هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-103
2022

Program Specification

Program Name: Architecture
Program Code (as per Saudi university ranking): 07310401
Qualification Level: Bachelor
Department: Architecture
College: College of Engineering and Information Technology
Institution: Onaizah Private Colleges
Program Specification: New ☐ updated* ☒
Last Review Date: 2023-07-05

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A. Program Identification and General Information

1. Program's Main Location:
Main Campus; Onaizah Private Colleges
2. Branches Offering the Program (if any):
N/A
3. Partnerships with other parties (if any) and the nature of each:
None
4. Professions/jobs for which students are qualified:
The program's study plan and learning outcomes will qualify the graduates for a career as practicing architects in both the public and private sectors. Graduates will be equipped to carry out a variety of architectural tasks, from project inception through the utilization of Computer-Aided Architectural Design (CAAD), and from engaging with users and addressing environmental constraints, to producing a comprehensive set of coordinated construction documents. This proficiency will open up numerous opportunities and job roles for them, including: 1. **Architectural Designer:** Designing and planning architectural projects, creating concept sketches, and developing design proposals. 2. **Landscape Architect:** Designing outdoor spaces, parks, gardens, and landscapes that blend with the built environment. 3. **Urban Planner:** Planning and designing the layout and development of urban areas, considering factors like zoning, transportation, and public spaces. 4. **Interior Designer:** Designing interior spaces of buildings, considering aesthetics, functionality, and user experience. 5. **Sustainable Design Specialist:** Focusing on environmentally friendly and energy-efficient design solutions. 6. **Construction Manager:** Managing the construction process, ensuring that projects are built according to plans and specifications. 7. **BIM (Building Information Modeling) Specialist:** Working with digital models to create and manage design and construction data. 8. **Real Estate Developer:** Identifying and developing properties for various uses, including residential, commercial, and industrial. 9. **Historic Preservationist:** Conserving and restoring historic buildings and structures, often working with cultural heritage organizations. 10. **Architectural Illustrator/Renderer:** Creating visual representations of architectural designs for presentations and marketing materials.

Our graduates can work in a wide range of entities, organizations, and sectors due to their versatile skill set. Here are some entities in which architects can find employment:

1. **Governmental Entities:** Working within government departments and agencies responsible for urban planning, infrastructure development, building codes enforcement, and regulatory oversight.
2. **Architecture Firms:** Design and architectural firms are the most common employers for architects. These firms focus on designing and planning various types of projects, from residential to commercial and institutional.
3. **Engineering Consultancies:** Collaborating with engineers to integrate architectural designs into complex projects involving structural, mechanical, and electrical systems.
4. **Construction Companies:** Being involved in the construction process, ensuring that the built structures match the design intent and standards.
5. **Real Estate Development Companies:** Participating in the development of new properties, including residential, commercial, and mixed-use projects.
6. **Government Agencies:** Working in urban planning departments, historical preservation offices, and other government entities to regulate and manage urban development.
7. **Academic Institutions:** Teaching architecture at universities and colleges or conducting research in architectural theory, history, and technology.
8. **Interior Design Studios:** Collaborating with interior designers to create cohesive designs for both exterior and interior spaces.
9. **Landscape Architecture Firms:** Working on projects involving outdoor spaces, parks, gardens, and landscape design.
10. **Architectural Visualization Studios:** Creating visualizations and animations of architectural designs for marketing and presentations.
11. **Consulting Firms:** Providing specialized consulting services in areas such as accessibility, sustainability, heritage conservation, and building codes.
12. **Freelance or Self-Employment:** Working independently as a sole practitioner, taking on various design and consulting projects.
13. **Cultural Heritage Organizations:** Preserving and restoring historical sites and structures in collaboration with heritage organizations.
14. **Energy and Environmental Organizations:** Contributing to sustainable building design and energy-efficient solutions.

5. Relevant occupational/ Professional sectors:

The subsequent points encompass a variety of pertinent occupational and professional sectors in which architects can discover related prospects:

1. **Government and Regulatory Agencies:** Functioning within governmental bodies accountable for urban planning, the enforcement of building codes, and adherence to related architectural regulations.
2. **Healthcare Design:** Crafting medical facilities with a keen eye for patient care and medical functionality, encompassing related considerations.
3. **Technology and Software Development:** Collaborating in the evolution of related architectural software and digital tools that augment design processes.
4. **Construction and Development:** Collaborating harmoniously with construction firms and developers to bring related architectural blueprints to tangible fruition.
5. **Urban Planning and Development:** Contributing actively to the realms of urban planning, zoning regulations, and the execution of related urban development initiatives.
6. **Interior Design:** Crafting interior spaces that elevate aesthetics, functionality, and the overall user experience, with a related focus.
7. **Historic Preservation and Restoration:** Taking on the vital role of safeguarding and rejuvenating related historical buildings and revered landmarks.
8. **Academia and Research:** Undertaking roles in teaching architecture or delving into research involving related architectural theory, technological advancements, and innovative methodologies.
9. **Digital Visualization and Animation:** Harnessing the power of 3D visualizations and animations to bring related architectural designs to life.
10. **Industrial and Commercial Facilities:** Designing factories, warehouses, and other industrial structures to align with related operational demands.
11. **Transportation Infrastructure:** Playing an instrumental role in the design of related transportation hubs, terminals, and interconnected infrastructure.
12. **Exhibition and Museum Design:** Pioneering the creation of spaces and installations tailored for cultural institutions and noteworthy events, with related artistic and experiential dimensions.
13. **Nonprofit Organizations:** Engaging actively in endeavors associated with related affordable housing, disaster relief efforts, and the holistic development of communities.
14. **Civic and Government Buildings:** Crafting the architectural identity of government offices, courthouses, and municipal structures, closely related to civic representation.

15. **Commercial Retail Design:** Carving out retail spaces, malls, and commercial complexes that resonate with their intended audiences and related consumer experiences.

Collectively, these sectors vividly underscore the rich array of opportunities that architects can explore, each characterized by distinctive challenges and specialized domains, all related to the multifaceted field of architecture.

6. Major Tracks/Pathways (if any):

Major track/pathway	Credit hours (For each track)	Professions/jobs (For each track)
1. None	None	None

7. Exit Points/Awarded Degree (if any):

exit points/awarded degree	Credit hours
1. None	None

8. Total credit hours: 164 Credit Hours

B. Mission, Objectives, and Program Learning Outcomes

1. Program Mission:

To offer competitive higher education in architecture engineering within a supportive academic environment that prepares qualified architects with vital employability skills, and to make research contributions, promote community engagement, and participate in realizing the Kingdom's Vision 2030.

2. Program Objectives:

1. Improve the quality of teaching and learning experiences, the quality of learning resources and the quality of basic facilities, equipment, and supporting infrastructure.
2. Provide support to students through improvement of academic, social, psychological, and professional advising, counselling and supportive services.
3. Enhancement of the performance of faculty members both professionally and academically.
4. Improvement of the program's administrative efficiency and processes and procedures.
5. Preparation of competent and qualified graduates with vital employability skills demanded in the labor market.
   A. Enable graduates to demonstrate core knowledge in Architecture using essential technologies and basic research skills.
   B. Enhance students' critical thinking, problem-solving, communication and teamwork skills.
   C. Improve students' awareness of ethical values, principles of professional conduct, independence and autonomy.
6. Contribute to the field of architecture through production of quality research in alignment with OC and program's research priorities
7. Contribute to the local community through services, programs and consultations.

3. Program Learning Outcomes:

Knowledge and understanding	
K1	Identify fundamental architectural concepts, principles and theories in relation to the underlying scientific and engineering concepts.
K2	Describe the basic characteristics of building materials, functions and appropriate applications and performance relevant to local and international specifications in architecture.
K3	Discuss the basic elements of architectural projects and innovative designs.

K4	Recognize ethical values, safety provisions and precautions, principles of professional conduct, political constraints, and sustainability requirements.
K5	Describe various different architectural properties of various civilization and cultural designs.
K6	Explain analytical and research methodologies commonly used in Architecture.
Skills	
S1	Design conceptual prototypes and schematic designs using various tools and 3-D visualization software.
S2	Solve complex architectural problems using logical reasoning, architectural and computational methods, and appropriate research methods.
S3	Critically analyze complex architectural problems, while considering alternative, creative and applicable solutions.
S4	Diagnose building systems, components and architectural structures according to professional conduct, safety and sustainability requirements and regulations.
S5	Create innovative, cost-effective, and sustainable architectural designs and drawings through a proper decision-making process and appropriate technical documents.
S6	Manipulate the interplay between shape, form, function structure, aesthetics and materiality in 2D and 3D spaces.
S7	Effectively communicate designs, drawings, digital models, inquiries and research results of complex issues in architectural projects with stakeholders.
Values, Autonomy, and Responsibility	
V1	Effectively participate in architectural projects and their discussion groups, in order to advance the discipline and society.
V2	Demonstrate ethical values, safety provisions and precautions, principles of professional conduct in architecture.
V3	Act responsibly, independently and autonomously in making design decisions within architectural projects.

C. Curriculum

1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	6	12	7.31%
	Elective	0	0	0
College Requirements	Required	10	34	20.73%
	Elective	0	0	0
Program Requirements	Required	36	101	61.60%
	Elective	3	9	5.48%
Capstone Course/Project	Required	2	7	4.27%
Field Training/ Internship/ Capstone Course	Required	1	1	0.61%
Residency year	-	-	-	-
Others	-	-	-	-
Total		**58**	**164**	**100**

2. Program Courses

At Onaizah Colleges, Department of Architecture offers a comprehensive program that fosters creativity, innovation, informed problems-solving skills and cultivation of human needs as individuals and community. This is achieved in parallel to incorporating cultural and traditional considerations in the curriculum. Architecture program offers a comprehensive program that fosters creativity, innovation, informed problems-solving skills and cultivation of human needs as individuals and community. This is achieved in parallel to incorporating cultural and traditional considerations in the curriculum. The program requires 5 years divided into 10 levels. It includes a 2-month professional training program to prepare our students for the professional practice inside and outside KSA.

The following table specifies the curricula that the student should study, and these courses have been formulated with a purpose of prepared graduates to serve as qualified professionals and leaders in the fields of Architecture, Urban Design, Landscape Design, Graphic Presentation, Software Application as well as Model-Making. They are also prepared to pursue their graduate studies in Architecture or related fields.

