



جامعة دار العلوم  
Dar Al Uloom University  
لعلوم تواكب العصر



# Faculty Member's Guide to Quality

General Directorate of Planning, Development and Quality Assurance  
Directorate of Quality Assurance  
Quality Culture Unit



[qualityculture@du.edu](mailto:qualityculture@du.edu)



+966-11-4949184



<https://dau.edu.sa/quality>

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## Introduction

Welcome to the Quality Guide for Faculty Members! This guide is designed to help you understand the important role you play in maintaining and enhancing academic quality. Faculty members play pivotal roles in ensuring quality and accreditation within academic institutions. Their contributions are essential in upholding the standards of education, research, and service that are necessary for maintaining accreditation and fostering a culture of excellence.

Faculty members are responsible for meeting the accreditation standards set by accrediting bodies. These standards often encompass faculty qualifications, teaching effectiveness, research productivity, service to the institution and community, and professional development. Faculty members need to understand these standards and ensure that their work aligns with them. Faculty members play a central role in delivering high-quality education to students. They are responsible for designing and implementing effective curricula, employing innovative teaching methods, and fostering an engaging and inclusive learning environment. By delivering quality instruction, faculty members contribute to the overall educational experience and student success, which are essential factors in maintaining accreditation. Faculty members are expected to engage in scholarly activities such as conducting research, publishing academic papers, and presenting at conferences. Their research contributes to the generation of new knowledge and advances in their respective fields. Accrediting bodies often assess the impact and productivity of faculty research as part of the accreditation process.

Faculty members are actively involved in service activities within their academic institutions and the broader community. They serve on committees, participate in academic governance, provide mentorship to students, and engage in professional collaborations. Their service contributions demonstrate a commitment to the institution's mission, contribute to its overall effectiveness, and strengthen its reputation. Faculty members are expected to engage in ongoing professional development to enhance their teaching skills, stay current with research trends, and continuously improve their expertise. This can include attending workshops and conferences, participating in training programs, and staying abreast of emerging pedagogical techniques and technologies. Commitment to professional development supports the faculty members' growth and ensures that they meet the evolving expectations of accreditation standards. Faculty members often play an active role in the accreditation process itself. They may be involved in self-assessment, providing documentation and evidence of their work, participating in peer evaluations, and engaging in discussions and planning related to accreditation. Their insights and expertise contribute to the institution's self-reflection and continuous improvement efforts.

By fulfilling these roles, faculty members contribute to the quality and accreditation of their academic institutions. Their dedication to teaching, research, service, and professional development ensures that the institution meets the standards set by accrediting bodies and provides an enriching educational experience to students. Faculty members are vital stakeholders in the pursuit of academic excellence and the maintenance of accreditation. This guide provides key roles that faculty members typically fulfill in relation to quality and accreditation. This guide is provided by the Directorate Quality Assurance to clarify the role of faculty members in implementing quality standards.

## DAU's Vision

To be a world-class university.

## DAU's Mission

To inspire professional and personal success of our graduates through excellence in education, research, and community engagement.

## DAU's Values

- **Academic Excellence:** A commitment to providing quality and excellence in all educational processes.
- **Innovation and Creativity Nurturing:** A commitment to the development of original ideas and innovative approaches to solving complex problems.
- **Knowledge Empowerment:** A commitment to the expansion and deepening of knowledge to give graduates greater power over both their professional and personal lives.
- **A Welcoming Community:** A commitment to maintaining a strong sense of community among students, faculty, and staff.
- **Fostering Ethical Conduct:** A commitment to providing a values-based education and to promote the development of ethical judgment and behavior.

## DAU's Graduate Attributes

**Knowledgeable:** Demonstrate both broad and in-depth understanding of discipline area(s).

**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.

**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.

## DQA's Mission

Continuous development and improvement of performance quality at DAU in accordance with national and international quality assurance standards.

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## The importance of quality in education:

- Ensuring the student's right to receive a quality education.
- Ensuring the community's right to graduates who meet its expectations and needs.
- Gaining the trust of the local, regional, and international community in the results and outputs of higher education in the Kingdom of Saudi Arabia.

## Responsibility for the Quality of Education:

The quality of education represents a common interest for the student, educational institutions, the community, and the state. Therefore, it is also a shared responsibility among all these parties.

