DAU's Graduate attributes & ILOs and Assessment Methods and Tools
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1. Introduction

Graduate attributes are the qualities, attitudes, behaviors, values and ethics built into the learning process. While the Institutional Learning Outcomes (ILOs) are the expected learning achievements that are expressed in terms of what to know, understand, and be able to do upon graduation, regardless of academic program of study, the importance of developing appropriate graduate attributes stem from the fact that universities must align their academic programs with business and government job requirements in order to produce employable graduates. The goal is to prepare graduates for dynamic employment opportunities by providing teaching and learning strategies, curriculum content, extracurricular activities, and pedagogy, as well as ensuring that learning spaces are of the highest quality. Students' progress in developing specific attributes throughout their academic careers must be measured through quantitative metrics.

Table (1) presents DAU's Graduate Attributes and Institutional Learning Outcomes (ILOs).

Table (1): DAU's Graduate Attributes and ILOs

NQF Domain	Graduate Attribute	Institutional Learning Outcome (ILOs): A Graduate will be able to:
Knowledge and understanding	Knowledgeable	Demonstrate both broad and in-depth understanding of discipline area(s).
Skills	Effective Communicator	Present ideas clearly, concisely, and with high quality, in both oral and written form.
	Digitally enabled	Live, learn, and work in a digital society.
	Critical thinker	Apply critical, creative, evidence-based thinking, and research skills to devise innovative responses to problems and challenges.
Values, Autonomy and Responsibility	Ethically and Socially Responsible	Value integrity, ethics, social responsibility, and volunteer work.
	Employable professional	Demonstrate high levels of leadership, professional responsibility, and commitment to lifelong learning.

2. Graduate Attributes Assessment

A graduate attributes assessment measures the extent to which students have acquired the knowledge, skills, and values considered essential to their personal and professional success. A crucial part of developing graduate attributes in higher education institutions is to assess students' attainment of these attributes.

A.   *Assessment Principles*

For all assessment processes, DAU's staff shall carefully watch that the assessment strictly abides by the following principles:

a) The assessment is fair, in that students are entitled to parity of treatment and comparable assessment demands in modules of equal level and credit;

b) The assessment is reliable, in that the assessment criteria would support independent markers to reach the same judgment on a part of curricula;

c) The assessment is valid, in that the assessment relates to DAU's Institutional Learning Outcomes;

d) The assessment is transparent, in that the criteria and methods by which students' work is being judged is clear to students and examiners;

e) The assessment recognizes and respects equality and diversity.

An assessment policy (DAU's Policy ref……….) reflecting the successful attainment of DAU's graduate attributes is developed. The assessment policy contents are to be defined in alignment with DAU's Institutional Learning Outcomes (ILOs) and DAU's determinants (rules, regulations, and standards).

B.   *Assessment methods*

Assessment Methods define the assessment instruments. As shown in Table (2), DAU's graduate attributes assessment are conducted by using a combination of direct and indirect assessments:

Table (2): Graduate Attributes Assessment Tools

No.	Graduate Attribute	ILOs	Direct assessment tool	Indirect assessment tool
1.	Knowledgeable	Demonstrate both broad and in-depth understanding of discipline area(s).	Exit exam	Surveys of stakeholders (Students, alumni, faculties, and employers)
2.	Effective Communicator	Present ideas clearly, concisely, and with high quality, in both oral and written form.	Assessment Rubrics	
3.	Digitally enabled	Live, learn, and work in a digital society.	Assessment Rubrics	
4.	Critical thinker	Apply critical, creative, evidence-based thinking, and research skills to devise innovative responses to problems and challenges.	Exit exam	
5.	Ethically and Socially Responsible	Value integrity, ethics, social responsibility, and volunteer work.	Assessment Rubrics	
6.	Employable professional	Demonstrate high levels of leadership, professional responsibility, and commitment to lifelong learning.	Assessment Rubrics	

Direct Assessments Tools:

1. The first and third DAU's graduate attributes (Knowledgeable and Critical thinker) are assessed by the results of exit exams conducted by all DAU's academic programs to assess DAU's Institutional Learning Outcomes (ILOs) at the undergraduate and postgraduate levels. The exit exam is a test that all DAU's graduating students must take in the last year before graduation. Exit exams assess graduate attributes and ILOs related to DAU's first and fourth attributes, namely knowledge and critical thinking. They are essential to improving academic program quality and effectiveness. Additionally, exit exams provide students with an opportunity to prepare for standardized and professional exams adopted by the NCAAA-ETEC. During each academic semester, the exit exam is administered at the program level, with a similar format and coverage to the NCAAA-ETEC exam.

2. The remaining four graduate attributes are assessed through a variety of assignments such as discussion groups, research papers, group projects, oral presentations, case studies, etc. using rubrics. A rubric is an explicit set of criteria used to evaluate a specific type of graduate attributes. A grading rubric consists of criteria, levels of performance, scores, and descriptors that make it a unique assessment tool for any given assignment. The rubrics define indicators for each graduate attribute; each indicator is divided into five levels of performance; Target is the level at which students demonstrate their competence. DAU's faculty members use rubrics to evaluate the progress of their students work as they progress through an assigned task. DAU's faculties teaching final semester courses should use these rubrics to assess students' achievements in four graduate attributes. An average of all course scores can then be calculated. DAU's graduate attributes rubrics are presented in table (3).