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 1	ENG0011	English (1)	Required		8	College
	PSYCH101	Thinking Skills and Learning Styles	Required		2	College
	STAT100	Statistics	Required		2	College
	PHYS110	General Physics (1)	Required		2	College
	CSC105	Computer Skills	Required		4	College
Level 2	ENG0012	English (2)	Required	ENG0011	5	College
	MATH105	Calculus	Required		3	College
	PHYS115	General Physics (2)	Required	PHYS110	3	College
	CSC111	Computer Programming	Required	CSC105	3	College
	ESP102	English for engineering and Computer Science	Required		2	College
Level 3	DES100	Architectural Drawings & Visual Studies	Required		3	Program
	DES101	Freehand Drawings & models	Required		2	Program
	DES102	Perspective and Shadow			2	Program
	DES110	Computer Aided Drafting (1)	Required		3	Program
	ART120	Building Construction (1)	Required		3	Program
	ART130	Passive & Active Climatic Design	Required		2	Program
	IC101	Introduction to Islamic Culture	Required		2	Institution
Level 4	ART103	Architectural Design (1)	Required	DES100	5	Program
	ART140	History of Architecture (1)	Required		2	Program
	ART141	Theory of Architecture (1)	Required		2	Program
	DES111	Computer Aided Drafting (2)	Required	DES110	3	Program
	ART121	Building Construction (2)	Required	ART120	3	Program
	ARAB101	Arabic Language Skills	Required		2	Institution
Level 5	ART204	Architectural Design (2)	Required	ART103	5	Program
	ART242	History of Architecture (2)	Required	ART140	2	Program
	ART243	Theory of Architecture (2)	Required	ART141	2	Program
	GE215	Introduction to design	Required		3	Program
	CE260	Building Materials	Required		2	Program
	MATH200	Math for Architects	Required		2	Program
	IC102	Islam and Community Building	Required	IC101	2	Institution
Level 6	ART205	Architectural Design (3)	Required	ART204	5	Program
	ART244	History of Islamic Architecture	Required	ART242	2	Program
	ART245	Theory of Architecture (3)	Required	ART243	2	Program
	CE264	Surveying	Required		2	Program
	CE261	Building Structures (1)	Required	MATH200	2	Program
	ART222	Working Drawing Documents (1)	Required	ART121	4	Program
Level 7	ART306	Architectural Design (4)	Required	ART205	5	Program
	ART312	Rendering Techniques & Animation (1)	Required	DES111	3	Program
	ART350	Introduction to City & Regional Planning	Required		2	Program

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
	CE363	Technical Installations	Required		2	Program
	CE361	Building Structures (2)	Required	CE261	2	Program
	ART323	Working Drawing Documents (2)	Required	ART222	4	Program
Level 8	ART307	Architectural Design (5)	Required	ART306	5	Program
	ART351	Urban Design	Required	ART350	2	Program
	ME331	Environmental Control Systems	Required		2	Program
	ART352	Housing Theories & Economics	Required		2	Program
	IC103	Economic System in Islam	Required	IC101	2	Institution
	ARAB103	Expository Writing	Required	ARAB101	2	Institution
	XXXXXX	Elective (1)	Elective		3	Program
	DES323	Architectural Training	Required	ART306	1	Program
Level 9	ART408	Architectural Design (6)	Required	ART307	5	Program
	CE465	Introduction to Project Management	Required		2	Program
	CE466	Specifications & Quantities	Required		2	Program
	ART453	Graduation Project Research	Required		2	Program
	IC104	Political System in Islam	Required	IC103	2	Institution
	XXXXXX	Elective (2)	Elective		3	Program
Level 10	DES409	Graduation Project	Required	ART408 ART453	5	Program
	XXXXXX	Elective (3)	Elective		3	Program

3. Course Specifications

Insert hyperlink for all course specifications using NCAAA template (T-104)

During the academic year 2022/2023, the Architecture Program updated the specifications of all courses taught in the program in cooperation with the Quality Assurance Administration in the colleges to ensure compliance with quality requirements. The link below contains a complete copy of all courses.

https://drive.google.com/drive/folders/1CEP3zbu9EJXJSHMH92yLIlcvA4WxV_az

4. Program Learning Outcomes Mapping Matrix

Align the program learning outcomes with program courses, according to the following desired levels of performance *(I = Introduced P = Practiced M = Mastered).*

Course code & No.	Program Learning Outcomes															
	Knowledge and understanding						Skills							Values, Autonomy, and Responsibility		
	K1	K2	K3	K4	K5	K6	S1	S2	S3	S4	S5	S6	S7	V1	V2	V3
ENG0011													I			
STAT100								I								
PSYCH101													I			
CSC105								I								
PHYS110	I							I								
ENG0012													I			
ESP102													I			
MATH105								I								
CSC111								I								
PHYS115		I						P								
DES100	I						I									
DES101					I						I					
IC101															I	
DES102	I						I					I				
DES110						I										I
ART120		I							I					I		
ART130				I						I						
ARAB101													P			
ART103	P											I				
DES111			I				I						P			
ART121		I								I						
ART140					I				I							
ART141	P											P				
IC102															I	
MATH200								P								
ART204			P									P				P
GE215						P			P					P		
ART242		P												P		
ART243	P										P					
CE260		P								P						
ART205				P						P						P
ART222			P									P				

Course code & No.	Program Learning Outcomes															
	Knowledge and understanding						Skills							Values, Autonomy, and Responsibility		
	K1	K2	K3	K4	K5	K6	S1	S2	S3	S4	S5	S6	S7	V1	V2	V3
ART244					P										P	
ART245						P									P	
CE261		P						P								P
CE264						P		M								
ART306			P						M			M				
ART312							P						P			
ART323				P							P					P
ART350					P									P		
CE361		M								M						
GE363		M								M				M	M	
IC103															M	
ARAB103													P			
ART307						M					M				M	
DES323				M				M	M		M					M
ME331			M							M						
ART351					M								M	M		
ART352								M								
IC104				M											M	
ART408				M					M		M				M	
ART453								M								M
CE465						M								I		
CE466		M									M					
DES409				M		M						M			M	M
ART470	M						M									
ART472			M											M		
ART473		M						M			M					
ART474			M										M			
IND682					M											M

5. Teaching and learning strategies applied to achieve program learning outcomes

Describe teaching and learning strategies, including curricular and extra-curricular activities, to achieve the program learning outcomes in all areas.

In Architecture Program our learning outcomes are accomplished by a group of highly qualified faculty members with a rich variety of academic backgrounds. The teaching strategies, learning activities and assessment methods are outlined in the Practical Guide to OC-Approved Teaching and Assessment Strategies.

OC-QMS guiding principle #5 (and its relevant policies and processes) mandates that an OC academic program should:

1. Align all its courses with its PLOs (process P-P-04 and its guidelines & procedures).
2. Define individual CLOs for each course (process P-P-05 and its guidelines & procedures).
3. Map all individual CLOs with PLOs based on step #1.
4. Map all individual CLOs with appropriate teaching strategies and learning activities through CTAs matrices (process P-P-06 and its guidelines & procedures). This process is semi-automated through OC-E-QMS.
5. Map all PLOs to appropriate teaching strategies and learning activities, based on the established alignments of individual CLOs as defined in steps 1 to 4 and include this mapping in the PLOs Assessment Plan (process P-P-07 and its guidelines & procedures). This process is fully automated through OC-E-QMS.

Accordingly, the program adhered strictly to the previous steps and their associated processes and procedures, systematically aligning all courses with the defined PLOs. The content of each course was meticulously deconstructed into individual CLOs, which were subsequently associated with appropriate teaching strategies and learning activities in accordance with the OC-QMS guidelines.

These mappings were then embedded in our PLOs Assessment Plan, facilitating a unified and effective approach to pedagogy across the program.

At Onaizah college Architecture program, we have faith that is student learning outcomes must be clearly specified, consistent with the National Qualifications Frameworks and requirements for employment or professional practice. Standards of learning must be assessed through appropriate processes and benchmarked against demanding and relevant external reference points. Teaching staff must be appropriately qualified and experienced for their particular teaching responsibilities, use teaching strategies suitable for different kinds of learning outcomes, and participate in activities

to improve their teaching effectiveness. Teaching quality and the effectiveness of programs must be evaluated through student assessments and graduate and employer surveys, with feedback used as a basis for plans for improvement. Indeed, choosing of linked teaching strategies, learning activities and assessment methods in architecture program should reflect O.C educational philosophy of teaching and learning to achieve program learning outcomes. That is, the focus should be primarily on strategies and assessment that promote student-centered learning, practical-based learning, and value-driven learning, diversity of teaching and learning methods, authentic assessment and so forth.

Furthermore, assessment should be balanced between formative and summative. Simply put, formative assessment measures course learning outcomes at specific checkpoints (e.g., continuous quizzes), indicating learning progression along the course of instruction, whereas summative assessment (e.g., final exam) is used to evaluate the CLOs at the conclusion of the courses.

Therefore, we have developed many teaching tools and learning activities that enable the faculty member to achieve the intended learning outcomes in the program. These tools are adapted to achieve the required goals and are continuously evaluated from annual learning outcomes measurement reports. The following table summarizes the mapping of our PLOs to teaching strategies and learning activities based on the relevant NQF domain:

NQF-PLO Domain	Mapped Teaching Strategies/Learning Activities
Knowledge & Understanding PLOs	1. **Lectures:** To convey critical information, history, background, theories, and fundamental basics information in the course. 2. **Tutorials:** As a very useful a method to transferring knowledge and may be used as a part of a learning process. More interactive and specific than a book or a lecture, a tutorial seeks to teach by examples and supply the information to complete a certain task. 3. **(Online) Video:** Nowadays its highly effective tool for education. It helps students to learn, supports different learning styles, and allows for innovative teaching methods. 4. **Discussions (and similar active learning activities):** It's very important to learn in all courses because it helps students process information rather than simply receive it. The goal of a discussions is to get students to practice thinking about the course material. The faculty member role becomes that of facilitator. We design and facilitate the discussion rather than convey information. 5. **Online Discussions (e.g., Discussion Forums).** 6. **Independent Study or Research:** To provide students opportunities to explore their interests deeper and make important decisions about how and where they will direct their talents in the future. 7. **Group Work and Cooperative Learning Activities (including online group activities) and Group Research:** In the architecture program, we adopt this teaching mechanism, we Cooperative learning is characterized by positive interdependence, where students perceive that better performance by individuals produces better performance by the entire group.

Skills PLOs	1. **Interactive Lecture Demonstrations (ILD):** To engage students in activities that confront their prior understanding of a core concept. The activity can be a classroom experiment, a survey, a simulation or an analysis of secondary data according to the targeted learning outcome. 2. **Demonstration Video:** Demonstration Video is an incredibly powerful tool for teaching and learning and is an essential part of your classroom management plan. It's the ideal way to help you reach students who might otherwise be hard to reach and make your lessons more engaging. It can also be a good fit for both the classroom and distance learning, People learn more quickly and acquire knowledge through visual cues, and that's because 65% of the population is made up of visual learners. 3. **Discussions (and similar active learning activities):** As a very effective method for teaching, its offers variety of forums for the open, collaborative exchange of ideas between a teacher and students or between students for the purpose of enhancing students' thinking, learning, problem-solving, understanding, or literary appreciation. Participants present multiple perspectives, respond to others' ideas, and reflect on their own in an effort to build their knowledge, understanding, and interpretation of the issue at hand. 4. **Group Work and Cooperative Learning Activities (including online group activities).** 5. **Extracurricular Activities:** Its offer unique opportunities for personal growth while doing something enjoyable for students. Besides building personal connections, this will also develop students understanding of their abilities and advance them through interaction with wider community and improve the academic performance. In addition to improving students' brains function to be more creative.