### 1. The Role of Community Parties:

The community stakeholders are those who are connected to the work of graduates and the activities of the institution (such as professional associations, employers, hiring entities sought by graduates, the local community, etc.), and their roles are as follows:

- 1. Professional Associations:** Professional associations play a crucial role in setting standards, providing guidance, and regulating the professional practice of graduates. They ensure that graduates have the necessary skills and knowledge to meet the expectations and requirements of their respective professions.
- 2. Employers:** Employers have a direct interest in the quality of education as they seek competent and skilled graduates to meet the needs of their organizations. They provide feedback on the relevance of the curriculum, the adequacy of the practical training, and the desired competencies of graduates. They may also collaborate with educational institutions in internship programs or offer job opportunities to graduates.
- 3. Employment Agencies:** These entities are responsible for linking job seekers, including graduates, with potential employment opportunities. They play a role in assessing the readiness of graduates for the job market, matching their skills with available positions, and providing guidance on professional development and career pathways.
- 4. Local Community:** The local community is directly impacted by the quality of education as graduates are expected to contribute positively to the social and economic development of the community. The community provides support, resources, and opportunities for collaboration with educational institutions, creating a symbiotic relationship that benefits both parties.

Overall, the societal stakeholders collaborate with educational institutions to ensure that graduates are well-prepared, meet the needs of the job market, and contribute effectively to the development of the community and society.

## 2. The Role of Educational Institutions:

Educational institutions play a crucial role in ensuring the quality of education and fulfilling their mission of imparting knowledge and skills to students. Their role includes:

**1. Curriculum Development:** Educational institutions are responsible for designing and developing curricula that align with the latest advancements in knowledge and meet the needs of the students and society. They must ensure that the curriculum is comprehensive, well-structured, and covers the necessary subject matter.

**2. Instruction and Teaching:** Institutions are responsible for providing effective and engaging instruction to students. This includes employing qualified faculty members, utilizing innovative teaching methods, and creating a conducive learning environment. They should foster critical thinking, problem-solving skills, and encourage active participation from students.

**3. Assessment and Evaluation:** Institutions need to implement robust assessment and evaluation mechanisms to monitor student progress and ensure learning outcomes are met. This involves designing appropriate assessment methods, providing timely feedback to students, and continuously improving the evaluation processes.

**4. Support Services:** Educational institutions should offer comprehensive support services to students, including academic advising, counseling, and career guidance. These services help students navigate their educational journey, address any challenges they may face, and prepare them for future careers.

**5. Research and Innovation:** Institutions play a vital role in conducting research and promoting innovation in their respective fields. They contribute to the advancement of knowledge, develop new methodologies, and foster a culture of inquiry and intellectual growth.

**6. Collaboration and Partnerships:** Educational institutions should actively engage in collaborations and partnerships with other institutions, industries, and the community. This includes establishing academic partnerships, internship programs, and research collaborations to enhance the learning experience and bridge the gap between academia and the real world.

By fulfilling these roles, educational institutions can ensure the delivery of quality education, produce competent graduates, and contribute to the overall development of individuals, society, and the workforce.

## ETET-NCAAA Standards

Education and Training Evaluation Commission - National Center for Academic Accreditation and Assessment (ETEC-NCAAA) is an administratively and financially independent body responsible for quality assurance and academic accreditation of post-secondary education.

### Tasks of the center

- Accreditation of higher education institutions and programs within the Kingdom.
- Organizing and monitoring programs in the Kingdom of Saudi Arabia applying for academic accreditation from international bodies.
- Follow up the quality of accredited higher education institutions and their programs.
- Conducting evaluation studies in favor of institutions and programs in the Kingdom of Saudi Arabia.
- Cooperation with various relevant sectors in and out of the Kingdom.
- Accreditation of international institutions and programs seeking accreditation in the Kingdom of Saudi Arabia or abroad.

### 1. Institutional Accreditation Standards:

Institutional accreditation entails that the institution is granted an accreditation certificate by ETEC, indicating that its activities in education, research and community service meet the minimum quality standards, promoting it to local, regional and international trust. In addition, fulfilling the academic accreditation requirements assists the institution to better employ and utilize its financial resources to provide the best services, and committing to enforce quality systems that guarantee its continuous development and improvement.

