



**Dar Al Uloom University**  
**College of Architectural Engineering and Digital Design “CADD”**  
**Department of Architectural Engineering**

---

---

**Program Quality Handbook**  
for the  
**“Department of Architectural Engineering”**

---

---

**September, 2022**

**Department of Architectural Engineering**  
**Program Quality Handbook**

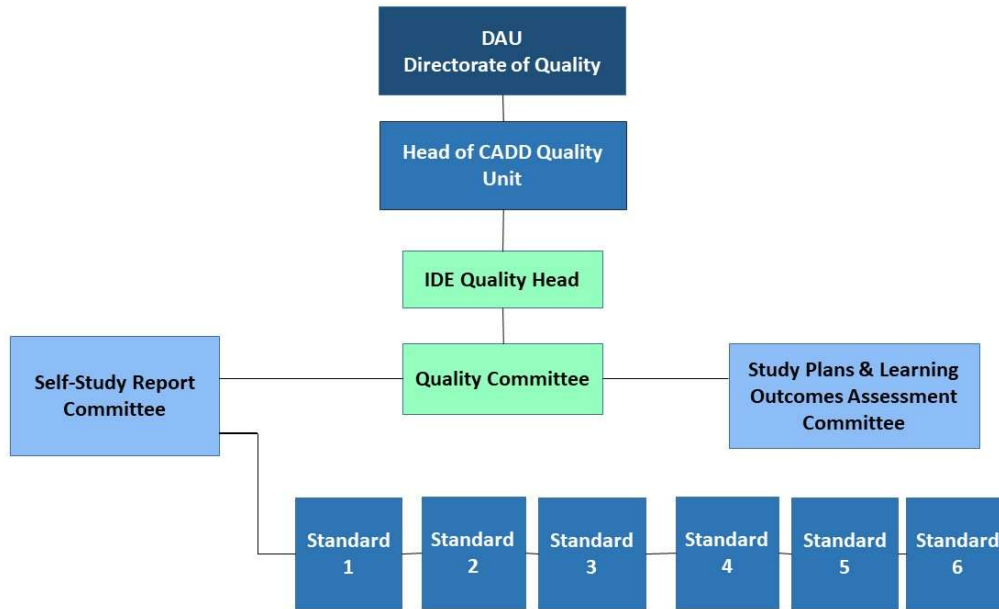
---

**Contents**

1. Architectural Engineering Program Quality System
  2. Quality Planning and Review Cycle
  3. Program Policies
  4. Reviewing the Vision, Mission, and Goals Statements
  5. Monitoring Quality in the Program
    - 1- Program Specifications
    - 2- Program Annual Reports
    - 3- Program Strategic Plan
    - 4- Course Specification
    - 5- Course Report
    - 6- Curriculum and Instructional Effectiveness
    - 7- Students' profile, learning and success, and satisfaction
    - 8- Faculty Accomplishments
    - 9- Teaching & Learning KPIs (Adopted from NCAAA)
    - 10- Program Demand
  6. Monitoring the Quality of Teaching
    - A) Course File Revision
    - B) Course File Review and Submission Process
    - C) Course File Audit Report
    - D) Peer Review of Teaching
    - E) External Review
  7. Program Development and Review
  8. Assessment Methods
    - a- Program Level
    - b- Course Level
    - c- Program Learning Outcomes Assessment
  9. Performance Indicators and Benchmarking
  10. NCAAA Forms & Templates
-

## **1- Architectural Engineering Program Quality System**

The quality system in the Architectural Engineering Department implements the goals of the Directorate of Quality within DAU. A Quality Committee has been established in the department that works under the supervision of the College Quality Head. The Quality Head organizes the quality work and supervises the committees related to the six standards of national accreditation, the Quality Committee, and the Study Plan and Learning Outcomes Assessment Committee.



The members of the Quality unit (with its three committees) are responsible for maintaining and enhancing the quality of ARC academic program through an organized process of collecting evidence and analyzing data to facilitate future actions.

### **Quality Committee Objectives:**

1. To make sure DAU's quality assurance activities are being implemented at departmental level.
2. To prepare ARC Program for local and international accreditation and ensure adherence to applicable standards.