6. **Lab Work and Experiential Learning Activities:**
   It's an engaged learning process whereby students "learn by doing" and by reflecting on the experience. Experiential learning activities can include, but are not limited to, hands-on laboratory experiments, internships, practicums, field exercises, study abroad, undergraduate research and studio performances.

7. **Fieldwork:**
   In architecture program we believe that Fieldwork is the best and most immediate means of bringing the two aspects of the subject (i.e. a body of knowledge and a distinctive method of study) together in the experience of the architecture student. Therefore, fieldwork is a necessary part of architectural education; it is not an optional extra.it is not a separate teaching style to be adopted in architectural education, but a sine qua none of all good education through architecture Seminar, This essential method achieves the connection between the theoretical aspects that the student has studied in the different levels and the practical aspect that qualifies him for professional practice in the future.

8. **Seminar:**
   The seminar teaching method is a teaching model in which students work in small groups to discuss assigned questions and issues under the guidance of teachers. The underlying objective idea of the seminar teaching method is to enable students to achieve the purpose of learning by discussing and even confronting practice questions.

9. **Peer group presentations:**
   Peer learning has been used as a teaching tool with both undergraduate and postgraduate students since the early 80s. This approach is useful when working with architecture students to develop their independence as learners and to share their knowledge with their peers and build the necessary critical culture to develop the architectural work and formulate the student architectural personality and make him capable of understanding and analysis through criticism and discussion of the work of peers.

	10. Project or research work: Project-based learning (PBL) and research work helps architecture students to gain a deep understanding of the knowledge they acquire, develops higher levels of learning, and promotes the motivation to learn. Through self-inquiry, self-planning, and investigation, students learn to be independent thinkers and autonomous learners and pursue their learning needs by seeking solutions architectural problems. Project or research work are the basic teaching tool in the program, which develops the student's mental abilities and linking his knowledges which he is learning in the program. **11. Case study:** Case studies are simulation that are used as a teaching tool to show the application of a theory or concept to real situations. Dependent on the goal they are meant to fulfill, cases can be fact-driven and deductive where there is a correct answer, or they can be context driven where multiple solutions are possible. Various disciplines have employed case studies, including humanities, social sciences, sciences, engineering, law, business, and medicine. Good cases generally have the following features: they tell a good story, are recent, include dialogue, create empathy with the main characters, are relevant to the reader, serve a teaching function, require a dilemma to be solved, and have generality.
Values, Autonomy and Responsibility PLOs	**1. Discussions (debates and similar active learning activities):** The purpose of discussion debates tools is to facilitate conversation between learners or between learners and their instructors. Face to face or Online discussions can be valuable for prompting reflection and articulation of one's thoughts, for connecting with and responding to others, and engaging in dialogue.in architecture program ability to engage in healthy debate is valuable to preparing for future careers (particularly those that are innovative and entrepreneurial), securing jobs, challenging fake news, and encouraging civic engagement and interest in architectural issues.

2. **Independent Study:**
   With independent learning, students do their own research and ask questions, rather than relying solely on the materials that their teacher or instructor hands them. They also take ownership of their educational path by setting their own goals and monitoring their progress.

3. **Group Work and Cooperative Learning Activities (including online group activities):**
   In the architecture program, we adopt this teaching mechanism, we Cooperative learning is characterized by positive interdependence, where students perceive that better performance by individuals produces better performance by the entire group.

4. **Lab Work:**
   It's an engaged learning process whereby students "learn by doing" and by reflecting on the experience. Experiential learning activities can include, but are not limited to, hands-on laboratory experiments, internships, practicums, field exercises, study abroad, undergraduate research and studio performances.

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   In architecture program we believe that Fieldwork is the best and most immediate means of bringing the two aspects of the subject (i.e. a body of knowledge and a distinctive method of study) together in the experience of the architecture student. Therefore, fieldwork is a necessary part of architectural education; it is not an optional extra.it is not a separate teaching style to be adopted in architectural education, but a sine qua none of all good education through architecture Seminar, This essential method achieves the connection between the theoretical aspects that the student has studied in the different levels and the practical aspect that qualifies him for professional practice in the future.

6. **Project work:**
   Project-based learning (PBL) and research work helps architecture students to gain a deep understanding of the knowledge they acquire, develops higher levels of learning,

and promotes the motivation to learn. Through self-inquiry, self-planning, and investigation, students learn to be independent thinkers and autonomous learners and pursue their learning needs by seeking solutions architectural problems. Project or research work are the basic teaching tool in the program, which develops the student's mental abilities and linking his knowledges which he is learning in the program.

7. **Extracurricular Activities:**
   Its offer unique opportunities for personal growth while doing something enjoyable for students. Besides building personal connections, this will also develop students understanding of their abilities and advance them through interaction with wider community and improve the academic performance. In addition to improving students' brains function to be more creative.

As further explained in the OC-QMS handbook, the sequence of teaching strategies and learning activities in the table above is structured in line with Bloom's taxonomy, which represents a continuum of increasing complexity in learning. For each domain—Knowledge & Understanding, Skills, and Values, Autonomy, and Responsibility—the strategies progress from simpler to more complex strategies and activities. For instance, in the Knowledge & Understanding domain, the strategies transition from basic information transmission (lectures, tutorials) to more complex activities (discussions, group work, independent research). A similar pattern is observed in the Skills domain, starting with direct instruction (interactive demonstrations, videos) and moving towards more practical tasks (lab work, fieldwork, projects). Lastly, in the Values, Autonomy, and Responsibility domain, the strategies shift from fostering reflection and critical thinking (discussions, debates) to encouraging autonomy and responsibility (independent studies, group projects). Thus, the sequence of strategies in each domain aligns with Bloom's taxonomy, guiding students from simpler to more complex learning tasks.

As detailed in OC-QMS handbook, this progression of teaching strategies and learning activities also corresponds to the course level and the level of the link established between the course and a PLO (i.e., introduced, practiced or mastered). When preparing CTAs, course instructors are made aware through OC-E-QMS of the course level and its links to PLOs. Therefore, in introductory or lower-level courses, simpler teaching strategies (e.g., lectures and tutorials) are recommended to be used to convey foundational knowledge and understanding. As students' progress to intermediate and advanced level courses, the complexity of teaching strategies and learning activities is expected to increase. This aligns with the need for students to develop more sophisticated skills, demonstrate greater autonomy, and take on more responsibility in their learning. Hence, more complex activities are introduced in these courses such as discussions, debates, sophisticated group work, and independent research in the Knowledge & Understanding domain; lab work, fieldwork, and projects in the Skills domain; and independent studies and group projects in the Values, Autonomy, and Responsibility domain.

Furthermore, the mapping between PLOs of each domain and teaching strategies/learning activities in this table aligns well with widely recognized theories on pedagogy and learning as summarized below:

Knowledge & Understanding: Since this domain primarily involves PLOs related to the acquisition and comprehension of information, traditional teaching methods like lectures and tutorials are useful for delivering information, while discussions and group work foster understanding and help students to actively engage with the material. Independent study or independent research promotes in-depth exploration of the topic

and reflects the "**student-centered**" aspect of OC Learning and Teaching Philosophy (outlined in OC-QMS handbook). Online tools like videos and discussion forums can enhance accessibility and provide diverse modes of engagement.

Skills: PLOs in this domain are concerned with the application of knowledge or the performance of certain actions. Interactive lecture demonstrations, group work, and seminars provide opportunities for students to practice skills in a controlled environment. Lab work and fieldwork allow students to apply what they've learned in a practical, real-world context, and they reflect the "**practical-oriented**" aspect of OC Learning and Teaching Philosophy. Peer group presentations and project work can help develop communication and project management skills, which are crucial in many professions. The table indicates that the Skills domain is associated with a relatively wider array of teaching strategies and learning activities. This variety is crucial to cater to the two diverse subcategories of skills: **cognitive** (interactive lectures, discussions etc.) and **practical** (lab work, field work, extracurricular activities etc.).

Values, Autonomy, and Responsibility: PLOs in this domain are centered on personal and ethical development, as well as the capacity to work independently and take responsibility for one's own actions. Discussions, particularly debates, can help students to explore different perspectives and develop their own values. Independent study encourages autonomy and self-direction. Group work can foster a sense of responsibility, as students must collaborate effectively and contribute to a collective outcome. Lab work, fieldwork, and project work can help students understand the practical implications and real-world impacts of their actions. All these strategies and activities resonate well with the "**value-driven**" aspect of OC Learning and Teaching Philosophy. (For more details on these teaching strategies and learning activities, along with their practical implementation cases, forms, and templates, please refer to the "Practical Guide to OC-Approved Teaching and Assessment Strategies.")

OC-QMS also mandates that these mappings between PLOs, teaching strategies and learning activities must be reviewed periodically by the program based on analysis and evaluation reported in regular PLOs assessment reports as well as CLOs assessment results in course reports (more on these periodic reviews, their established procedures, and timeframes is given in the OC-QMS handbook).

Furthermore, our program places great emphasis on professional development for our faculty, recognizing their pivotal role in successful implementation of the teaching strategies and learning activities outlined above. Working in collaboration with the Development Administration, we create an Annual Faculty Training Plan that outlines a comprehensive suite of development programs. These programs equip our faculty with

the latest knowledge and skills in pedagogical methods, technology integration, assessment design, student engagement techniques, and accommodating diverse learning styles. The participation of our faculty in these programs is monitored and assessed through two KPIs: OC-16 and OC-17. Moreover, appropriate, and effective implementation of these teaching strategies and learning activities inside classrooms is monitored and evaluated through regular peer review and chairperson evaluation (templates OC-QMS-D-01, OC-QMS-D-02 and OC-QMS-D-03, respectively). Based on the outcomes of these periodic reviews and evaluations, we can identify areas where additional faculty training is needed or suggest revisions in the mapping of our teaching strategies and learning activities to the Program Learning Outcomes (PLOs).As far as extra-curricular activities are concerned, their actual planning is of two levels: course-level, and program-level. At the course-level they are considered a separate teaching strategy/learning activity particularly aligned with CLOs in the skills and values domains and documented in the relevant courses' specifications. At the program-level, Quality Assurance Committee (QAC) follows an established mechanism through which extracurricular activities are selected, mapped to PLOs, and evaluated for their effectiveness. This mechanism was initially prepared with close involvement of faculty and students, and it mainly consists of the following components:

1. **Input from Stakeholders** (mainly Faculty, Students, and our Professional Advisory Board).
2. **Selection Criteria** (more importantly relevant to PLOs)
3. **Mapping to PLOs**.
4. **Evaluation Process** (mainly collection of feedback from stakeholders and achievement results of mapped PLOs; conducted at the conclusion of each academic year).
5. **Review & Update** (based on evaluation results).