#### Objectives

- Enhance and maintain quality of higher education.
- Verify that institution programs meet the development requirements.
- Check if institution outcomes are globally competitive in skills.
- Align institutions with global standards and professional requirements.
- Raise institutions' professional performance level.

Institutional academic accreditation includes eight standards. For details, [click here](#).

## 2. Program Accreditation Standards:

Program accreditation is a recognition from NCAAA that the academic program has met the required quality assurance and academic accreditation standards.

### Objectives

- Promote quality and excellence in higher education programs through academic evaluation and accreditation to be targeted towards planning, decision-making and achieving objectives.
- Implement quality systems to achieve continuous improvement of the academic programs within the framework of integrity, transparency, fairness, and supportive organizational environment.
- Develop and improve the education process to be consistent with the national qualifications framework, academic and professional standards, labor market requirements, and global practices.
- to offer students with a motivating academic system and learning environment, ensuring that their learning experience is compatible with the academic accreditation standards.
- Enable qualified faculty members who have the competencies necessary to carry on their academic, professional, and research tasks, as well as their responsibilities towards society.
- Provide and evaluate the effectiveness of learning resources, facilities and equipment that are enough to meet the needs of their academic programs and courses.

There are two classifications of program accreditation: program accreditation for the undergraduate, and program accreditation for the postgraduate:

- Program accreditation for the undergraduate: Includes five standards, For details, [click here](#).
- program accreditation for the postgraduate: Includes six standards, For details, [click here](#).

### Faculty member duties in quality and academic accreditation

Faculty members play a crucial role in quality assurance and academic accreditation processes within educational institutions. Their duties typically involve the following:

- **Curriculum Development:** Faculty members are responsible for designing and developing curricula that align with the institution's mission, program objectives, and accreditation standards. They ensure that the curriculum is comprehensive, up-to-date, and meets the needs of students and the industry.
- **Teaching and Learning:** Faculty members deliver high-quality instruction in their respective disciplines. They employ effective teaching methodologies, engage students in active learning, and provide timely



feedback on assignments and assessments. They also promote a positive learning environment that fosters critical thinking, creativity, and academic integrity.

- ◆ **Assessment and Evaluation:** Faculty members participate in the assessment and evaluation of student learning outcomes. They design and administer assessments that measure the achievement of course and program objectives. They analyze assessment results, identify areas for improvement, and implement strategies to enhance student learning.
- ◆ **Academic Advising:** Faculty members serve as academic advisors, guiding students in their course selection, program requirements, and career goals. They provide mentoring and support to students, helping them navigate their academic journey and make informed decisions.
- ◆ **Professional Development:** Faculty members engage in continuous professional development to stay current in their field of expertise. They attend conferences, engage in research activities, publish scholarly work, and participate in workshops and training sessions related to teaching and assessment practices. They also collaborate with colleagues to share best practices and enhance their teaching skills.
- ◆ **Committee Participation:** Faculty members often serve on committees responsible for quality assurance and academic accreditation. They contribute to accreditation self-study reports, program reviews, and institutional effectiveness assessments. They actively participate in meetings, provide input on policy development, and collaborate with colleagues to ensure compliance with accreditation standards.
- ◆ **Course Quality:** Faculty members are responsible for implementing and documenting quality and academic accreditation efforts by adhering to the course description, preparing the course report and course file, and developing improvement plans.
- ◆ **Continuous Improvement:** Faculty members are involved in ongoing efforts to improve the quality of education. They engage in data-driven decision-making, identify areas for enhancement, and propose innovative strategies to enhance teaching and learning. They also participate in program evaluation and accreditation processes to ensure continuous improvement and compliance with standards.

## DQA Forms and Documents

### 1. Course File

The Course File (CF) is the fundamental component of DQA's documents which provides all information needed to ensure the quality and close the loop at course level. The instructor/coordinator of the course shall complete the CF according to the DAQ's templates at the end of each semester. The main items of the CF are as follows:

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 of 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

### Related Documents to the Course File:

- Course File Folder ([Click Here](#)).
- Course File Policy ([Click Here](#)).
- Course Syllabus Policy ([Click Here](#)).
- Completion Verification Form for Course File Elements ([Click Here](#)).

### 2. Academic Program File

The Annual Program File (APF) contains documentation needed to ensure the quality of the academic program. APF provides key information associated with the overall performance of the program. APF helps the program to reflect on itself on an annual basis to ensure that the students, faculty, staff, and program administrator are engaging positively towards achieving program's mission and identify any gaps and accordingly suggesting any remedial action plans. It will also follow up on the implementation of previous action plans.