### **The Tasks for the Committee are as Follows:**

1. To monitor the quality of teaching by enhancing the use of innovative teaching strategies.
2. To fulfill the requirements for the Quality Assurance and Accreditation of the National Center for Assessment and Academic Accreditation (NCAAA) and other internationally recognized accrediting authorities.
3. To review all course files and prepare the course file audit report to be presented to the department head.

4. To do periodical reviews for the study plan suggesting improvements and developments and compliance to all national and international standards.
5. To monitor the quality of the program through the continuous measuring of KPIs to check performance improvement.
6. To suggest improvement plans based on the findings identified in the assessment phase.

## 2. Quality Planning and Review Cycle

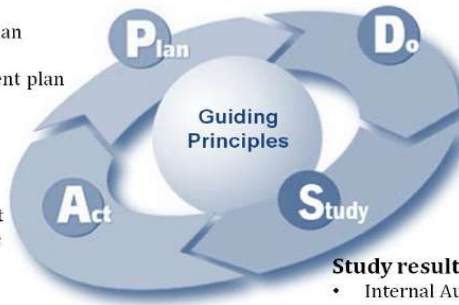
The Program follows the management model called the Deming's PDSA cycle of learning and improvement (Plan, Do, Study, Act), which is the one DAU uses in all its units. It allows for continuous improvement and organizational learning.

### Develop plans for improvement and sustainability

- DAU Strategic Plan 2013-2020
- Colleges and Departmental Plans
- Program Study Plan
- Program assessment plan
- Course review plan
- Continuous improvement plan

### Take Action for improvement:

- Develop and implement action plans to close the performance gap
- Develop preventive measures
- Lesson learned
- Document your experience
- Celebrate success



### Implement Plans

- Implement Plans
- Monitor results
- Maintain records
- Gather evidence

### Study results:

- Internal Audit
- External peer review report
- NCAAA accreditation report
- Annual college & Departmental Reports

### Conduct gap analysis:

- Analyze and interpret results against targets
- Benchmark performance and practices
- Identify the root causes for performance gap

## 3. Program Policies

The Architectural Engineering Program follows all the policies set by DAU in conducting all administrative and educational activities. The faculty, staff, and students of the Architectural Engineering Program are governed by those policies and procedures. Certain policies were developed to suit the program's specific needs, but are in line with the DAU policies and procedures. These policies are subject to regular review, improvement, and development of new policies when needed. These include some students' policies, and others related to teaching and learning.

The following table lists the policies developed by and implemented in the program's administrative and educational activities. In addition to that, all other related DAU policies govern the procedures in the program. All these policies are available on the Directorate of Quality website and DAU Shared Folder.

No.	Policy Title	Beneficiary
1	Moderation Policy	Faculty members
2	Plagiarism Policy	Faculty and students
3	Extra-Curricular Activities Policy	Students
4	Struggling students' policy	Students
5	Counseling policy	Students
6	Attracting system policy and procedures	Faculty members
7	Gifted, talented, and creative students' policy	Students
8	Mission Statement Review Policy	Stakeholders

#### 4. Reviewing the Vision, Mission, and Goals Statements

The Program Vision, Mission, and goals will be subject to a five-year review cycle unless deemed necessary otherwise by the department council and should be developed to be aligned with DAU/CADD Mission, and 2030 Saudi National Vision.

The Review process follows the DAU and ARC Mission Review Policy, and the process is explained in the chart below:



- The development and review of the vision, mission, and goals statements shall be carried out by the strategic plan committee at the ARC department.
- The processes of development or review shall be overseen by the department council.
- In the first step, the strategic plan committee shall develop the proposal considering both the program requirements and the alignment with the school vision, mission, and goals statements.
- In the second step, the proposal will be sent to the department council for approval.
- After approval from the department council, the proposal is presented to students and other stakeholders for their input.
- If only a minor change is recommended, the department council will review and approve or disapprove the change.
- Once the Vision, and mission are approved, the strategic Plan committee members will develop goals to achieve the program mission.
- Accordingly, the committee prepares the operational plan to achieve the program goals aligned with the program's mission.

## **5. Monitoring Quality in the Program**

The Quality Committee at the program level meets regularly during the academic year to discuss certain topics (quality related) that are predetermined by the Directorate of Quality. Meetings should be documented by maintaining minutes of meetings regularly.