According to the 2023 Program Operational Plan (Goal No. 24), we have a specific and clear mechanism for selecting extracurricular activities and linking them to the courses and learning outcomes of the program. This mechanism includes specific procedures for selecting activities, monitoring their implementation, and conducting periodic assessments, as outlined below:

1. Develop the initial framework for selecting and defining extracurricular activities within the program, aligning them with the program's learning objectives and drawing from best practices at other universities.
2. The framework encompasses procedures for assessing the quality of extracurricular activities, primarily relying on the measurement of program and course learning outcomes.
3. Convene a focus group comprising faculty and students of both genders to engage in discussions regarding the initial framework.
4. Refine the initial framework based on feedback from the focus group and create its final version along with relevant models.
5. Present the framework and its models to the department council for deliberation and approval.
6. Once approved by the department council, implement the framework promptly, and provide a report on its implementation to the department head.

6. Assessment Methods for Program Learning Outcomes

Describe assessment methods (Direct and Indirect) that can be used to measure the achievement of program learning outcomes in all areas.

In addition to the alignment and mapping of teaching strategies and learning activities to PLOs (steps summarized above), OC-QMS also mandates that an OC academic program should:

1. Map all individual CLOs with appropriate assessment methods through CTAs matrices (part of process P-P-06 and its guidelines & procedures). This process is semi-automated through OC-E-QMS.
2. Map all PLOs to appropriate assessment methods, based on the established alignments with individual CLOs as defined in steps 1 to 4 and include this mapping in the PLOs Assessment Plan (part of process P-P-07 and its guidelines & procedures). This process is fully automated through OC-E-QMS. Accordingly, the program adhered strictly to the previous steps and their associated processes and procedures, systematically aligning all courses with the defined PLOs. The content of each course was meticulously deconstructed into individual CLOs, which were subsequently associated with appropriate assessment methods in accordance with the OC-QMS guidelines. These mappings were then embedded in our PLOs Assessment Plan, facilitating a unified and effective approach to pedagogy across the program.

Assessment of student learning supports the program emphasis on continuous improvement and its strategic goal to enhance student success and improve teaching and learning at Onaizah Colleges. The following table summarizes the mapping of our PLOs to assessment methods based on the relevant NQF domain:

NQF-PLO Domain	Mapped Assessment Methods
Knowledge & Understanding PLOs	1. **Quiz (including online):** The Quizzes is a very powerful activity that can be used in a variety of situations, either to provide opportunity for reflection, feedback for improving knowledge, or for assessment. The importance of feedback for learning has been highlighted by a number of authors. It contributes to student development and retention. In distance learning, immediate feedback given to students while they learn is of utmost importance. 2. **Homework:** Homework is seen as a valuable resource for teaching, allowing students to practice, and work on some affairs related to design and graphics projects, it demonstrates the student's ability to stick to project schedules. 3. **Written Exam (both MCQ and Essay Questions),** Written Exam are a very common assessment and evaluation tool in universities and there are many types of examination questions. There are mostly seven types of examination questions, as well as tips for using each of them: – Multiple Choice. – True/False. – Matching. – Short Answer. – Essay. – Oral. – Computational. Some exams can be conducted effectively in a secure online environment in a proctored computer lab or assigned as paper based or online “take home” exams. 4. **Essay (both Individual and Group):** In architecture program the essay is very powerful assessment tool, it gives a possibility for teasing reasoning on the causal relationships, and life and science examples,

	comparison and/or opposition to the facts, signs, events, thoughts of well-known architects. 5. **Research Summary:** The purpose of the Research Summary assessment tools is to provide students with a quick and simple means to evaluate the quality of research studies. The research assessment tools describe the information that should be available in study reports and the key features of a high-quality study design. 6. **Student's portfolio:** It's the most important assessment tool I architecture program, portfolio is a systematic collection of student work that represents student activities, accomplishments, and achievements over a specific period of time in one or more areas of the curriculum.
Skills PLOs	1. **Written Exam:** Written Exam are a very common assessment and evaluation tool in universities and there are many types of examination questions. There are mostly seven types of examination questions, as well as tips for using each of them: – Multiple Choice. – True/False. – Matching. – Short Answer. – Essay. – Oral. – Computational. Some exams can be conducted effectively in a secure online environment in a proctored computer lab or assigned as paper based or online "take home" exams. 2. **Oral Exam or Interview:** Interview assessment tool is used to assess a student's knowledge, skills, and abilities during a technical or structured interview.

3. **Practical Assessment (according to a specific rubric, in both labs and classrooms):**
   A practical assessment consists of practical activities that are meant to assess and observe the practical skills and behavior of students. It helps to ensure whether they're qualified for the role and capable of handling the duties connected to their chosen field of study. A student's attention to detail is also assessed in this type of assessment, giving you a better indication of how well they'll perform on the architecture program and apply their knowledge and abilities in a real-world setting.

4. **Fieldwork Assessment (e.g., by field experience supervisors):**
   The purpose of Fieldwork Assessment is evaluating set of applied operations practiced by the student in the job market fields during his/her practical training; based on the knowledge, skills and values gained during the academic study.

5. **Presentation (both individual and group, according to a specific rubric):**
   Oral presentations are a form of assessment that calls on students to use the spoken word to express their knowledge and understanding of a topic. It allows capture of not only the research that the students have done but also a range of cognitive and transferable skills.

6. **Project/research assessment:**
   The use of project assessment techniques in architecture program has continued to grow within education curriculums as resources and concepts beyond traditional testing applications have evolved. There can be extensive value to the student's overall learning process with the addition of project-based learning to supplement standard curriculum material.

	7. **Short Reports (both individual and group, according to a specific rubric):** In architecture program we are using short reports as assessment tool, there are factors that students must consider, such as the reliability of a source and the structure of the report. It's important that a report stays informative to a reader while still being understandable. 8. **Case Study (both individual and group).** 9. **Course Evaluation Survey (item 14):** Course evaluation surveys cover various aspects of the course, like the course structure, professor feedback, course material feedback, teaching aids, etc. Based on this data, faculty members can enhance their teaching skills, and the program improves the quality of education. 10. **Observation (according to a specific rubric):** Observing students and following up on their performance in the studios is one of the most important evaluation tools in the Department of Architecture, where the teacher gets to know the student's capabilities closely and contributes effectively to following up on the development and improvement of the students' level. 11. **Student's portfolio (skills tasks):** It's the most important assessment tool I architecture program, portfolio is a systematic collection of student work that represents student activities, accomplishments, and achievements over a specific period of time in one or more areas of the curriculum.
Values, Autonomy and Responsibility PLOs	1. **Observation (according to a specific rubric).** 2. **Peer-assessment:** Peer assessment (PA) is employed as one fundamental practice of classroom-based assessment in terms of its learning-oriented and formative nature. The exercise of peer assessment has multiple and additional benefits for student learning. The output of peer assessment in higher education has been common increasingly in recent decades.

	3. **Oral Exam or Interview.** 4. **Case Study (both individual and group).** 5. **Fieldwork Observation:** Fieldwork Observation provides the opportunity to monitor and assess a process or situation and document evidence of what is seen and heard. Seeing actions and behaviors within a natural context, or as they usually occur provides insights and understanding of the event, activity or situation being evaluated. Fieldwork Observation is a flexible approach to data collection, suitable for a broad range of contexts.

Like the sequence and order of teaching strategies and learning activities discussed in the previous section, and as further explained in the OC-QMS handbook, the order of assessment methods in the table above also corresponds to Bloom's Taxonomy, which represents a continuum of increasing complexity in learning, and hence, in assessment process. Each domain—Knowledge & Understanding, Skills, and Values, Autonomy, and Responsibility—involves a progression in the assessment methods from relatively straightforward to more complex tasks. Within the Knowledge & Understanding domain, assessments transition from basic tasks such as quizzes and homework, which test basic recall and comprehension, to more complex activities like essays and research summaries that require deeper understanding and synthesis of information. The Skills domain follows a similar progression, beginning with standard written and oral exams, and then advancing to hands-on, practical assessments, fieldwork, presentations, and projects. These methods not only test the application of knowledge but also the analysis and synthesis of data, concepts, and situations. Lastly, the Values, Autonomy, and Responsibility domain employs strategies that require the highest levels of cognitive complexity. Starting from observations and peer-assessments, which foster reflection, it moves on to oral interviews, case studies, and fieldwork observations, all requiring critical thinking, decision-making, and responsibility. Again, this progression of assessment methods corresponds to the course level and the level of the link established between the course and a PLO as discussed in the previous section.

The mapping between PLOs of each domain and assessment methods in this table aligns well with widely recognized theories on pedagogy and assessment as summarized below:

Knowledge & Understanding: The methods listed under this domain are designed to assess PLOs related to the students' theoretical knowledge and their understanding of the concepts. Quizzes and homework assignments can be used to gauge the students' understanding of the course material. Written exams (both multiple-choice and essay questions) can assess the ability of students to recall information and mentally apply the knowledge they have acquired. Essays allow students to demonstrate their understanding of a topic in depth, including the ability to synthesize information and present arguments. Research summaries help in understanding how well students can comprehend, analyze, and summarize knowledge as research. Student portfolios (knowledge tasks) provide a comprehensive view of the student's learning progression and knowledge absorption over time. Each method embodies the "**student-centered**" approach that is a cornerstone of the OC Learning and Teaching Philosophy (outlined in OC-QMS handbook), as they all foster independent thinking and individual effort.

Skills: Assessment methods under this domain are mainly concerned with assessing students' practical skills, their ability to apply knowledge, and their proficiency in certain techniques or methods. Written exams can test theoretical knowledge along with the application of essential cognitive skills. Oral exams or interviews can assess communication skills required by the field. Practical assessments are linked to evaluating hands-on skills in a lab or classroom setting. Fieldwork assessments help assess skills that are applicable in real-world or field situations. Presentations, projects, short reports, and case studies assess a variety of skills including research, organization, critical thinking, communication, and teamwork. The course evaluation survey can be a tool to understand how effectively the skills are being imparted and received from the students' perspective. Observation allows the teacher to assess skills in real-time in a natural setting. Student portfolios (skills tasks) offer an ongoing record of skill development and competency. The above table indicates that the Skills domain is associated with a relatively wider choice of assessment methods. This variety is important for two reasons: 1) to cater to the two diverse subcategories of skills: **cognitive** (written exam, short reports, portfolios etc.) and **practical** (student presentations, projects, practical assessment etc.), and 2) to reflect two tenets in OC philosophy of learning and teaching, namely "**diversity**" and "**authentic assessment**".