The Quality Committee at the program level shall complete the Annual Program File (APF) according to the DAQ's templates at the end of each academic year. The main items of the APF are as follows:

1. Program's Operational Plan.

2. Program's Specification.
3. Annual Program Report.
4. Program's Quality Surveys Analysis Report.
5. Program's KPIs and Benchmarking Report.
6. Program's Learning Outcomes Assessment Report.
7. Program's Comprehensive Improvement Plan.

### Related Documents to the Annual Program File:

- Annual Program File Folder ([Click Here](#)).
- Annual Program file Checklist ([Click Here](#)).

### 3. Program Accreditation Forms and Documents (bachelor's degree)

No.	Form / Document	النموذج / الوثيقة	English Version	Arabic Version
1.	Accreditation standards for higher education programs 2022	معايير الاعتماد لبرامج التعليم العالي 2022	<a href="#">Click Here</a>	<a href="#">اضغط هنا</a>
2.	Key performance indicators for higher education programs	مؤشرات الأداء الرئيسة لبرامج التعليم العالي	<a href="#">Click Here</a>	<a href="#">اضغط هنا</a>
3.	Documents required for the review visit	الوثائق المطلوبة لزيارة المراجعة	<a href="#">Click Here</a>	<a href="#">اضغط هنا</a>
4.	Application form for program accreditation	نموذج التقديم للاعتماد البرامي	<a href="#">Click Here</a>	<a href="#">اضغط هنا</a>
5.	Academic Program self-study report	تقرير الدراسة الذاتية للبرنامج الأكاديمي	<a href="#">Click Here</a>	<a href="#">اضغط هنا</a>
6.	Program' response to accreditation recommendations and Factual errors	استجابة البرنامج نحو توصيات الاعتماد والأخطاء المعلوماتية	<a href="#">Click Here</a>	<a href="#">اضغط هنا</a>
7.	Improvement Plan for Review Report Recommendations	خطة التحسين لتوصيات الاعتماد - برامي	<a href="#">Click Here</a>	<a href="#">اضغط هنا</a>
8.	Resolution accreditation conditions report- Program Accreditation	تقرير استيفاء شروط الاعتماد البرامي	<a href="#">Click Here</a>	<a href="#">اضغط هنا</a>
9.	Substantive changes of accredited programs	تقرير التغيرات الجوهرية للبرامج المعتمدة	<a href="#">Click Here</a>	<a href="#">اضغط هنا</a>
10.	Consistency with National Qualification Framework	نموذج الاتساق مع الإطار الوطني للمؤهلات	<a href="#">Click Here</a>	<a href="#">اضغط هنا</a>
11.	Program Specification	توصيف البرنامج	<a href="#">Click Here</a>	<a href="#">اضغط هنا</a>
12.	Annual Program Report	التقرير السنوي للبرنامج	<a href="#">Click Here</a>	<a href="#">اضغط هنا</a>
13.	Course Specification	توصيف المقرر الدراسي	<a href="#">Click Here</a>	<a href="#">اضغط هنا</a>
14.	Course Report	تقرير المقرر الدراسي	<a href="#">Click Here</a>	<a href="#">اضغط هنا</a>
15.	Field Experience Specification	توصيف الخبرة الميدانية	<a href="#">Click Here</a>	<a href="#">اضغط هنا</a>
16.	Field Experience Report	تقرير الخبرة الميدانية	<a href="#">Click Here</a>	<a href="#">اضغط هنا</a>