To Monitor the Quality of Teaching and Learning, the Quality Committee Follows the Below Review Checklist:

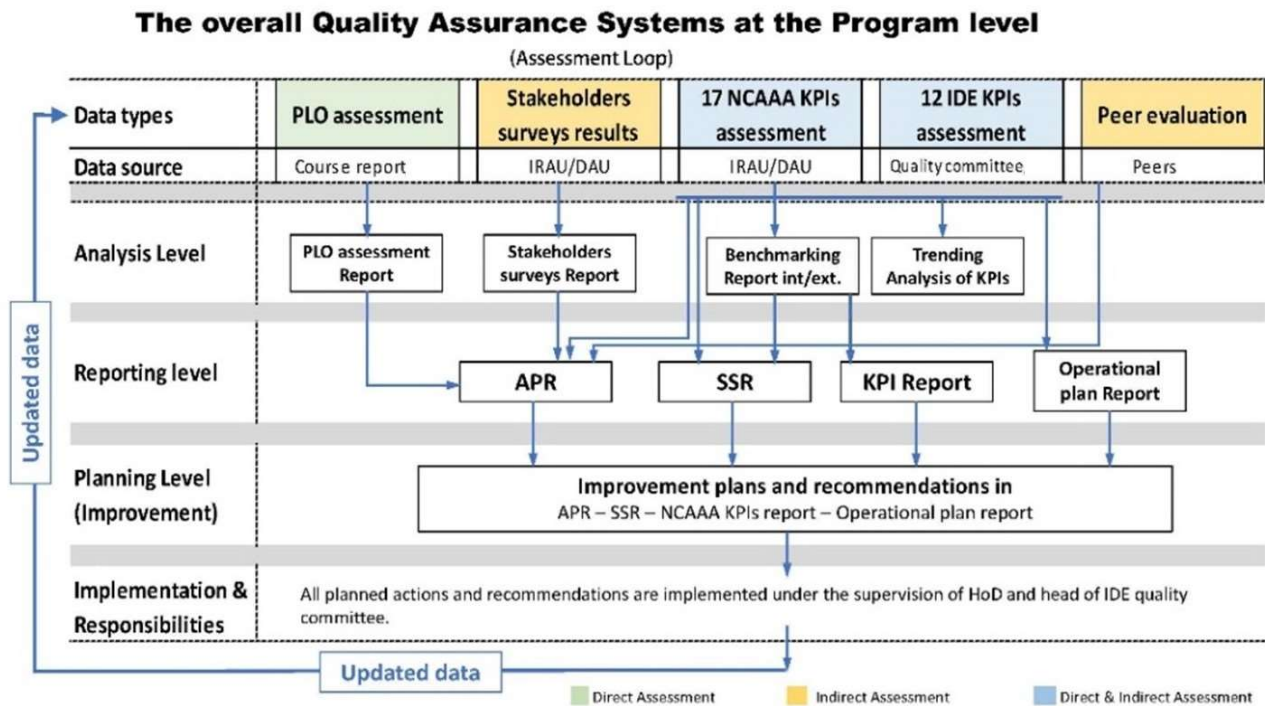
- 1- Program Specifications
- 2- Program Annual Reports
- 3- Program Strategic Plan (Operational, Implementational, & Improvement Plans)
  - Program mission and how it relates to the university mission.
  - Program objectives and how it is related to student learning outcomes.
- 4- Course Specification
- 5- Course Report
- 6- Curriculum and Instructional Effectiveness
  - Curriculum Effectiveness
  - Curriculum descriptions (how they address student learning outcomes).
  - Benchmark the program curriculum with other institutions.
  - Benchmark the program curriculum with professional and accreditation standards.
  - Course syllabus.
  - Instructional Effectiveness.
  - Course Evaluation.
  - Faculty evaluation.
  - Peer review.
- 7- Students' profile, learning and success, and satisfaction
  - Student Profile.
  - Enrollment rates.
  - Student Learning & Success
  - Student completion rates
  - PLOs assessment measures (tools and results)
  - Achievement program PLOs (all the surveys' results – alumni, employers, student satisfaction; and program surveys; test scores; students support services)
- 8- Faculty Accomplishments
  - Awards & recognitions
  - Qualifications, achievements, a record of their community services and research activities
- 9- Teaching & Learning KPIs (Adopted from NCAAA)
  - Students' overall evaluation of the quality of their learning experiences at the institution.
  - Proportion of courses in which student evaluations were conducted during the year.