Values, Autonomy, and Responsibility: The methods associated with this domain are aimed at assessing PLOs related to students' attitudes, values, autonomy, and responsibility in their learning process. Observation is a great tool to assess students' behavior, attitude, and values in a natural setting. Observation by peer students encourages students to critically evaluate others' work, which can foster a sense of

responsibility and improve their understanding of the subject. Oral exams or interviews can provide insights into students' thought processes, values, and ability to articulate their understanding independently. Case studies can show how students apply their knowledge and skills in a complex, real-world scenario, reflecting their values and sense of responsibility. Fieldwork observation allows for the assessment of students in real-world scenarios, which can reveal their values, autonomy, and sense of responsibility. Student portfolios (independent or team tasks) can demonstrate students' ability to manage their learning process independently or as part of a team. These assessment methods resonate well with the “value-driven” and “value-based “components in OC Learning and Teaching Philosophy.

(For more details on these assessment methods, along with their potential implementation cases, suggested forms, and templates, please refer to the "Practical Guide to OC-Approved Teaching and Assessment Strategies.”)

OC-QMS also mandates that these mappings between PLOs and assessment methods must be reviewed periodically by the program based on analysis and evaluation reported in regular PLOs assessment reports as well as CLOs assessment results in course reports, and recommendations of relevant committees such as the Advisory Board (more on these periodic reviews, their established procedures, and timeframes is given in the OC-QMS handbook). Furthermore, our program places great emphasis on professional development for our faculty, recognizing their pivotal role in successful implementation of the assessment methods outlined above.

Again, working in collaboration with the Development Administration, the program’s Annual Faculty Training Plan outlines a comprehensive suite of development programs. These programs equip our faculty with the latest knowledge and skills in pedagogical and assessment methods, technology integration, assessment design, student engagement techniques, and accommodating diverse assessment styles.

As mentioned in the previous section, the participation of our faculty in these programs is monitored annually through two KPIs: OC-16 and OC-17. Moreover, appropriate, and effective implementation of these assessment methods inside classrooms is monitored and evaluated through regular peer review and chairperson evaluation (templates OC-QMS-D-01, OC-QMS-D-02 and OC-QMS-D-03, respectively). Based on the outcomes of these periodic reviews and evaluations, we can identify areas where additional faculty training is needed or suggest revisions in the mapping of our assessment methods to the Program Learning Outcomes (PLOs).

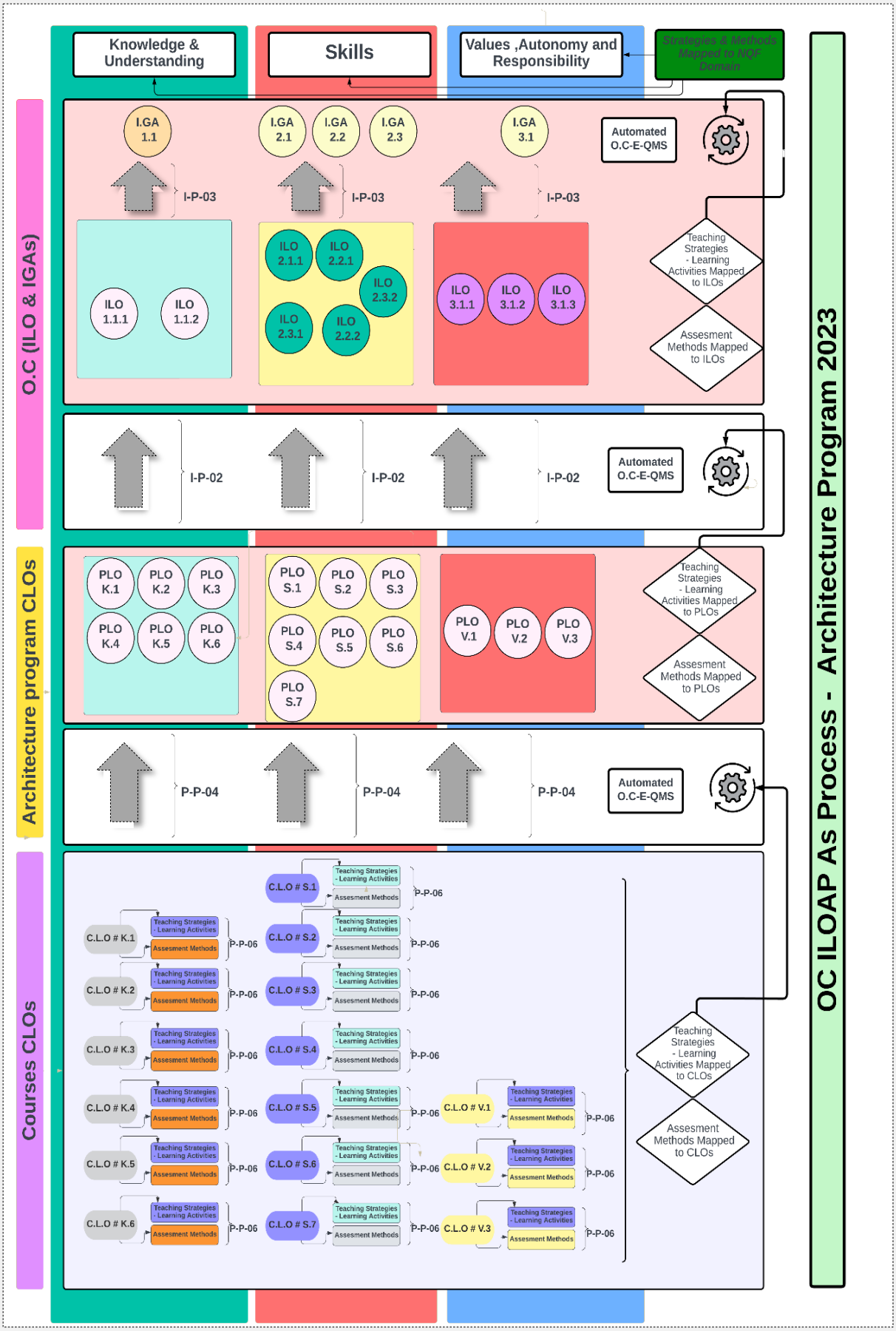
It should be noted here that all assessment methods outlined above are course-based, and hence, they are mainly direct methods (exams, observation, practical assessment according to specific rubrics etc.), except for the Course Evaluation Survey under the Skills domain. The reasoning is discussed in detail in the OC-QMS handbook. At the program-level, however, we use both **direct** and **indirect** assessment methods for the PLOs. Our main program-level direct method is the **exit exam**. It serves as a comprehensive evaluation of our students' knowledge, skills, and values, just prior to graduation. According to OC-QMS, exit exams should have two parts: **theoretical** and **practical**. Questions in the theoretical part are mainly aligned with PLOs in the Knowledge domain, and some PLOs in the Skills domain.

Practical tasks of the exit exam are aligned with PLOs in the Skills and Values domain. To ensure appropriate alignment between the exit exam's theoretical questions, practical tasks and PLOs, the program uses the OC Exit Exam Specification template (OC-QMS-P-05) in which we explicitly link each PLO to a question/task bundle in the exit exam, with details regarding each bundle.

The main indirect assessment method at the program-level is based on two annual **surveys**: PO_EMPO (employer's survey) and PO_GRAD (alumni/alumnae survey). The mapping between elements/questions in these two surveys and the PLOs is explicitly outlined in the PLOs Assessment Plan (under the Program-Level Additional Assessment Methods section).

Furthermore, results of the direct course-based assessment methods as well as of the program-level assessment are reported in the PLOs Assessment Report. This report includes individual results of each assessment method, aggregated and normalized results, various comparisons of results between courses, sections, teaching strategies, learning activities and assessment methods.

In addition to mapping PLOs to assessment methods, our program also ensures a comprehensive mapping of PLOs to our **Graduate Attributes (GAs)**. This is an integral part of our holistic approach to teaching and learning, ensuring that our graduates are well-equipped with the necessary skills and attributes to thrive in their chosen fields. The mapping of GAs to PLOs is explicitly outlined in our PLOs Assessment Plan, where each GA is linked to relevant PLOs, which in turn are assessed through the various assessment methods detailed earlier. **See the next illustration:**


OC ILOAP As Process - Architecture Program 2023
O.C (ILO & IGAs)
Architecture program CLOs
Courses CLOs
Knowledge & Understanding
Skills
Values ,Autonomy and Responsibility
Strategies & Methods Mapped to NQF Domain
I.GA 1.1
I.GA 2.1
I.GA 2.2
I.GA 2.3
I.GA 3.1
Automated O.C-E-QMS
I-P-03
I-P-02
P-P-04
P-P-06
ILO 1.1.1
ILO 1.1.2
ILO 2.1.1
ILO 2.2.1
ILO 2.3.2
ILO 2.3.1
ILO 2.2.2
ILO 3.1.1
ILO 3.1.2
ILO 3.1.3
Teaching Strategies - Learning Activities Mapped to ILOs
Assesment Methods Mapped to ILOs
PLO K.1
PLO K.2
PLO K.3
PLO K.4
PLO K.5
PLO K.6
PLO S.1
PLO S.2
PLO S.3
PLO S.4
PLO S.5
PLO S.6
PLO S.7
PLO V.1
PLO V.2
PLO V.3
Teaching Strategies - Learning Activities Mapped to PLOs
Assesment Methods Mapped to PLOs
C.L.O # K.1
C.L.O # K.2
C.L.O # K.3
C.L.O # K.4
C.L.O # K.5
C.L.O # K.6
C.L.O # S.1
C.L.O # S.2
C.L.O # S.3
C.L.O # S.4
C.L.O # S.5
C.L.O # S.6
C.L.O # S.7
C.L.O # V.1
C.L.O # V.2
C.L.O # V.3
Teaching Strategies - Learning Activities
Assesment Methods
Teaching Strategies - Learning Activities Mapped to CLOs
Assesment Methods Mapped to CLOs

This connection ensures that not only are we assessing the attainment of specific learning outcomes, but we are also evaluating how well our program is instilling the desired graduate attributes in our students. As mandated by OC-QMS, the assessment of GAs is done by aggregating the individual results of the mapped PLOs. This method allows us to evaluate the achievement of GAs based on the comprehensive performance of students across all relevant learning outcomes. By mapping and assessing our GAs, we can monitor and evaluate how effectively our program is preparing our graduates for their future endeavors. This aligns with our commitment to continuous improvement, as the feedback from these assessments is used to make necessary adjustments and enhancements to our teaching strategies, learning activities, and assessment methods.

D. Student Admission and Support

1. Student Admission Requirements

First: Admission & Registration

1. The student must be a Saudi citizen or a non-Saudi who holds a regular residence permit.
2. Obtaining a general secondary certificate or its equivalent from inside or outside the Kingdom.
3. It should not have been more than five years since he obtained his secondary school certificate or its equivalent.
4. Passing the required admission tests (abilities + achievement) organized by the National Center for Measurement and Evaluation.
5. Passing any test or personal interview required by the colleges.
6. The student must be medically fit.
7. The male/female student should not have been dismissed from any other university or college for an academic or disciplinary term.