#### 4. Program Accreditation Forms and Documents (postgraduate's degree)

No.	Form / Document	النموذج / الوثيقة	English Version	Arabic Version
1.	Accreditation standards for higher education programs 2022	معايير الاعتماد الأكاديمي لبرامج الدراسات العليا	<a href="#">Click Here</a>	<a href="#">اضغط هنا</a>
2.	Key performance indicators for higher education programs	مؤشرات الأداء الرئيسة لبرامج التعليم العالي	<a href="#">Click Here</a>	<a href="#">اضغط هنا</a>
3.	Documents required for the review visit	الوثائق المطلوبة لزيارة المراجعة	<a href="#">Click Here</a>	<a href="#">اضغط هنا</a>
4.	Application form for program accreditation	نموذج التقديم للاعتماد البرامي	<a href="#">Click Here</a>	<a href="#">اضغط هنا</a>
5.	Academic Program self-study report	تقرير الدراسة الذاتية للبرنامج الأكاديمي	<a href="#">Click Here</a>	<a href="#">اضغط هنا</a>
6.	Program' response to accreditation recommendations and Factual errors	استجابة البرنامج نحو توصيات الاعتماد والأخطاء المعلوماتية	<a href="#">Click Here</a>	<a href="#">اضغط هنا</a>
7.	Improvement Plan for Review Report Recommendations	خطة التحسين لتوصيات الاعتماد - برامي	<a href="#">Click Here</a>	<a href="#">اضغط هنا</a>
8.	Resolution accreditation conditions report- Program Accreditation	تقرير استيفاء شروط الاعتماد البرامي	<a href="#">Click Here</a>	<a href="#">اضغط هنا</a>
9.	Substantive changes of accredited programs	تقرير التغيرات الجوهرية للبرامج المعتمدة	<a href="#">Click Here</a>	<a href="#">اضغط هنا</a>
10.	Consistency with National Qualification Framework	نموذج الاتساق مع الإطار الوطني للمؤهلات	<a href="#">Click Here</a>	<a href="#">اضغط هنا</a>
11.	Program Specification	توصيف البرنامج	<a href="#">Click Here</a>	<a href="#">اضغط هنا</a>
12.	Annual Program Report	التقرير السنوي للبرنامج	<a href="#">Click Here</a>	<a href="#">اضغط هنا</a>
13.	Course Specification	توصيف المقرر الدراسي	<a href="#">Click Here</a>	<a href="#">اضغط هنا</a>
14.	Course Report	تقرير المقرر الدراسي	<a href="#">Click Here</a>	<a href="#">اضغط هنا</a>

#### Faculty Members and Staff Performance Evaluation.

The performance of individuals at Dar Al Uloom University, who are faculty members and staff, directly affects the university's performance, so it is necessary to manage and evaluate the performance of individuals in their respective roles. DAU developed faculty members and staff evaluation system to provide feedback to faculty members and staff on their performance, identify areas for improvement, and make recommendations for professional development. The criteria for performance evaluation of faculty members and staff depending on:

- **Teaching:** This includes the quality of instruction, the ability to engage students, and the use of effective teaching methods.
- **Research:** This includes the quality of research publications, and the impact of research on the field.
- **Service:** This includes service to the university, the community, and the profession.
- **Administration:** This includes the ability to manage and lead, and the ability to work effectively with others.

## Related Documents to the Faculty Members and Staff Performance Evaluation:

- Performance Evaluation System Procedures ([Click Here](#)).
- Faculty Member Evaluation ([Click Here](#)).
- Department Heads Evaluation ([Click Here](#)).
- Administrative Staff Evaluation ([Click Here](#)).

## Assessment of Academic Programs

Program Learning Outcomes (PLOs) of DAU's academic programs are regularly assessed and evaluated using assessment strategies and processes. As part of this process, direct, indirect, quantitative, and qualitative measures are taken to assess, evaluate, and continuously improve academic programs. For direct assessment, written exams, oral exams, lab/clinic/studio exams, course projects, presentations, portfolios, and exit exams are used. While the different surveys have been used to obtain relevant data from students, alumni, employers, faculty, senior students as indirect assessment. Data collected through the assessment process is analyzed to determine the degree to which the PLOs have been met and what actions need to be taken to ensure continuous improvement. The key elements of assessing the academic programs are:

- Using performance measurement tools (for direct and indirect assessment) as mentioned in the Program Specification and Course Specification.
- Assessing the achievement of course learning outcomes (CLOs) for all offered courses in each semester.
- Evaluating students' overall satisfaction with all offered courses in each semester.
- Reporting on the quality of courses and improvement plan for all offered courses in each semester using NCAAA - Course Report.
- Documenting the course quality assurance by Course File for all offered courses in each semester.
- Assessing the achievement of program learning outcomes (PLOs) of all academic programs.
- Evaluating students' overall satisfaction with their academic programs, teaching, and administrative and support services provided to them.
- Assessing alumni's satisfaction with the education received at the University.
- Assessing employers' evaluation of the program graduate's proficiency.
- Assessing the achievement of program key performance indicators (P-KPIs) of all academic programs.
- Reporting on the quality of academic programs and improvement plan for all offered programs in each academic year using the NCAAA - Annual Program Report.
- Assessing the achievement of DAU key performance indicators (KPIs-I).