- Proportion of programs in which there was independent verification within the institution of standards of student achievement during the year.
- Ratio of teaching staff to students.
- Students' overall rating on the quality of their courses.
- Proportion of teaching staff with verified doctoral qualifications.
- Percentage of students entering programs who successfully complete the first year.
- Proportion of students entering undergraduate programs who complete those programs in minimum time.
- Proportion of graduates from undergraduate programs, who within six months of graduation, are:
  - Employed
  - Enrolled in further study
  - Not seeking employment or further study

#### 10- Program Demand

- Market analysis
- Admission rates to the program
- Student employment rates

This Complete Cycle at Both Course and Program Levels is Illustrated in the Below Chart:





The above chart illustrates the quality cycle in the program. To achieve results in the program development, the quality committee reviews all documents reflecting the performance in the program, including course reports, program reports, intended learning outcomes assessment results at the course and program level, stakeholders' surveys, and program key performance indicators. The Quality Committee, together with the Head of the Department, prepares the improvement plan with set priorities for improvement and annually evaluates this ongoing procedure. The improvement plan is submitted to the College Dean for approval, before being submitted to the Directorate of Quality at DAU.

5-2 The following participate in the Program Quality assurance.

Unit	Responsibilities
Faculty members/ Course coordinators	<ul style="list-style-type: none"> <li>Assessments of course Learning Outcomes</li> <li>Suggesting improvements to the course delivery</li> <li>Peer review</li> <li>Submitting Course files and Course reports</li> </ul>
Quality Committee	<ul style="list-style-type: none"> <li>Supervising the implementation of the program assessment plan</li> <li>Analyzing the results of the program assessments</li> <li>Achieving national and/or international accreditation</li> <li>Monitoring quality assurance procedures</li> <li>Preparing Annual Program Reports</li> <li>Reviewing all course files and preparing the course file audit report</li> <li>Monitoring the quality of the program through the continuous measuring of KPIs to check performance improvement.</li> </ul>
Learning Outcomes Assessment Committee	<ul style="list-style-type: none"> <li>Assessments of Program Learning Outcomes</li> <li>Reviewing Program Learning Outcomes</li> <li>Improvement plans for PLO achievement</li> </ul>
Department Council	<ul style="list-style-type: none"> <li>Discussing and approving the improvement actions</li> <li>Raising college-related topics to the College Council for approval.</li> </ul>
Program Head	<ul style="list-style-type: none"> <li>Program Assessment leader</li> <li>Supervising all educational and administrative procedures</li> </ul>
College Quality Committee	<ul style="list-style-type: none"> <li>to inculcate the concept of quality assurance and disseminate the culture at the level of the college.</li> <li>to undertake the execution of the quality assurance program.</li> <li>to execute the programs of academic evaluation and accreditation.</li> <li>to oversee the preparation and execution of the development plans in the college.</li> </ul>
Program Advisory Board	<ul style="list-style-type: none"> <li>Evaluate academic programs proposed by the department and provide advice and opinion to upgrade, improve and adapt programs to meet the changing labor market needs</li> </ul>
College Council	<ul style="list-style-type: none"> <li>Suggest academic programs, textbooks, and references of the college.</li> <li>Promote and coordinate scientific research, and work on publishing the research papers.</li> <li>Suggest the training and exchange programs needed, extracurricular activities plan, and college regulations.</li> <li>Approving the proposed improvement actions raised by the Department Council.</li> </ul>



## 6. Monitoring the Quality of Teaching

### A) Course File Revision

The members of the Quality Committee review the submitted course files by the second week of each academic semester and accordingly an audit report is prepared and shared with all course coordinators, to summarize the final submission.

Course coordinators are given a chance to submit/continue any missing requirement of the course file before the updated audit report with the approved course files is being submitted to the Directorate of Quality at DAU.

Combined Course Report:

- Each unified course report should be reviewed.
- The review will help confirm the action plan suggested and help the committee realize any unification issues, whether it was related to missing some learning outcomes or covering different chapters, etc.