Second: Conditions for Transferring from and to the Architecture Program (Bachelor's Program)

1. General Conditions Transfer from the Architecture Department (Bachelor's Program) is required according to the following conditions:
   A. The student may, after the approval of the Dean of the College, transfer from any other specialization to architecture within
   B. The college according to the regulations set by the college.
   C. The remaining period in the college should be sufficient to complete the graduation requirements.
   D. The transfer procedures must be completed during the first week of the beginning of the semester, according to the academic calendar.
   E. A student is allowed to transfer once during his university studies, and the College Council has the right to make an exception from that.
2. Special conditions for transferring to the Department of Architecture:
   A. The student is not required to obtain a specific grade except for success in the general and joint courses and all non-specialized courses, which do not bear the section code (age) (ART) or code (deaf), (DES), where the male / female student is required to obtain a grade (C) (C) at least in the courses that bear these two codes only, and the department council may make exceptions from that in some cases for theoretical courses only.

B. In no case are the courses (Architectural Construction 2 - Omar 121), (Design by Computer 2 - Tasm 111), (Executive Designs 2 - Omar 323), (Architectural Training - Tasm 323) and (Graduation Project Research) - Omar 453) and (Graduation Project - Tasam 409).

Third: The Program's Course Equivalency Policy and Procedures

1. To have studied at a recognized college or institute inside or outside the Kingdom.
2. No more than 40% of the courses of the Bachelor of Architecture program plan in Onaizah colleges are equalized.
3. The general average of the student, if he obtained a diploma, should not be less than good.
4. The number of hours of the equivalent course should not be less than the number of course hours in the plan for the Bachelor of Architecture program in Onaizah colleges, and it is permissible to combine more than one course that the student has previously studied in exchange for the equivalence of a course in the plan of the Bachelor program in Architecture, provided that the scientific content of them combined is not less than 70 % of the equivalent course.
5. The scientific content of the equivalent course (or equivalent courses) should not be less than 70% of the scientific content of the course of the Bachelor of Architecture program plan in the Onaizah Colleges.

2. Guidance and Orientation Programs for New Students

(Include only the exceptional needs offered to the students of the program that differ from those provided at the institutional level).

In architecture program, we do an orientation activity at the beginning of the academic year with the aim of guiding students and introducing them to the department underline of the orientation workshop of Architecture program, first year students of B.Arch. this orientation will conceptualized on the first week of the educational year in co-ordination with faculty members who associated with first year. The sessions aimed to be conducted by communicating through workshop / hands-on work / lectures / screening, colleges walk etc. It includes different tasks such as Cognitive Mapping, Architecture as a Discipline, Landmark Appreciation and Criticism, understanding structures, and tour inside college's exhibition.

Guidance and orientation programs for new students in the architecture program play a crucial role in helping them acclimate to the academic environment, understand program expectations, and access essential resources. These programs aim to support students in their transition to university life and lay the foundation for a successful academic journey. Here are some key components that can be included in guidance and orientation programs for new architecture students and Expected Outcomes and Decisions:

1. **Welcome and Introduction:**
   - A warm welcome from the faculty and staff, introducing the architecture program, its mission, and values.
   - Overview of the curriculum, degree programs, and areas of specialization available within the program.
2. **Academic Advising:**
   - Assign each new student an academic advisor who can guide them through course selection and help plan their academic journey.
   - Provide information about academic requirements, graduation criteria, and relevant academic policies.
3. **Campus Tour and Facilities Orientation:**
   - Conduct a campus tour to familiarize new students with the layout of the university, including the architecture program's building, design studios, workshops, and computer labs.

4. **Introduction to Faculty and Staff:**
   - Introduce new students to key faculty members, advisors, and administrative staff.
   - Encourage faculty-student interactions and emphasize the open-door policy for seeking academic support.
5. **Student Support Services:**
   - Introduce students to various support services available on campus, such as counseling, academic assistance centers, and health services.
6. **Introduction to Studio Culture:**
   - Provide an overview of studio culture, expectations, and guidelines for conduct within design studios.
   - Discuss the importance of collaboration, constructive critique, and maintaining a respectful and inclusive studio environment.
7. **Library Resources and Research Skills:**
   - We are familiarizing students with the library's resources, including architectural journals, books, and digital databases.
   - In architecture program we are Offer workshops on research skills, citation, and academic integrity.
8. **Student Organizations and Activities:**
   - Present information about student organizations related to architecture, design, or sustainability.
   - Encourage participation in extracurricular activities and design competitions.
9. **Orientation to Technology and Software:**
   - We are providing an overview of software and technology commonly used in architecture, such as CAD programs and visualization tools.
   - In architecture program we are offer training sessions or workshops to help students become proficient in these tools.
10. **Financial Aid and Scholarships:**
    - We are Provide information on financial aid opportunities, scholarships, and work-study programs available to architecture students.
11. **Time Management and Study Skills:**
    - We are Offer workshops on time management, study strategies, and balancing academic and personal commitments.

12. **Social Integration and Networking:**
    - In architecture program we are Organizing social events or mixers to help new students connect with each other and form a sense of community within the architecture department.

13. **Q&A Sessions and Feedback:**
    - Organize question-and-answer sessions where new students can voice their concerns and receive clarification on various aspects of the program.
    - Gather feedback from new students to improve future orientation programs.

14. **Orientation Handbook:**
    - We have Creating an orientation handbook that compiles essential information about the architecture program, colleges resources, and frequently asked questions.

With providing comprehensive guidance and orientation programs, architecture departments can help new students feel supported, confident, and prepared to embark on their academic journey. These programs can foster a positive learning environment and set the stage for a successful and rewarding college experience.

3. Student Counseling Services

(Academic, professional, psychological, and social)
(Include only the exceptional needs offered to the students of the program that differ from those provided at the institutional level).

The architecture program embraces a specific philosophy that places significant emphasis on academic advising as a crucial factor contributing to student success. Substantial evidence supports the notion that effective academic advising and meaningful faculty interactions correlate with heightened student satisfaction, engagement, retention, persistence, and learning outcomes. The program's advising philosophy leans towards a developmental and learner-centered approach.

Collaborating closely with the academic advising unit at O.C colleges, a dedicated department committee has been established to facilitate academic guidance and counseling services. This initiative aims to provide comprehensive support encompassing career, educational, and personal counseling. Its primary objective is to empower students to achieve optimal results, seamlessly integrate into the program's environment, and leverage available opportunities.

- **The Committee's Key Objectives Encompass**
  - Offering specialized counseling programs to aid students in acclimating to the academic community of the program.
  - Providing personalized counseling and specialized psychological assistance through individual sessions or group interactions.
  - Furnishing preventive counseling services to address and mitigate student challenges, ensuring they do not hinder progress.
  - Delivering counseling services geared towards enhancing various facets of students' personal growth.
  - Investigating and addressing negative behavioral patterns among students, devising suitable remedies.
  - Elevating academic achievement, nurturing talented students, and facilitating their creativity in collaboration with relevant college authorities.
  - Assisting struggling students in overcoming obstacles impeding their educational objectives.
  - Establishing partnerships with formal and community organizations offering psychological and social care services, providing essential guidance, training, and qualification services.
  - Promoting a culture of student guidance and counseling.

This Program harmonizes its efforts with other units within the college that provide psychological and social rehabilitation services. This collaboration strengthens the educational journey within the program, ensuring students are equipped to achieve their highest educational potential.

Architectural advisors play a multifaceted role. They not only aid in academic course selection, addition, change, or cancellation, but also help students navigate university and major policies. Advisors provide clarity on prerequisites, course sequencing, and semester-specific requirements. Advisors have a pulse on university regulations, general education necessities, and major-specific policies. Additionally, they actively steer students towards opportunities for growth and advancement.

The program maintains a proactive approach to communication. Regular newsletters disseminate updates, resources, events, and opportunities to students. This cultivates a sense of community and encourages students to proactively seek assistance.

Furthermore, the program in cooperation with (Holol) center and related administrations places paramount importance on recognizing and nurturing students' social and psychological well-being through comprehensive socials and psychological counselling. We firmly believe that a holistic approach to education goes beyond academics and encompasses the emotional and psychological aspects of students' lives. To this end, we have established a comprehensive framework that provides students with access to dedicated socials and psychological counselling services, ensuring they receive the essential support required to address both academic and personal challenges.

In response to the rapid growth of communication technologies, particularly social media, and their impact on individuals of all ages, there is a growing need to regulate and guide their usage, especially among young people. Families and educational institutions, including universities and colleges, have a crucial role to play in monitoring and shaping behavior related to these technologies.

Onaizah Private Colleges, recognizing this need, have established the Family and Social Counseling Center, staffed with specialists and equipped to serve both genders. The center's mission includes creating a positive psychological environment, addressing social and psychological challenges, diagnosing and finding solutions for issues, supporting individuals facing behavioral and psychological problems, organizing educational events, and preparing annual reports on its activities.

The center offers free and confidential guidance services in fully equipped private offices, allowing individuals, particularly girls, to share their thoughts and problems with counselors. These counselors adhere to approved standards, mechanisms, and ethics. Onaizah Private Colleges and the center's female counselors are part of the Family Counseling Unit, chosen based on professional criteria and regularly trained in various counseling fields. They offer the following services:

- **Marital Counseling:**
  Assisting individuals in navigating all aspects of marital life, from decision-making to addressing challenges, enhancing communication skills, guiding newlyweds, and preparing them for a stable family life.
- **Family Counseling:**
  Aiding families in understanding and resolving issues that threaten their stability, fostering effective communication and problem-solving skills, contributing to family well-being, social security, and the development of Saudi society.
- **Educational Guidance:**
  Helping students adapt to university life, overcome difficulties, and focus on building their future effectively.
- **Psychological Guidance:**
  Professionally addressing students' psychological issues, treating behaviors stemming from distress, instilling self-confidence, optimism, and providing behavioral treatment for problems.

In addition to individual counseling, the center plays a broader role in raising awareness and education through various activities, including media campaigns, lectures, seminars, and a family and psychological library for female students. They also organize competitive events on contemporary family issues, offer magazine subscriptions, send informative text messages, and engage in social media outreach to promote family education.

The center also provides training courses in life skills relevant to families and society. They organize workshops and panel discussions, allowing female students to choose topics through periodic surveys on the college website. Trainees receive certificates from "Onaizah Private Colleges" through the "Family and Social Counseling Center".

By combining academic guidance with comprehensive social and psychological counseling services, our program strives to create a seamless and enriching educational experience for our students. We firmly believe that a well-rounded individual excels not only in academics but also exhibits emotional strength, social proficiency, and the ability to navigate life's challenges. This approach aligns with our program's mission, which is to equip students not only with specialized knowledge and skills but also with the tools to lead balanced and satisfying lives.