Table (3): DAU's Graduate Attributes Rubrics

Graduate Attribute	ILO	Measurement Indicator	Excellent	Very Good	Satisfactory	weak	Unacceptable
Effective Communicator	Present ideas clearly, concisely, and with high quality, in both oral and written form.	Understanding of the components of the communication process	Has an excellent understanding of how information, knowledge, and experience are transferred and how it is influenced by the communication process.	Has a clear understanding of how information, knowledge, and experience are transferred and how it is influenced by the communication process.	Has an appropriate understanding of how information, knowledge, and experience are transferred and how it is influenced by the communication process.	Has a weak understanding of how information, knowledge, and experience are transferred and how it is influenced by the communication process.	Has no understanding of how information, knowledge, and experience are transferred and how it is influenced by the communication process.
		Verbal and non-verbal communication	Excellent verbal and non-verbal communication skills with a high degree of emotional intelligence.	Clear verbal and non-verbal communication skills with a very good degree of emotional intelligence.	Good verbal and non-verbal communication skills with a good degree of emotional intelligence.	Weak verbal and non-verbal communication skills with a low level of emotional intelligence.	Lack of verbal and non-verbal communication skills with unacceptable degree of emotional intelligence.
		Arabic and English speaking and writing skills	Fluent in written and spoken Arabic and English	Very good in written and spoken Arabic and English	Good in written and spoken Arabic and English	Weak in written and spoken Arabic and English skills	Lack of written and spoken Arabic and English skills
Digitally Enabled	Live, learn, and work in a digital society.	Digital application knowledge and skills	Excellent knowledge and ability to use digital applications in specialized and related areas.	Very good knowledge and ability to use digital applications in specialized and related areas.	Good knowledge and ability to use digital applications in specialized and related areas.	Weak knowledge and ability to use digital applications in specialized and related areas.	lack of knowledge and ability to use digital applications in specialized and related areas.
		Web, electronic, and smart device expertise.	Expertise in using various web applications and electronic and smart devices.	High knowledge of various web applications and electronic and smart devices.	Good knowledge of various web applications and electronic and smart devices.	Weak knowledge of web applications and electronic and smart devices.	A lack of knowledge of web applications and electronic and smart devices.

			Exceptional	Very good	Good	Weak	A lack of
		Computer and Microsoft Office skills	Exceptional computer skills and proficiency with MS Office Applications	Very good computer skills and proficiency with MS Office Applications	Good computer skills and proficiency with MS Office Applications	Weak computer skills and proficiency with MS Office Applications	A lack of computer skills and proficiency with MS Office Applications
Ethically and Socially Responsible	Value integrity, ethics, social responsibility, and volunteer work.	Ethics and integrity	Observing an exceptional level of integrity, moral commitment, and transparency in one' professional and personal lives.	Observe a high level of integrity, moral commitment, and transparency in his professional and personal life.	Observe an appropriate level of integrity, moral commitment, and transparency in his professional and personal life.	Observe a low level of integrity, moral commitment, and transparency in his professional and personal life.	Lacking integrity, moral commitment, and transparency in his professional and personal lives.
		Social responsibility and volunteer work	Distinguished level of commitment to volunteer work and community service and understanding of the social implications.	Very high commitment to volunteer work and community service and understanding of the social implications.	Good level of commitment to volunteer work and community service and his understanding of the social implications.	Low level of commitment to volunteer work and community service and understanding of the social implications.	No commitment to volunteer work and community service and lack of understanding of the social implications.
Employable Professional	Demonstrate high levels of leadership, professional responsibility, and commitment to lifelong learning.	Leadership skills	A clear understanding of leadership, its principles, importance, and characteristics, as well as an ability to set and lead work teams.	very good understanding of leadership, its principles, importance, and characteristics, as well as an ability to set and lead work teams.	Good understanding of leadership, its principles, importance, and characteristics, as well as an ability to set and lead work teams.	Weak understanding of leadership, its principles, importance, and characteristics, as well as an ability to set and lead work teams.	Lack of understanding of leadership, its principles, importance, and characteristics, as well as an ability to set and lead work teams.
		Working with others and taking responsibility	Excellent ability to take responsibility, work in a team, and accept different viewpoints and opinions	Very good ability to take responsibility, work in a team, and accept different viewpoints and opinions	Good ability to take responsibility, work in a team, and accept different viewpoints and opinions	Weak ability to take responsibility, work in a team, and accept different viewpoints and opinions	Lack of ability to take responsibility, work in a team, and accept different viewpoints

		Commitment to lifelong learning	Exceptional self-motivation and distinguished self-learning ability, and excellent knowledge of data and sources for lifelong learning.	A high level of self-motivation and self-learning ability, as well as knowledge of data and sources for lifelong learning.	Good level of self-motivation and self-learning ability, as well as knowledge of data and sources for lifelong learning.	low level of self-motivation and self-learning ability, as well as knowledge of data and sources for lifelong learning.	A lack of self-motivation and self-learning abilities, as well as an inability to find data and sources for lifelong learning.

Indirect Assessment Tools:

In addition to direct assessment, all DAU's graduate attributes can also be assessed indirectly through stakeholder surveys (students, alumni, faculty, and employers). The results of various surveys conducted at the program and course levels need to be mapped to DAU's graduate attributes and ILOs for indirect assessment. These surveys include Course Evaluation Surveys, Program Evaluation Surveys, Faculty Members Satisfaction Surveys, Student Experience Surveys, Alumni Surveys, and Employers Surveys.