### B) Course File Review and Submission Process

1. Assign course coordinators for all courses by the 2nd week of the semester. The role of the course coordinator is essential in the course file review and submission. To ensure that all courses are covered, the coordinators' list should be provided by the program chair.
2. A Discipline Coordinator is assigned for a group of courses within the same scientific specialty. He/she should acquire new instructions, and upgrades of all courses aspects (LOs, KPIs, Teaching Strategies, Evaluation Methods, Closing the monitoring loop at the end part of the course report). Then the Discipline coordinator would contact courses coordinators for further editing and amendments according to his/her personal review.
3. Faculty members (course tutors) will start to upload their course file materials in the shared link from the 2<sup>nd</sup> week of the semester gradually until the end of the term week #17.
4. Course coordinators start the review process after the midterm period up to week #17.
5. The review process should cover the checklist review and the course content review. Course coordinators will review the checklist to make sure that all files and samples are included, and they will review the course content to evaluate the quality of the content. Accordingly, course coordinators sign and submit the course file verification form to the program quality head.
6. If any modifications or missing files are needed from the faculty, the course coordinator will communicate with the faculty to provide any required adjustments.
7. The Head of the Department should monitor the submission and the revision process. He/she will access the folder at any time to ensure the commitment to the deadlines and to ensure the efficiency of the process.
8. The Program Quality Committee should approve the course files. The committee will meet to review the forms and samples from the course files. Meeting Guideline is available for the members. Meeting Minutes should be sent to the College Quality Committee.
9. The college quality coordinators will confirm the final submission to the College Quality Committee.
10. All minutes of meetings should be sent to the Program Chair.

## Course File Verification Form

### COURSE FILE ELEMENTS CHECKLIST

**Note:** Course files are due for completion two weeks after the end of each semester.

PROGRAM INFORMATION			
College		Program	
COURSE INFORMATION			
Course Title		Course Code	
Course Coordinator Name		Date of Completion	

COURSE FILE COMPONENTS			
No	Item	Status (C/P/N). C: Complete. P: Partially Complete. N: Not Complete.	Remarks
1	Course Specification		
2	Course Syllabus		
3	Course Report (Separate Course Report for each section)		
4	A combined, comprehensive Course Report inclusive of the students off all sections prepared by the course coordinator (this is required when the same course is being taught in different sections during a particular semester).		
5	Students' attendance Records		
6	Assessment Instructor Material: all question papers for each Assessment task/tool mentioned in the Course Specifications		
7	Rubrics, Instructor models and answer keys: Rubrics + all answer keys for each Assessment task/tool mentioned in the Course Specifications		
8	Course Intended Learning Outcomes Assessments: Course ILOs Assessment templates provided by the Directorate of Quality should be used for each Assessment task/tool mentioned in the Course Specifications		
9	Final grade report with breakdown as per the grading system		
10	Examples from across the range of student performance of graded responses to all assessment instruments: excellent, average, and poor performance responses		
11	Summary of the student feedback on the evaluation of the course (for each section)		
12	Faculty CVs and Teaching philosophies (in case of new faculty members)		
13	Copies of all teaching materials		
SIGNATURES			

Please note that all course file components must be submitted in electronic formats (Word, PDF, etc.)

Course Coordinator	Signature	Date
Head of the Quality Committee in the Program	Signature	Date

### Submittal Course File Items

<b>Instructor/ quality work</b>	<ul style="list-style-type: none"> <li>• Course Report</li> <li>• Course grades</li> <li>• Course evaluation</li> <li>• CLO assessment</li> </ul>
<b>Instructor's work</b>	<ul style="list-style-type: none"> <li>• Course syllabus</li> <li>• Weekly plan</li> <li>• PowerPoint presentations</li> <li>• Course assignments</li> <li>• Quizzes</li> <li>• Projects</li> <li>• Exams- Midterm and Final</li> <li>• Students' attendance record</li> <li>• Instructor's CV and teaching Philosophy</li> </ul>
<b>Students' work- samples</b> (high-average-low)	<ul style="list-style-type: none"> <li>• Samples of assignments</li> <li>• Samples of quizzes and exams</li> </ul>
<b>Coordinator's files</b>	<ul style="list-style-type: none"> <li>• Course Specification</li> <li>• Combined Course Report</li> <li>• Combined CLO assessment</li> <li>• Course file verification form</li> </ul>

