and Records Unit is responsible for printing and issuing graduation credentials for graduates in accordance with approved procedures, ensuring data accuracy and the integrity of records. The Unit's responsibilities include:

Organize and conduct awareness workshops on data update procedures (Nafath, National Address) to ensure graduates are ready to print graduation credentials.	Send notification messages to graduates containing the approved data update link.
Print graduation credentials for graduates who have completed their data updates at both the undergraduate and diploma levels.	Conduct barcode scanning of graduation credentials and prepare them for dispatch via the Sabil delivery service.
Prepare periodic statistics on the number of graduation credentials printed each academic semester and submit them to the relevant authority.	

## Approved Key Performance Indicators (KPIs)

Najran University has adopted a set of key performance indicators related to alumni, which alumni units must measure on a periodic basis:

Source	Indicator	Definition	Target
Prior Year Graduates	Employment rate within 1 year of graduation	$\text{No. employed within 1 year} \div \text{Total graduates} \times 100$	70%
Employed Graduates	Employment rate in field of specialization	$\text{No. employed in field} \div \text{Total employed graduates} \times 100$	80%
Graduates	Enrollment rate in postgraduate programs	$\text{No. enrolled in postgraduate studies} \div \text{Total graduates} \times 100$	10%
Graduate Survey	Graduate satisfaction with academic program	Average graduate rating on 5-point Likert scale	$\geq 4/5$
Employer Survey	Employer satisfaction with graduate performance	Average employer rating on 5-point Likert scale	$\geq 4/5$
Database	Annual rate of updated graduate records	$\text{No. of updated records} \div \text{Total registered} \times 100$	30%
Events Log	Annual career guidance events	Total workshops, seminars, and meetings	11 events

Partnership Log	Partnership agreements with employment entities	Total active agreements	70%
-----------------	---	-------------------------	-----

# Continuous Improvement Mechanisms

To ensure the sustained improvement of alumni unit performance and the enhancement of service quality, the following model is adopted:

## Continuous Improvement Model (PDCA)

---

### 1. Plan

- Develop an annual plan for the alumni unit defining objectives, programs, and indicators.
- Allocate necessary resources (human, material, technological).
- Define implementation and monitoring responsibilities.

### 2. Do

- Implement activities and programs in accordance with the approved plan.
- Document all procedures and outcomes.
- Monitor implementation on a regular basis.

### 3. Check

- Measure performance indicators and compare them against targets.
- Collect feedback from beneficiaries (graduates, employment entities, colleges).
- Analyze strengths, weaknesses, opportunities, and challenges.

### 4. Act

- Develop improvement plans based on measurement and analysis findings.
- Revise ineffective procedures and services.
- Document good practices and disseminate them to other units.

## Additional Improvement Mechanisms

- **Benchmarking:** Comparing the performance of Najran University's alumni units with their counterparts in leading Saudi and international universities.
- **Internal Quality Reviews:** Conducting periodic reviews of alumni units by a team of internal experts.
- **Comparative Studies:** Drawing on successful experiences from other universities and adapting them to the context of Najran University.
- **External Consultancy:** Engaging external experts to evaluate alumni unit performance and provide development recommendations.

# Integration Mechanisms Between Alumni Units

## 1. Unified Electronic Platform

---

The unified electronic platform constitutes the backbone of integration between alumni units, enabling:

### Core Platform Requirements

22. Unified database: Centralized storage of data for all University graduates, with differentiated access permissions for subsidiary units.
23. Dedicated interfaces for each college: Enabling each college to manage its graduates' data independently while maintaining university-level integration.
24. Integration with university systems: Compatibility with the Admission and Registration system to obtain basic graduate data, and with the student self-service system.
25. Self-update capability: Enabling graduates to update their own data through a user-friendly electronic portal.
26. Unified reports: Ability to extract reports at both the college and university levels using standardized indicators.

### Platform Functions

Graduate registration and account management	Distribution of electronic surveys and collection of results	Management of career counseling programs
Publishing job and training opportunities	Communication with graduates (group messages, newsletters)	Events and career fair management
Documenting graduate achievements and success stories		

## 2. Periodic Meetings and Unified Reports

---

### Periodic Meetings

- Regular meetings for alumni unit coordinators in the colleges (virtual or in-person).
- An expanded annual meeting including all alumni unit staff to evaluate performance and plan for the upcoming year.

## Unified Reports

- Quarterly report: Includes a detailed analysis of performance indicators, results of surveys conducted, and monitoring of improvement plans.
- Annual report: Includes the year's achievements, key performance indicators, comparison with targets, recommendations for improvement, and plans for the coming year.

## 3. Knowledge Exchange and Best Practices

---

To enhance integration and improve the efficiency of alumni units, the following knowledge exchange system is adopted:

27. Unified knowledge base: Establishing an electronic platform containing: unified templates and procedures, training materials and instructional guides, success stories and distinguished experiences from various alumni units, and research and studies on alumni.
28. Exchange visits: Organizing field visits between alumni units in different colleges to observe and benefit from distinguished experiences.
29. Experience exchange workshops: Holding periodic workshops in which unit coordinators present their successful experiences, the challenges they faced, and how they were overcome.
30. Internal expert team: Forming a team of distinguished unit coordinators to provide consultancy and support to newly established units or those facing challenges.