4. Special Support

(Low achievers, disabled, gifted, and talented students).

1. **Low achievers**

   Detecting low achievers within the Architecture Program involves a multifaceted approach that incorporates various strategies, including the evaluation of students' portfolios and the pivotal role of academic advising. This comprehensive mechanism enables us to gain a holistic understanding of students' progress and challenges. Here's a comprehensive overview of the mechanism:

   - **Academic Performance Data:**
     Ongoing monitoring of students' academic records, encompassing grades, assignments, and examination results, lays the foundation for identifying trends in performance.
   - **Portfolio Evaluation:**
     The careful evaluation of students' portfolios provides insight into their creative work, design acumen, and developmental progress over time.
   - **Early Warning Systems:**
     Automated systems provide alerts when students' grades fall below a predefined threshold, prompting a closer examination of their academic trajectory.
   - **Faculty members Observations:**
     Faculty members in Architecture Program engage with students during class discussions, studio sessions, and reviews, offering valuable insights into their comprehension levels and engagement.
   - **Individual Progress Meetings:**
     Regular one-on-one meetings provide students with the opportunity to discuss their academic journey, challenges, and aspirations, allowing advisors to identify areas of concern.
   - **Continuous Assessment:**
     Formative assessments and quizzes offer real-time feedback, aiding in identifying students who may be grappling with specific concepts.
   - **Comparative Analysis:**
     By benchmarking students' performance against their peers and program averages, we can discern deviations that warrant further attention.
   - **Peer and Self-Reports:**
     Encouraging students to self-assess and share their struggles provides valuable perspectives on their learning experiences.
   - **Feedback Loop:**
     Comprehensive feedback from faculty and peer evaluations contributes to a well-rounded evaluation that encompasses more than just grades.
   - **Academic Advising:**
     Academic advisors play a pivotal role in identifying low achievers and offering personalized guidance.

Through the implementation of this multifaceted approach, our program guarantees the early detection of low achievers, ensuring timely intervention and the essential assistance required to enhance their academic performance. The amalgamation of insights derived from data analysis, individualized guidance, and a nurturing atmosphere establishes a proactive framework for pinpointing and aiding students navigating challenges.

Conversely, fostering the growth of underperforming students in the Architecture Program entails delivering assistance, motivation, and tailor-made approaches that facilitate their academic advancement and restore self-assurance.

According to our mission in the architecture program, we have a special attention toward the low achievers, and we developed strategies for helping them as next:

1. We give them Individualize activities and assignments by reducing the length and difficulty of the tasks, we are using multisensory input sources to reduce their need to learn from texts, building assignments around their interests, making sure that assignments are within their ability level, and making sure that the first part of the assignment is easy or familiar enough to provide initial success experiences
2. We provide those directions to structure tasks by having students repeat the instructions, modeling the task for them by thinking out loud as you perform demonstrations, training them in methods of self-instructional guidance, outlining what must be done to achieve the objectives, and setting time limits within which the work should be done.
3. We make sure that question and assignments are rephrased or hints are given when students are unable to respond, we praise students when they do well, have students revise work that is unacceptable, reassure them that help is available if needed.
4. We maintain motivation by providing encouragement and positive comments on assignments and projects, we are helping low achievers to set realistic goals and evaluate their accomplishments, calling attention to their successes, encouraging them to focus on trying to surpass their previous day's or week's performance instead of competing with classmates, and giving report card grades on the basis of effort and production.
5. In many cases, we have to Identify the most essential objectives of each curriculum unit and make sure that lower achievers master these (even though it may mean skipping other things).

Our strategies to help the low achiever student built on the next frames to effectively encourage and support them:

1. **Identify Individual Needs:**
   In architecture program we identify the specific challenges and areas of struggle for each low achiever. Conduct one-on-one meetings to understand their academic concerns and aspirations.
2. **Academic Advising and Support:**
   In architecture program we are aimed to Assign academic advisors or mentors to low achievers to provide guidance, monitor progress, and set realistic academic goals.
3. **Personalized Study Plans:**
   We are Developing personalized study plans for low achievers, including strategies for time management, study techniques, and goal setting.
4. **Tutoring and Academic Assistance:**
   In architecture program we had Offering tutoring services or academic assistance centers where low achievers can seek help with coursework and assignments.
5. **Positive Reinforcement:**
   By in architecture program members, we recognize and celebrate incremental improvements and successes. Positive reinforcement can boost motivation and self-confidence.
6. **Project-Based Learning:**
   In architecture program we implement project-based learning approaches to engage low achievers and make learning more practical and relevant.
7. **Design Workshops and Skill-Building Sessions:**
   In architecture program Conducting design workshops and skill-building sessions to help low achievers improve their design skills and overcome specific challenges.
8. **Collaborative Learning Opportunities:**
   In architecture program Encourage collaboration among students of varying abilities. Pairing low achievers with higher achievers can facilitate peer learning and motivation.
9. **Constructive Feedback:**
   In architecture program provide constructive feedback on their work, focusing on areas for improvement and offering specific suggestions for enhancement.
10. **Inclusive Studio Environment:**
    In architecture program we are foster an inclusive studio environment that welcomes questions, encourages participation, and values diverse perspectives.

11. **Counseling and Mental Health Support:**
    In architecture program we offer counseling services and mental health support to address any emotional or psychological challenges that may be affecting academic performance.
12. **Recognize Non-Academic Achievements:**
    In architecture program we acknowledge and celebrate non-academic achievements and contributions of low achievers within the architecture community.
13. **Set Realistic Expectations:**
    In architecture program we help low achievers set realistic expectations and encourage them to take gradual steps toward improvement.
14. **Success Stories and Role Models:**
    In architecture program we Share success stories of former low achievers who have overcome challenges and excelled in the program. Provide role models who can inspire and motivate.
15. **Feedback and Reflection:**
    We are encouraging students to reflect on their progress and identify areas where they can make further improvements.
16. **Encourage Extracurricular Engagement:**
    We promote participation in architecture-related extracurricular activities, such as workshops, design competitions, and community projects.

2. Gifted, and talented students

Although gifted students are not normally considered at risk for academic failure, the seeming lack of motivation of many academically gifted students is a continuing area of concern and frustration for many teachers, parents, and counselors, because of this, In architecture program we formed a special committee to follow up and motivate gifted students with the aim of creating incentive prizes for them and motivating them to continue excelling. We have nominated many times gifted students to travel outside the Kingdom with letters of recommendation and samples of students' work in (portfolios) cooperation with the Ministry of Culture. We motivate gifted students by intensifying guidance towards developing their talents in a sustainable manner. We continuously follow up talented students in a way that ensures the continuity of their academic and human excellence, and we always work to create motivation for them to continue progressing. In architecture program we are aiming to discovering gifted and talented students which requires a comprehensive approach that involves observation, assessment, and recognition of their unique abilities and potential.

We are adopting some strategies to identify gifted and talented students in O.C architecture program such as:

1. **Academic Performance:**
   We monitor students' academic performance, particularly in architecture-related courses, looking for consistently high grades, exceptional project work, and innovative design solutions.
2. **Faculty Recommendations:**
   We consult with faculty members who have direct interactions with students. They can provide insights into students' strengths, interests, and potential for advanced work.
3. **Design Competitions:**
   In our program we encouragement participation in design competitions both within the institution and externally. Gifted students often excel in such events, showcasing their creativity and problem-solving abilities.
4. **Portfolio Review:**
   Review students' design portfolios and projects. Look for evidence of originality, complexity, and a depth of understanding in their architectural work.
5. **Specialized Projects:**
   We offer opportunities for students to work on specialized projects or research initiatives. Gifted students may show a strong interest in pursuing advanced topics or exploring unconventional design ideas.
6. **Interest and Enthusiasm:**
   Observe students' passion and enthusiasm for architecture. Gifted students tend to exhibit a genuine interest in the field, seeking out additional learning opportunities and engaging in extracurricular activities related to architecture.
7. **Observation and Interaction:**
   In architecture program we are paying attention to students' interactions in the studio and classroom. Gifted students may actively engage in discussions, ask insightful questions, and demonstrate a natural curiosity about architectural concepts.
8. **Admission Assessments:**
   In architecture program we are using admission assessments or interviews that include questions about students' interests, hobbies, and achievements outside of formal education. This can help identify gifted students with diverse talents.
9. **Individual Projects and Initiatives:**
   Encourage students to propose and pursue their own design projects or initiatives. Gifted students may take the initiative to explore ideas beyond the scope of regular coursework.

10. **Student Self-Nomination:**
    Allow students to self-nominate for gifted and talented programs or advanced courses. This empowers students to recognize and advocate for their own abilities.
11. **Parent and Peer Recommendations:**
    In architecture program we are Consider input from parents and peers who may have insights into a student's exceptional abilities or achievements.
12. **Non-Traditional Assessment Methods:**
    In architecture program we are Looking beyond traditional assessments and consider alternative ways to identify giftedness, such as design thinking assessments or creativity tests.

It's important to remember that giftedness can manifest in various ways, and each student is unique. Therefore, a combination of multiple assessment methods and a holistic approach to recognizing and nurturing talent is crucial. Once identified, providing appropriate support, enrichment opportunities, and mentorship can help gifted and talented students thrive in the architecture program.

Encouraging gifted and talented students in architecture program involves creating an inclusive and supportive learning environment that nurtures their unique abilities and provides opportunities for growth. In architecture program we adopted some strategies to effectively encourage, and support gifted and talented students as next:

1. **Differentiated Instruction:**
   Offer differentiated instruction that allows gifted students to work at their own pace and explore advanced topics or projects. Provide challenging assignments that stimulate their curiosity and creativity.
2. **Individualized Mentoring:**
   Program members assist gifted students by providing personalized guidance and support for their academic and professional growth. Regular mentorship meetings aid students in goal setting and the exploration of specialized areas of interest.
3. **Opportunities for Independent Research:**
   Encourage gifted students to pursue independent research projects or design studies. Support them in accessing resources and collaborating with faculty members on research initiatives.
4. **Competitions and Awards:**
   Encourage participation in architectural competitions and nominate talented students for relevant awards and scholarships. Recognition of their achievements can boost motivation and confidence.