### C) Course File Audit Report

The Quality Committee conducts an audit of the submitted course files as follows:

- The Course files should include all the 13 items specified in the above checklist
- The templates used should be the updated NCAAA templates
- A detailed review specifically of the course report to ensure it has been filled out properly especially in the improvement part.
- Ensuring the recommendations from the previous semester have been implemented and solid recommendations are being set for the coming semester to ensure a closed loop of quality assurance
- The Quality Committee prepares a detailed audit report
- The report is circulated with the course coordinators/ faculty members to provide any required adjustments.
- The final report is submitted to the Directorate of Quality at DAU level

The concerned Quality Committee through its LOs Work-Group is to periodically perform a thorough revision of all ARC Program Courses Learning Outcomes CLOs, for all the 45 courses, assigning for each course, with the direct collaboration of the course tutor, the course coordinator, and the discipline coordinator, the suitable and appropriate CLOs derived from relevant and properly assigned/revised Program Learning Outcomes PLOs to be utilized for each particular course.

Besides the LOs revision, a comprehensive Matrix is to be formulated for the collaborative aggregate of sensitive information of:

- 1- Course Code, Name, & Contact/Credit Hours
- 2- Course Learning Outcomes, appropriately derived from relevant Program Learning Outcome, after alignment revision
- 3- Teaching Strategies, after revision

- 4- Assessment Methods, after revision
- 5- Targeted CLO value put for every Academic Year (as a yearly update)
- 6- Achieved CLO value acquired for every Academic Semester (as a semesterly update)

#### **D) Peer-Review of Teaching**

Peer review is the evaluation, by colleagues or peers, of all teaching-related activities for either formative (for development) or summative (for personnel decision) purposes. The ARC program uses Peer review as a component of a continuous improvement process as follows:

Peer review can consist of these basic steps, conducted in this order:

1. Review of course materials
2. Pre-observation consultation
3. Teaching observation
4. Post-observation consultation and feedback
5. Written evaluation
6. Monitoring the peer review process

##### **D-1 Design studio courses**

The process goes as follows:

1. The Program head assigns interested, academically responsible individuals who have teaching experience to do the peer review process as jury members
2. The course instructor circulates the course syllabus with the jury members to introduce the course outline, learning outcomes, weekly plan, and assessment requirements.
3. The jury members fill in the peer review template (attached below)
4. The jury members also evaluate student achievement, based on performance using a detailed rubric.
5. The below-attached form is filled in and sent directly to the program head
6. The program head conducts a summative analysis of the evaluation and identifies courses with low achievement
7. Individual feedback is given to instructors by the program head to improve performance.

##### **D-2: Other courses**

Each faculty member will, on an annual basis, have at least one of their teaching sessions observed, the peers involved will provide feedback as a critical friend, and that feedback will be used as the basis for planning any further staff development. The program follows the DAU peer-review policy and procedures in this matter.

A decisive and rigor enforcement at multiple levels is performed in the form of Templates for Surveying Program Aspects, Course Specifications and Report, and Jury Events of Design Studios, throughout investigating opinions of External Visitors, External Evaluators, and Invited Studio Internal/External Jury Contributors for studio courses.

Assessment Template for Surveying Program Aspects, Course Specifications and Report, and Jury Events of Design Studios, throughout personal opinions of External Visitors, External Evaluators, and Invited Studio Int./Ext. Jury Contributors

Reviewer Name: \_\_\_\_\_ Date of Review: \_\_\_\_\_

Type of Review (Select the applicable)

☐ Program Site Visit

☐ Course Review

☐ Design Studio Jury

**Instructions:**

- Please complete this summary sheet at the completion of your:

Program Site Visit (Part 1), Course Review (Part 2), or Design Studio Jury (Part 3)

... (as applicable) and email it to the Head of Department Dr. Mustafa Ramadan, mustafa@dau.edu.sa.