### A. Direct Assessment Academic Programs

Direct assessment is a method of evaluating student learning that measures what students know and can do directly. This contrasts with indirect assessment, which measures student learning indirectly through surveys, interviews, or other means. Direct assessment methods can be used to assess a variety of knowledge and skills, including:

- **Cognitive skills:** These skills involve thinking, reasoning, and problem-solving. Examples of cognitive skills include knowledge of facts, concepts, and theories; the ability to solve problems; and the ability to make inferences and draw conclusions.
- **Interpersonal skills:** These skills involve interacting with others. Examples of interpersonal skills include communication, teamwork, and conflict resolution.

- **Physical skills:** These skills involve the use of the body. Examples of physical skills include athletic ability, manual dexterity, and coordination.
- **Creativity:** This skill involves coming up with new and original ideas.
- **Critical thinking:** This skill involves analyzing information and evaluating arguments.

### Examples of direct assessment methods:

- **Quizzes:** Quizzes are short assessments that typically measure knowledge of facts and concepts.
- **Exams:** Exams are longer assessments that typically measure a wider range of knowledge and skills.
- **Performance assessments:** Performance assessments require students to demonstrate their skills or abilities in a real-world setting.
- **Productive assessments:** Productive assessments require students to create a product that demonstrates their knowledge or skills. For example, a productive assessment for a writing program might require students to write a research paper.
- **Portfolios:** Portfolios are collections of student work that demonstrate their learning over time.
- **Projects:** Projects are extended tasks that require students to apply their knowledge and skills in a meaningful way.
- **Simulations:** Simulations are computer-based or role-playing activities that allow students to experience a real-world situation.
- **Case studies:** Case studies are descriptions of real-world problems that require students to analyze information and develop solution.
- **Rubrics:** Rubrics are a type of direct assessment method that can be used to assess a variety of knowledge and skills. Rubrics are scoring guides that provide criteria for evaluating student work. They typically include a scale of performance, with different levels of achievement for each criterion.
- **Exit exams:** Exit exams are a type of direct assessment method that is used to measure student learning at the end of a program of study. Exit exams can be used to assess a variety of knowledge and skills, including cognitive skills, interpersonal skills, physical skills, creativity, and critical thinking.

## B. CLOs-based Assessment of Program Learning Outcomes

All academic courses at DAU have well-defined Course Learning Outcomes (CLOs) that describe the abilities students will achieve upon completing the course. The Course Specification ([ETEC-NCAAA CS Template](#)) is designed to take into account all CLOs for each course. In a department, the Program Development Committee and Education Quality Process and Program Accreditation Committee review the CLOs for all courses and revise them as necessary. It is the instructor's responsibility to inform the students about CLOs at the beginning of the semester and to use appropriate teaching and learning methodologies to promote CLO achievement. CLOs are also included in the course syllabus students receive via DAU's Learning Management System.

### Mapping of CLOs to PLOs

For an instructor responsible for teaching a course it is important to focus on CLOs of that particular course. These CLOs have been designed so as to correspond to the PLOs. That is, the ability represented by a CLO corresponds to ability represented by a program learning outcome. In other words, there is a mapping between the CLOs and PLOs. In every course specification the mapping between the stated CLOs and the PLOs of the program is clearly defined. As shown in the following table:

**Program learning Outcomes Mapping Matrix:**

Course code & No.	Program Learning Outcomes										
	Knowledge and understanding				Skills				Values, Autonomy, and Responsibility		
	K1	K2	K3	---	S1	S2	S3	---	V1	V2	----
Course....											
Course....											
Course....											
Course....											
Course....											
Course....											
Course....											
Course....											
Course....											
Course....											

**Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods**

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1				
1.2				
...				
<b>2.0</b>	<b>Skills</b>			
2.1				
2.2				
...				
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1				
3.2				
...				