## 4. Inter-College Joint Projects

---

Alumni units are encouraged to implement joint projects, such as:

31. Unified Career Fair: Organizing a large-scale career fair (Career Day) encompassing all the University's colleges, which increases the attractiveness of the event to major employers and provides broader opportunities for graduates.
32. Unified employer database: Building a comprehensive database of employment entities that deal with the various colleges and making it available to all units.
33. Joint training programs: Designing training programs in general skills (communication skills, English language, computer science) to be delivered to graduates from all colleges.
34. Joint studies: Conducting joint studies on labor market trends, required skills, employer satisfaction, encompassing samples from graduates across different colleges.

# Unified Work Templates and Tools

Unified templates are provided for the most important tools used by alumni units, with the possibility of modifying them to suit the specific context of each college, while adhering to the general unified framework.

## Template 1: Graduate Registration Form – Najran University Alumni Unit

*In the Name of God, the Most Gracious, the Most Merciful*  
Deanship of Admission and Registration | Alumni Affairs Agency

### GRADUATE REGISTRATION FORM

Alumni Guide 1447 AH

Basic Information	
Full Name (four names): _____	National ID / Residency No.: _____
Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female	Date of Birth: _____
Nationality: _____	Mobile Number: _____
Personal Email: _____	University Email (if applicable): _____
Graduation Data	
College: _____	Department: _____
Program: _____	Year of Graduation: _____
Academic Semester: _____	Cumulative GPA: _____
Honors Classification (if applicable): _____	
Employment Data (For Employed Graduates)	
Employment Status: <input type="checkbox"/> Employed <input type="checkbox"/> Not Employed	Current Employer: _____
Job Title: _____	Employment Sector: <input type="checkbox"/> Government <input type="checkbox"/> Private <input type="checkbox"/> Non-profit <input type="checkbox"/> Freelance

Field of Work: <input type="checkbox"/> Within specialization <input type="checkbox"/> Outside specialization	Employment Start Date: _____
Monthly Income (optional): _____	
<b>For Non-Employed Graduates</b>	
Actively seeking employment? <input type="checkbox"/> Yes <input type="checkbox"/> No	Preferred employment fields: _____
Interested in receiving Alumni Unit services? <input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Additional Information</b>	
Previous experience: _____	Training courses: _____
Skills: <input type="checkbox"/> Technical skills <input type="checkbox"/> Personal skills	Languages: _____
Willing to participate in student mentoring programs? <input type="checkbox"/> Yes <input type="checkbox"/> No	Willing to receive the periodic newsletter? <input type="checkbox"/> Yes <input type="checkbox"/> No

## Template 2: Graduate Satisfaction Survey – Academic Program

College Name: _____	Program: _____
Academic Degree: _____	Gender: _____
Academic Semester: _____	Academic Year: _____

Student feedback is important for improving program quality. This survey is designed to gather information from final-year students about their experience at the University through the program (department) in which they studied. This survey is confidential. Please do not write your name on it or reveal your identity. Your responses will be aggregated with those of others in a process that does not permit identification of any individual, and the summary of opinions will be used for improvement planning. Please respond to the following items by placing a checkmark (✓) in the column that best reflects your view. All information provided in this survey is strictly confidential.

### Response Scale Guide:

(Strongly Agree) = the statement is always or almost always true, and the requirement has been fulfilled to the fullest extent. (Agree) = the statement is usually or mostly true, and the requirement has been substantially fulfilled. (Somewhat True) = the requirement has been fulfilled to a moderate degree. (Disagree) = the requirement has been poorly fulfilled or not fulfilled in most instances. (Strongly Disagree) = the requirement has been very poorly fulfilled, or has not been fulfilled at all, or rarely fulfilled.

#	Survey Items	SA	A	ST	D	SD
<b>Section One: Support and Assistance Provided for My Education</b>						
1	I was provided with appropriate academic and career guidance throughout my study period in the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Faculty members were available for guidance and consultation when I needed to speak with them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Faculty members in the department encouraged me to do my best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Faculty members in the department provided feedback on my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Faculty members in the department possess extensive knowledge of the content of the courses they teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Faculty members in the department were enthusiastic about their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Faculty members were concerned with students' academic progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section Two: Resources Supporting My Education</b>						
8	Course support materials were current and useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Library resources were adequate and accessible whenever needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10	Classroom facilities (lectures, laboratories, and tutorials) were of good quality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Computer facilities were sufficient for my needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Appropriate facilities were available for extracurricular activities (including sports and recreation).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	There were suitable facilities for performing religious observances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Clinical training programs (internship year) were effective in developing my skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section Three: Evaluation of the Education Received</b>						
15	What I learned in this program will be important to my future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	The program helped me develop sufficient interest to continue updating my knowledge as new developments arise in my field of study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	The program developed my ability to investigate and solve new problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	The program developed my ability to work effectively within groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	The program improved my communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	The program helped me develop core skills in using technology to study issues and express findings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	I have developed the knowledge and skills necessary for the profession I have chosen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Evaluation</b>						
22	I am generally satisfied with the quality of my educational experience at the University.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Template 3: Employer Evaluation Survey – Graduate Competency (Najran University)