- Please rate the following "Program Review Criteria", using the following ranks:

1=Strongly Disagree

2=Disagree

3=Neutral

4= Agree

5= Strongly Agree

1.	PROGRAM VISIT ASSESSMENT	Evaluation (1,2,3,4,5)
1.1	The program's website and marketing materials are accurate; they reflect the current state of the discipline and a learning environment that is intellectually challenging and inclusive.	
1.2	Admission Trends: number of inquiries, applications, deposits, and enrollment indicate program health and increasing student selectivity.	
1.3	The program has demonstrated a commitment to improving diversity and creating an inclusive learning environment.	
1.4	Students feel that the learning environment in the program is inclusive, and that diversity is valued.	
1.5	Class size levels ensure productive learning.	
1.6	Students are aware of program requirements and PLOs.	
1.7	Students receive the kind of advising they need from faculty to improve their chance for success.	
1.8	Students feel that support services, staff and administration are adequate and supportive.	
1.9	Faculty specialties correspond to program needs and to the concentrations in which they teach.	
2.0	What are the major strengths and weaknesses of the program? .....	
2.1	What are the top three goals you would suggest that the program set for the next five years? .....	
2.2	Do you recommend any changes to improve student experiences and the learning environment? .....	
2.3	Do you recommend any changes to strengthen the program's current structure, administration, staff, student support services, and resources? .....	

2.	COURSE SPECIFICATIONS AND REPORT	Evaluation (1,2,3,4,5)
1.1	The course mode of instruction is suitable in regard to the course content.	
1.2	The course contact hours are well distributed among class activities.	
1.3	Course description is clear and pertinent.	
1.4	Course Learning Outcomes (CLOs) are aligned with the Program Learning Outcomes (PLOs).	
1.5	Course Content are relevant to the CLOs and reflect well the course description.	
1.6	Teaching strategies are diverse and applicable to achieve the desired CLOs.	
1.7	Various Assessment Methods are used in the course.	
1.8	Course Quality Evaluation methods and results are sufficient.	
1.9	Do you recommend any changes to enhance the course (content, teaching strategies, assessment, course quality evaluation, etc.)? .....	

3.	DESIGN STUDIO JURY	Evaluation (1,2,3,4,5)
1.1	Students fulfil the project requirements.	
1.2	The projects were presented well.	
1.3	Project assignment requirement is correlated to graduate market requirements.	
1.4	Students' technical utilization of software and tools to develop the project output is well defined.	
1.5	The jury is well organized with sufficient timing and a relaxing environment.	
1.6	Do you recommend any changes to enhance the jury experience? .....	

### **E) External Review**

The program ensures the evaluation of external reviewers through a practice of inviting external jury members to the design studio juries during midterm and/or Final jury.

1. The external jury members are informed by the faculty member about the requirements of the jury and the skills and intended learning outcomes.
2. The jury members are provided with the rubrics for evaluation.
3. Students present the project orally in front of the external jury members
4. The jury members give direct feedback to students
5. The external jury members evaluate the students' outcomes
6. The external reviewer lists points of strength and areas for improvement in the rubric template.
7. A copy of the evaluation and feedback is submitted to the program head who monitors faculty performance.

## **7. Program Development and Review**

The Program follows the DAU Policies regarding the review and development of academic programs, and the DAU academic program Development Handbook. The program is reviewed every five years. The review process is conducted by the Quality Committee which is responsible for analyzing the results of the Program Report, the Program Learning Outcomes Assessment, the surveys conducted by the Institutional Research and Archiving Unit, the Key Performance Indicators, and Peer review reports. Based on the results, the Committee and the program head prepared the Program improvement plan.

## **8. Assessment Methods:**

The Quality Committee at the program level assesses the performance of the Program by both; direct and indirect assessment methods. There are two main levels at which direct and indirect assessment is made in ARC Department

### **a. Program Level:**

At the Program level, the direct assessment will be made by the analysis of the achievement of the program's intended learning outcomes throughout each academic year for each cohort registered within the program. Indirect assessment will be done with the help of stakeholder evaluations. The achievement of each program learning outcome is benchmarked internally and externally for appropriate assessment.

### **b. Course Level:**

At the Course level, direct assessment is made by the analysis of the achievement of the course's intended learning outcomes throughout each academic year for each course within the program. Indirect assessment is done with the help of stakeholder evaluation.