By using the course learning outcome measurement forms, the results will be monitored in the course report ([ETEC-NCAAA CR Template](#)) and compared with the target values for the learning outcomes, and improvement plans are drawn up in light of the results. Also, the CLOs measurement results are used to measure the PLOs according to the matrix linking the program learning outcomes with the course learning outcomes specified in the program specification ([ETEC-NCAAA PS Template](#)). As shown in the following tables:

Course Learning Outcomes Assessment Results

Course Learning Outcomes (CLOs)	Related PLOs Code	Assessment Methods	Assessment Results		Comment on Assessment Results
			Targeted Level	Actual Level	
<b>1</b>	<b>Knowledge and Understanding:</b>				
1.1					
1.2					
....					
<b>2</b>	<b>Skills:</b>				
2.1					
2.2					
....					
<b>3</b>	<b>Values, autonomy, and responsibility</b>				
3.1					
3.2					
....					

Program Learning Outcomes Assessment

#	Program Learning Outcomes	Assessment Methods (Direct and Indirect)	Targeted Performance (%)	Assessment Results
<b>Knowledge and Understanding</b>				
K1				
K2				
K3				
K..				
<b>Skills</b>				
S1				
S2				
S3				
S..				
<b>Values, autonomy, and responsibility</b>				
V1				
V2				
V3				
V..				



### Related Documents to Direct Assessment Academic Programs:

- Program Specification Bachelor -Eng ([Click Here](#)).
- Program Specification Bachelor -Ar ([Click Here](#)).
- Program Specification Postgraduate -Eng ([Click Here](#)).
- Program Specification Postgraduate -Ar ([Click Here](#)).
- Course Specification Bachelor -Eng ([Click Here](#)).
- Course Specification Bachelor -Ar ([Click Here](#)).
- Course Specification Postgraduate -Eng ([Click Here](#)).
- Course Specification Postgraduate -Ar ([Click Here](#)).
- Course Specification (Field Experience) -Eng ([Click Here](#)).
- Course Specification (Field Experience) -Ar ([Click Here](#)).
- Program Learning Outcomes Measurement Plan ([Click Here](#)).
- CLOs Template 1: Results of Each Assessment Tool ([Click Here](#)).
- CLOs Template 2: Overall CLO Assessment Results ([Click Here](#)).
- PLOs Overall CLO Assessment Results ([Click Here](#)).
- Annual Program Report Bachelor-En ([Click Here](#))
- Annual Program Report Bachelor-Ar ([Click Here](#))
- Annual Program Report Postgraduate -En ([Click Here](#))
- Annual Program Report Postgraduate -Ar ([Click Here](#))
- Course Report Bachelor -Eng ([Click Here](#)).
- Course Report Bachelor -Ar ([Click Here](#)).
- Course Report Postgraduate -Eng ([Click Here](#)).
- Course Report Postgraduate -Ar ([Click Here](#)).
- Course Report (Field Experience) -Eng ([Click Here](#)).
- Course Report (Field Experience) -Ar ([Click Here](#)).

### C. Indirect Assessment Academic Programs

The achievement of PLOs of an academic program is also measured indirectly using a variety of instruments. Feedback is obtained from many surveys such as students, alumni, employers, and senior students. The following surveys are used to collect feedback from different stakeholders of the academic program. While the survey may contain some additional questions, they must include at least one question concerning each PLO of the academic program under consideration. Below is the list of the surveys which are used as Indirect Assessment for the academic program:

- Course Evaluation Survey ([Click Here](#))
- Program Evaluation Survey. ([Click Here](#))
- Student Experience Survey. ([Click Here](#))
- Faculty Members Survey. ([Click Here](#))
- Staff Survey. ([Click Here](#))
- Alumni Survey. ([Click Here](#))
- Employer Survey. ([Click Here](#))

## D. Academic Program Key Performance Indicators (KPIs) and Benchmarking

The performance of the academic program is measured based on two sets of performance indicators:

### 1. ETEC- NCAAA KPIs:

Performance indicators are important tools for assessing the quality of Academic Programs and monitoring their performance. They contribute to continuous development processes and decision-making support. The National Center for Academic Accreditation and Evaluation (NCAAA) has identified **11 key performance indicators at the program level**. All of which are in line with the Program Accreditation Standards version 2022. These indicators are the minimum to be periodically measured. It is expected that the academic program measures the key performance indicators with benchmarking using the appropriate tools, such as (Surveys, Statistical data, etc.) according to the nature and objective of each indicator, as well as determining the following levels for each indicator:

