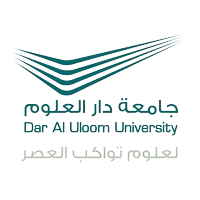




**DAU’s Graduate Attributes Assessment REPORT**



|  |
| --- |
| Program: *Enter Program Name.* |
| Program Code: *Enter Program Code.* |
| Qualification Level: *Enter* *Qualification Level.* |
| Department: *Enter Department Name.* |
| College:  *Enter College Name*. |
| Institution: *Enter Institution Name.* |
| Academic Year: *Enter the* *Academic Year of the Report.* |
| Main Location: *Enter the* *Main Location of the Program.* |

Teaching & Learning Unit

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# **Program Learning Outcomes:**

|  |  |
| --- | --- |
| **Knowledge and understanding** | |
| K1 |  |
| K2 |  |
| K3 |  |
| K4 |  |
| … |  |
| **Skills** | |
| S1 |  |
| S2 |  |
| S3 |  |
| S4 |  |
| … |  |
| **Values, Autonomy, and Responsibility** | |
| V1 |  |
| V2 |  |
| V3 |  |
| … |  |

# **DAU’s Graduate Attributes (GA)**

| **DAU’s GAs** | **Institutional Learning Outcome (ILO)** | **Measurement Indicator** |
| --- | --- | --- |
| Knowledgeable | Demonstrate both broad and in-depth understanding of discipline area(s). | * Comprehensive knowledge of disciplinary area(s) |
| * Focusing, amplifying, and exploring specific disciplinary topics |
| Effective  Communicator | Present ideas clearly, concisely, and with high quality, in both oral and written form. | * Understanding of the components of the communication process |
| * Verbal and non-verbal communication |
| * Arabic and English speaking and writing skills |
| Digitally enabled | Live, learn, and work in a digital society. | * Digital application knowledge and skills |
| * Web, electronic, and smart device expertise. |
| * Computer and Microsoft Office skills |
| Critical thinker | Apply critical, creative, evidence-based thinking, and research skills to devise innovative responses to problems and challenges. | * Interpretation skills |
| * Analysis skills |
| * Inference skills |
| * Explanation skills |
| Ethically and Socially Responsible | Value integrity, ethics, social responsibility, and volunteer work. | * Ethics and integrity |
| * Social responsibility and volunteer work |
| Employable professional | Demonstrate high levels of leadership, professional responsibility, and commitment to lifelong learning. | * Leadership skills |
| * Working with others and taking responsibility |
| * Commitment to lifelong learning |

# **Program Learning Outcomes and DAU’s GA Mapping Matrix**

| **DAU’s GAs** | **Measurement Indicator** | **PLOs** | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Knowledge and understanding** | | | | | **Skills** | | | | | | **Values, Autonomy, and Responsibility** | | | |
| **K1** | **K2** | **K3** | **K4** | **...** | **S1** | **S2** | **S3** | **S4** | **S5** | **...** | **V1** | **V2** | **V3** | **...** |
| Knowledgeable | * Comprehensive knowledge of disciplinary area(s) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Focusing, amplifying, and exploring specific disciplinary topics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Effective  communicator | * Understanding of the components of the communication process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Verbal and non-verbal communication |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Arabic and English speaking and writing skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Digitally enabled | * Digital application knowledge and skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Web, electronic, and smart device expertise. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Computer and Microsoft Office skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Critical thinker | * Interpretation skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Analysis skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Inference skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Explanation skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ethically and Socially Responsible | * Ethics and integrity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Social responsibility and volunteer work |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Employable professional | * Leadership skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Working with others and taking responsibility |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Commitment to lifelong learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Note: Put ☑ under the mapped PLOs.

# **D. Graduate Attributes Assessment Methods**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **GAs** | **ILOs** | **Direct assessment tool** | **Indirect assessment tool** |
| 1. | Knowledgeable | Demonstrate both broad and in-depth understanding of discipline area(s). | Exit exam (100%) | - Nil |
| 2. | Effective Communicator | Present ideas clearly, concisely, and with high quality, in both oral and written form. | Assessment Rubrics (GAs)  (70%) | Alumni Survey  Employer Survey  (30%) |
| 3. | Digitally enabled | Live, learn, and work in a digital society. | Assessment Rubrics (GAs)  (70%) | Alumni Survey  Employer Survey  (30%) |
| 4. | Critical thinker | Apply critical, creative, evidence-based thinking, and research skills to devise innovative responses to problems and challenges. | Exit exam  (100%) | -Nil |
| 5. | Ethically and Socially Responsible | Value integrity, ethics, social responsibility, and volunteer work. | Assessment Rubrics (GAs)  (70%) | Alumni Survey  Employer Survey  (30%) |
| 6. | Employable professional | Demonstrate high levels of leadership, professional responsibility, and commitment to lifelong learning. | Assessment Rubrics (GAs)  (70%) | Alumni Survey  Employer Survey  (30%) |

**Notes:**

(1) Student Survey results are only taken when more than 30% of the current year's graduates are surveyed.

(2) Employer survey results are only taken when at least 10 employers are surveyed.

(3) For surveys meeting the above conditions, weights should be used as indicated above (direct assessment 70%, indirect assessment 30%).

(4) When surveys do not meet the above conditions, only the direct assessment will be adopted (100%).

(5) Programs should only conduct surveys with survey templates that have been updated by DAU's Directorate of Quality Assurance.

# **E. 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 experience of various web applications and electronic and smart devices. | Good experience of various web applications and electronic and smart devices. | Weak experience of web applications and electronic and smart devices. | A lack of experience of web applications and electronic and smart devices. |
| 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. |

# **F. Courses adopted for assessment rubrics**

|  |  |
| --- | --- |
| **Course Code** | **Course Title** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Notes:**

(1) Number of courses adopted for assessment rubrics should be at least 4 courses.

(2) Courses adopted for assessment rubrics should be suitable to measure four DAU’s graduate attributes: Effective Communicator/ Digitally enabled/ Ethically and Socially Responsible / Employable professional.

(3) Courses adopted for assessment rubrics should be at the advanced levels of the study plan (final year of the academic program).

(4) Courses adopted for assessment rubrics should be core courses, capstone courses, non-fully quantitative courses (for example Mathematics and Statistics courses), and taught by more than one instructor.

(5) Graduate attributes at the program level should be determined as an average of all courses adopted for assessment rubrics.

# **G. Graduate Attributes Assessment**

| **DAU’s GAs** | **Targeted Level** | **Actual Level** | | | **Comment on**  **Assessment Results** |
| --- | --- | --- | --- | --- | --- |
| **Direct Assessment** | **Indirect Assessment** | **Average** |
| Knowledgeable |  |  |  |  |  |
| Effective Communicator |  |  |  |  |  |
| Digitally enabled |  |  |  |  |  |
| Critical thinker |  |  |  |  |  |
| Ethically and Socially Responsible |  |  |  |  |  |
| Employable professional |  |  |  |  |  |

|  |
| --- |
| **Strengths:** |
|  |
| **Aspects that need improvement with priorities:** |
|  |

# **H. Improvement Plan**

| **N** | **Improvement Actions** | **Timelines** | | **Person(s)/units Responsible** |
| --- | --- | --- | --- | --- |
| From | To |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

# **I. Approval of Graduate Attributes Assessment Report**

|  |  |
| --- | --- |
| **Academic Program Development Committee Members** | * **……………………………………………………** * **……………………………………………………** * **……………………………………………………** |
| **Date:** | **…………………..** |