Dear Esteemed Employment Entity, Assalamu Alaikum Warahmatullahi Wabarakatuh, Najran University conducts studies on the performance indicators of its graduates with the aim of continuous improvement and development. Since the local community and employment entities are familiar with graduates through evaluating their performance and working with them practically in their assigned roles, the University seeks to study the competency level and professional and personal characteristics of its graduates through employers. Accordingly, your kind completion of the items in this questionnaire is greatly appreciated. Please note that all data and information remain strictly confidential and are used solely for improvement and development purposes. Your cooperation is sincerely valued. Note: If there are graduates from more than one program at your employment entity, please complete separate forms for graduates of each program.

Name of Employment Entity: _____	
Name of Program from which the Students Graduated: _____	
Number of Program Graduates Working at the Entity: _____	Sector: <input type="checkbox"/> Government <input type="checkbox"/> Private <input type="checkbox"/> Non-profit

#	Competency Indicators	To a Very Large Degree	To a Large Degree	To a Moderate Degree	To an Acceptable Degree	To a Weak Degree
<b>Domain One: Knowledge</b>						
1	The graduate demonstrates comprehensive understanding and critical vision of theories, concepts, and fundamental terminology in the specialization or field of work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The graduate is familiar with the intellectual schools of thought or different perspectives underlying the specialization or field of work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The graduate possesses specialized knowledge grounded in current developments in the specialization or field of work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Domain Two: Skills</b>						
4	The graduate can describe and identify problems and provide advice and recommendations for their resolution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The graduate can collect and analyze information and propose alternative solutions to problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The graduate possesses the ability to connect theory with practice in the workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Domain Three: Communication Skills</b>						
7	The graduate possesses oral conversation and communication skills in the workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8	The graduate has the ability to prepare and present reports in the workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	The graduate has the ability to engage in dialogue and discussion in group settings and work teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Domain Four: Personal Competencies</b>						
10	The graduate possesses leadership skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	The graduate demonstrates loyalty to the institution and commitment to work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	The graduate possesses the skill of independent thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	The graduate possesses the skill of critical thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	The graduate possesses motivation and drive for professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	The graduate has the ability to adapt to modern technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Domain Five: Job Skills</b>						
16	The graduate has the ability to adapt to and understand the work environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	The graduate can independently handle the tasks assigned to him/her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	The graduate possesses creative skills and innovative thinking in the workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	The graduate can accept overtime work requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	The graduate respects deadlines and demonstrates professional discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	The graduate possesses the ability to organize and manage time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	The graduate has thorough knowledge of basic workplace safety and security principles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	The graduate does not possess oral communication skills in the workplace. (Reverse-coded item)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Domain Six: Overall Assessment</b>						
24	Would you hire Najran University graduates again? <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**What specializations are required by your labor market that our graduates do not currently offer?**

.....

**What skills required by the labor market do our graduates currently lack?**

.....

**We sincerely thank you for your kind cooperation.**

## Template 4: Quarterly Report Template – Alumni Unit

College: _____	Department: _____	Semester: _____	Year: _____
-------------------	----------------------	--------------------	----------------

### First: Key Performance Indicators

Indicator	Value	Target	Notes/Achievement Rate
Number of graduates newly registered in the database			
Number of graduates whose data has been updated			
Number of job vacancies advertised			
Number of cooperating employment entities			
Number of surveys distributed to graduates			
Number of surveys received from graduates			
Number of graduates communicated with			

### Second: Events and Activities Implemented

#	Event Name	Date	Beneficiaries	Participating Entities / Notes
1				
2				
3				
4				

### Third: Partnerships with External Entities

#	Entity Name	Description of Partnership	Duration
1			
2			

### Fourth: Graduate Achievements (Success Stories, Awards, Promotions)

Graduate Name	Specialization	Graduation Year	Achievement

### Fifth: Challenges Faced by the Unit

#	Challenge	Action Taken	Assistance Required
1			
2			
3			

Sixth: Plans and Proposals			
#	Planned Activity	Target Date	Implementing Entity
1			
2			
3			

Report Prepared by: \_\_\_\_\_

## Important Links and References

The following resources are available through Najran University's Alumni Affairs Platform:

- Graduate Registration Form
- Graduate Satisfaction Survey – Academic Program
- Employer Evaluation Survey – Najran University Graduate Competency
- Quarterly Report Template – Alumni Unit
- Annual Alumni Guide
- Najran University Graduates in Numbers
- User Guide for the Kharij (Graduate) Platform

### **Najran University – Alumni Affairs Agency**

Deanship of Admission and Registration

First Edition | Academic Year 1447 AH