Below is the list of all the Stakeholder surveys carried out within the department for Indirect Assessment:

- Graduate Exit Survey
- Faculty Satisfaction Survey
- Course Evaluation Survey

- Program Evaluation Survey
- Student Experience Survey
- Alumni Survey
- Employers Survey

Assessment method	PLO assessment	CLO assessment	Course survey	Student experience survey	Program evaluation survey	Alumni survey	Employer's survey
<b>Time -based</b>	All PLOs should be evaluated in a five-years cycle	By Semester	By Semester	Annually	Annually	Annually	Annually
<b>Direct/ indirect</b>	Direct	Direct	Indirect	Indirect	Indirect	Indirect	Indirect
<b>Summative/ formative</b>	Summative	Formative/ Summative	Formative	Formative	Summative	Summative	Summative
<b>Promotion Threshold</b>	Students should achieve 60% as passing grade/Course.						

### c. Program Learning Outcomes Assessment

For continuous improvements, the program learning outcomes assessment plan needs to assess all PLOs over a five-year cycle. The PLO assessment will be filled out in the Learning outcomes assessment plan template, which consists of developing and piloting a rubric for the selected PLO, working with faculty to develop and align class assessment, collecting student artifacts, and applying the rubric to the artifacts (assessment), analyzing the results (evaluation). Based on the results, improvement plans and recommendations are prepared. The program will disseminate the results through the Department Council meeting and implement closing-the-loop activities (design and implement the improvements).

The table below shows the assessment methods that are used to assess the Program Learning outcomes. Assessment Types are clarified for each assessment (Direct/In-Direct. The performance target is also specified.

### 3. Program Learning Outcomes Measurement Plan

#### PLOs Measurement Time Plan

College:		Program:		
PLO-Code	The Evaluation Period	Direct Measurement Methods as Stated in The Program Description	Indirect Measurement Methods as Stated in The Program Description	Performance Target



The value of each PLO is assessed by calculating the average value of all the CLOs in all courses which are aligned with the specific PLO. The alignment can be seen in the mapping matrix of CLOs to PLOs. The CLO is assessed using the DAU assessment templates which contain students' grades, analysis of grades, and improvement actions.

The program uses 17 Key performance indicators, each of which is filled out on a card. The program also conducts internal and external benchmarking on a regular basis. The ARC program benefits from the signed agreements between DAU and other universities and seeks to sign agreements with other programs to conduct the benchmarking process as one of the assessment tools to improve performance and close the loop.

## **9- Performance Indicators and Benchmarking**

Performance indicators are important tools for assessing the quality of Educational Institutions and monitoring their performance. They contribute to continuous development processes and decision-making support. An important element of within-institution evaluations is the capacity to make comparisons with other institutions selected for benchmarking purposes or with overall national data.

To be useful for these purposes the data must be measured in consistent ways over time, and by different institutions and sections within them. The National Center for Academic Accreditation and Evaluation has identified 17 key performance indicators at the Program level, and the ARC program assesses these KPIs in addition to the extra added KPIs to ensure the quality of the program.

Below are the Key Performance Indicators used in ARC Department.

KPI Code	KPI Definition	Active
KPI-P-01	Percentage of achieved indicators of the program operational plan objectives	Yes
KPI-P-02	Students' Evaluation of quality of learning experience in the program	Yes
KPI-P-03	Students' evaluation of the quality of the courses	Yes
KPI-P-04	Completion rate	Yes
KPI-P-05	First-year students retention rate	Yes
KPI-P-06	Students' performance in the professional and/or national examinations	N/A
KPI-P-07	Graduates' employability and enrolment in postgraduate programs	Yes
KPI-P-08	Average number of students in the class	Yes
KPI-P-09	Employers' evaluation of the program graduate's proficiency	Yes
KPI-P-10	Students' satisfaction with the offered services	Yes
KPI-P-11	Ratio of students to teaching staff	Yes
KPI-P-12	Percentage of teaching staff distribution	Yes
KPI-P-13	Proportion of teaching staff leaving the program	Yes
KPI-P-14	Percentage of publications of faculty members	Yes
KPI-P-15	Rate of published research per faculty member	Yes
KPI-P-16	Citations rate in refereed journals per faculty member	Yes
KPI-P-17	Satisfaction of beneficiaries with the learning resources	Yes

## **10- NCAAA Forms & Templates**

The Program uses all the official templates and forms by the National Centre for Academic Accreditation and Evaluation, namely, Program Specification, Course Specification, Annual Program Report, Course Report, Field Training Specification, and Field Training Reports.