- Actual performance
- Targeted performance level
- Internal reference (Internal benchmark)
- External reference (External benchmark)
- New target performance level

[ETEC-NCAAA KPIs](#)

[DAU Academic Program KPIs-Report](#)

### 2. Academic Program Operational Plan KPIs:

In addition to the performance indicators of the ETEC-NCAAA, the academic programs depend on the KPIs of the program' operational plan. To ensure objectivity in measuring the performance of academic programs at Dar Al Uloom University. **The university has identified 115 performance indicators within the operational plan for each academic program**. These indicators are consistent with the performance indicators of the college and the university and measured periodically. The performance indicators of the academic program's operational plan are designed in accordance with the balanced scorecard, which includes four perspectives (financial, customers, internal operations, learning and growth). The achievement of performance indicators is monitored, and their results monitored through the electronic system of the balanced scorecard, which is electronically linked to the college and university scorecard. [Academic Program Operational Plan KPIs](#).

### 3. Benchmarking the results of Program KPIs:

All programs at Dar Al Uloom University conduct internal and external benchmarking. The benchmarking process depends on the ETEC-NCAAA KPIs due to its use by all benchmarking partners, especially external benchmarking. The Institutional Research and Statistics Unit of the Directorate of Quality Assurance calculates the actual values of the performance indicators, and the results of the benchmarking are documented in the performance indicators report, to be used later in developing improvement plans according to the results, as follows:

### A. Internal Benchmarking:

The actual values of the performance indicator for the current year are compared with the historical actual value at least for the previous year (usually based on the comparison of the last 3 years). The actual values of the program's performance indicator are compared with the values of performance indicators of similar programs in the college. These values are documented in the program and the college performance indicators report.

### B. External Benchmarking:

Dar Al Uloom University has signed performance indicators exchange and benchmarking agreements with many academic programs in other universities, so that there are at least 3 external academic programs for each academic program at DAU to conduct external benchmarking. Benchmarking partners are selected according to several criteria, the most important of which are:

- Similarity to the educational system.
- Similarity in mission and goals.
- The program must have national or international academic program accreditation.
- The ability to provide benchmarking data, especially ETEC-NCAAA KPIs.

Program's KPIs exchange and benchmarking agreements ([Click Here](#)).

Program's KPIs exchange and benchmarking Template ([Click Here](#)).

Comprehensive Report of KPIs and Benchmarking ([Click Here](#)).

## E. Comprehensive Improvement Plan of the Academic Program

Closing the quality loop is the process of using assessment data to determine the rooms of improvement of the academic program. This ensures that the program is continually improving and meeting the needs of its students and stakeholders.

According to the DAU's Quality Model, the program closes the quality loop on two levels: the course level and the academic program level. This is done through developing improvement plans for the academic courses and program, as follows:

### E1. Improvement Plan at Course Level:

The improvement plan at the course level depends on a set of assessment data that are used within the course report, these data include:

- Course Learning Outcomes Assessment Results.
- Course Evaluation Survey.
- Evaluations by faculty, program leaders, peer reviewers.

The course coordinator and instructors analyze all assessment results, According to these results, the course improvement plan is developed and documented in the [Course Report](#). The Improvement plan should be discussed at the program's quality committee, department council and included in the Annual Program Report. The course coordinator documents the quality processes for the course during the semester in the course file. This manual covers in a later section the contents of the course file.

## E2. Improvement Plan at Academic Program Level:

The improvement plan at the academic program level depends on a set of assessment data that is used within the Annual Program Report, this data includes:

Program Learning Outcomes Assessment Results.

- ETEC-NCAAA KPIs Results.
- KPIs' of Program Operational Plan Results.
- Benchmarking Results.
- Quality Surveys Results.
- Evaluations by independent reviewer, program advisory committee, and stakeholders (e.g., faculty members, alumni, and employers)

The program's quality committee analyze all assessment results, according to these results the [Comprehensive Improvement Plan](#) is developed and documented in the [Annual Program Report](#). The Improvement plan should be discussed at the program's quality committee, department council and included in the Annual Program Report. After that, the Annual Program Report and the Comprehensive Improvement Plan are reviewed by the quality unit of the college and approved by the college council. The program's quality committee documents the quality processes for the program during the academic year in the program file. This manual covers in a later section the contents of the program file.