5. **Extracurricular Activities:**
   Organize extracurricular activities, workshops, and guest lectures that cater to the interests of gifted students. These activities can expose them to real-world challenges and diverse perspectives in architecture.
6. **Internships and Industry Connections:**
   Facilitate opportunities for gifted students to gain practical experience through internships and industry connections. These experiences can provide valuable insights and networking opportunities.
7. **Peer Collaboration**:
   Encourage gifted students to collaborate with their peers on projects and design challenges. Working in teams can foster a sense of camaraderie and offer opportunities for cross-disciplinary learning.
8. **Access to Advanced Technology and Facilities:**
   Ensure that gifted students have access to state-of-the-art technology and well-equipped facilities. Access to advanced tools and equipment can enhance their design capabilities.
9. **Guest Speakers and Industry Professionals:**
   Invite guest speakers and industry professionals to share their experiences and insights with gifted students. These interactions can inspire and expose students to various career paths.
10. **Support for Publishing and Presentations:**
    Encourage gifted students to present their research findings at conferences and symposiums. Support them in publishing their work in academic journals or architectural publications.
11. **Cultivate a Growth Mindset:**
    Promote a growth mindset among gifted students, emphasizing that their abilities can be developed through effort and perseverance. This approach fosters a willingness to take on challenges and embrace learning opportunities.
12. **Foster a Supportive Community:**
    Create a supportive and inclusive community within the architecture department. Provide spaces for open discussions and collaborative learning among students and faculty.

In architecture program we are knowing that each gifted student is unique, and it's essential to tailor support and encouragement to their specific needs and interests. Building strong relationships between faculty, mentors, and students is vital to understanding their aspirations and providing the necessary guidance and opportunities for their academic and professional growth.

E. Faculty and Administrative Staff

1. Needed Teaching and Administrative Staff

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professor	Architecture	Building Technology	-	1	-	1
Associate Professor	Architecture	Architecture Design & Theories	-	1	-	1
		Architecture Design	-	1	-	1
		Architecture Engineering	-	-	1	1
Assistant Professor	Architecture	Building Technology	-	1	-	1
		Architectural Studies	-	-	1	1
		Architecture Engineering	-	-	1	1
		Project Management	-	-	1	1
Lecturer	Civil Engineering	Building Construction	-	-	1	1
	Architecture	Project Management	-	-	1	1
	English	English to non-native speakers	-	2	-	2
Teaching Assistant	Architecture	-	-	1	-	1
Technicians & Laboratory Assistant	-	-	-	3	1	4
Administrative & Supportive Staff	-	-	-	12	-	12
Others (specify)	-	-	-	-	-	-

F. Learning Resources, Facilities, and Equipment

1. Learning Resources

Learning resources required by the Program (textbooks, references, and e-learning resources and web-based resources, etc.)

The Program of architecture formed the "Learning Resources, Facilities, and Equipment Committee" as per operational objective number (20) in the 2022 operational plan of the architecture Program. The committee formation letter includes a number of key tasks assigned to the committee, most importantly "Preparing, implementing, and following up mechanisms to provide all essential, supportive and electronic learning resources and references".

The mechanism and its procedures can be summarized in the following points:

1. The committee identifies all learning resources required for the academic program including essential, supportive, and electronic books and references by automatic extraction of resources listed in the latest version of the program's course specifications through OC-E-QMS. Then it prepares a dated list including these resources.
2. The list is presented to the department council for discussion and approval.
3. After the council approves the list, the committee through the department chairperson presents the list to the dean of the college.
4. The dean contacts the "Library and Learning Resources Administration" with the list of resources specific to the academic program.
5. The Library and Learning Resources Administration identifies the currently unavailable print and electronic resources in the library, determines their cost, and contacts the Assistant Chief Supervisor for Planning and Quality regarding provision of those resources, who in turn contacts the General Supervisor to approve the purchase and procurement.
6. After written approval from the Chief Supervisor, the Library Administration secures the resources through available channels.
7. The Library Administration notifies the dean once all the learning resources listed are available in or through the library.
8. If the library is unable to secure some of the listed resources and references, it should notify the dean and suggest alternatives such as providing electronic copies of the required print resources or vice versa or suggest alternative titles.
9. If the library suggests any alternative titles for the listed resources, these alternatives must be presented to the department council through the department head and course coordinator for discussion, approval or disapproval. Then the course specification is updated based on the department council approval and course coordinator recommendation.

The "OC Standard Operating Procedures (SOPs) - Chapter Five" Handbook includes a description of other details related to this mechanism, its procedures, and templates.

The committee also periodically (at the end of each academic year) evaluates the quality of learning resources (including essential, supportive, and electronic books and references) by:

1. Reviewing course evaluation results related to developing or updating learning resources, references and textbooks in the relevant course reports.
2. Reviewing learning resources quality evaluation results in the program's annual survey reports, specifically:
   - Results of item analysis (33) in PO_PRO_01 survey.
   - Results of item analysis (13) in PO_SU_01 survey.
   - Results of item analysis (28, 29, and 30) in PO_SU_02 survey.

As well as the performance indicators results related to learning resources in the program's annual KPIs report, more specifically indicators: OC-50, OC-51, KPI-P-17, OC-54, OC-71, in addition to the recommendations related to these indicators in the report.

In case this review by the committee suggests updating the program list of learning resources, it should follow the procedural steps outlined above.

2. Facilities and Equipment

(Library, laboratories, classrooms, etc.)

The Architecture Program took the initiative to establish the "Learning Resources, Facilities, and Equipment Committee" as a direct response to operational objective number (20) delineated in the comprehensive 2022 operational plan of the program. This committee operates with a range of vital objectives in coordination with the Laboratories, Facilities and Equipment Committee at the college level, with a prominent emphasis on safeguarding the well-being and functionality of devices, facilities, and equipment within educational institutions. A primary and crucial role of the committee pertains to conducting meticulous safety evaluations of devices and facilities situated within colleges. This extends to the meticulous assessment of potentially hazardous waste disposal methods, if applicable. The committee operates within a proactive framework, striving to identify and rectify any potential safety concerns before they escalate into serious issues. In collaboration with the risk management department, the committee takes a coordinated approach in crafting comprehensive plans to educate students and enlighten teaching staff. This educational effort encompasses various aspects, including training individuals on how to effectively manage and mitigate risks. Specialized attention is directed towards imparting knowledge about evacuation protocols and strategies to be employed during emergency situations. By doing so, the committee strives to cultivate a prepared and responsive environment that can adeptly address unexpected challenges.

Moreover, the committee assumes responsibility for conducting periodic evaluations of the condition and usability of facilities and equipment. These evaluations are guided by data gleaned from meticulously crafted questionnaires and thorough analyses. The insights garnered from these evaluations inform decision-making processes, allowing for informed adjustments and improvements to be made.

Overall, the Architecture Program's "Learning Resources, Facilities, and Equipment Committee" operates as a proactive and vigilant entity. It is charged with ensuring the safety, functionality, and preparedness of educational environments by examining potential hazards, devising effective response strategies, and employing data-driven evaluations to facilitate ongoing enhancements.

The committee conducts routine assessments (concluding at the end of every academic year) to gauge the excellence of facilities and equipment through:

1. Conducting periodic evaluations of the condition and usability of facilities and equipment.
2. Reviewing Facilities and Equipment Quality, and safety environment evaluation results in the program's annual survey reports, specifically:
   A. Results of item analysis (19) in PO_SU_01survey.
   B. Results of item analysis (20) in PO_SU_01survey.
   C. Results of item analysis (30) in PO_SU_01survey.
   D. Results of item analysis (26) in PO_SU_02 survey.
   E. Results of item analysis (16) in PO_STAFF survey.

As well as the performance indicators results related to related to equipment and facilities, their quality, and the provision of a productive learning environment in the program's annual KPIs report, more specifically indicators: (OC-55, OC-56, OC-59, OC-58, OC-60) in addition to the recommendations related to these indicators in the report.

Our program's facilities and equipment are meticulously designed to prepare you for a flourishing career as an Architectural professional. Within our dynamic learning environment, we cultivate a culture that champions curiosity, exploration, and innovative creativity. Even for online students, active participation in discussions and immersive activities is facilitated through our online platform, social media integration, and live event streaming.

Moreover, we are committed to fortifying faculty and peer relationships to foster collaborative learning experiences. Whether you're pursuing your studies online or on-site, our environments are meticulously equipped to provide you with the essential skills necessary to embark on a successful architectural career.

From cutting-edge technology to hands-on workshops, our facilities and equipment ensure that our students well-prepared to navigate the challenges of the architectural landscape and excel in their professional journey. The next points summarize some insights about our program facilities and how they play a pivotal role in shaping the architectural professionals of the future:

- **Program Facilities and Their Role in Architectural Career Preparation:**
  The program's facilities are meticulously designed and thoughtfully equipped to lay the foundation for a successful career in the field of architecture. These spaces serve as dynamic incubators where students can develop the skills, knowledge, and mindset required to excel in the architectural profession.

- **Hands-On Learning Environment Fostering Curiosity and Creativity:**
  The heart of our program lies in our hands-on learning environment. This environment is deliberately cultivated to nurture a culture that values curiosity, encourages exploration, and fosters creative expression. It's not just about theoretical instruction; it's about immersing oneself in the act of design, experimenting with concepts, and translating ideas into tangible solutions.
- **Strengthened Faculty and Peer Relationships for Collaborative Learning:**
  In our program, education is a collaborative endeavor. Faculty members are not just instructors; they are mentors, guides, and partners in students learning journey. Peer relationships are also emphasized, as the diverse perspectives of fellow students enrich the learning process. Together, these relationships create an ecosystem that thrives on collective exploration, shared insights, and collaborative problem-solving.
- **Dual Environments for Skill Development:**
  Both our online and on-site environments are meticulously designed to provide a comprehensive skill development experience. Whether you're engaging in the program virtually or attending classes in person, students will be exposed to a rich array of learning resources and activities that equip them with the practical skills and theoretical knowledge essential for a successful career in architecture.

Concluding Overview of Facilities and Equipment:

Below is a summarized overview of the facilities and equipment that constitute the backbone of our program:

Facility/ Equipment	Description
Design Studios	Dynamic spaces for hands-on design projects and creative work.
Technology Labs	Equipped with cutting-edge software and hardware for simulations and modeling.
Workshop Spaces	Dedicated areas for prototyping and constructing architectural models.
Visualization Tools	Access to tools like 3D printing (3Dp) and 3D visualization software for immersive design experiences.
Architectural Library	Extensive collection of resources, books, and materials for research and inspiration.
Presentation Rooms	Spaces equipped for delivering polished presentations and defending design concepts.
Collaboration Zones	Informal areas designed to encourage student interaction and teamwork.

Empowering Graduates for a Fulfilling Architectural Career:

In essence, our program's facilities are carefully designed to empower graduates with the practical skills, theoretical foundation, and holistic perspective necessary for a rewarding career in architecture. Whether students sketching in a design studio, collaborating virtually with peers, or exploring the latest software tools, our facilities are them Launchpad for a successful journey in the architectural realm.

The next table is concluding the Facilities and Equipment:

Facilities items	Quantity	Facilities items	Quantity
Classrooms	8	Staff Cafeteria	2
Studios	6	Students Cafeteria	2
Laboratories/Workshops	8	Playroom	2
Meeting Room	3	Exhibition Hall	1
Seminar Room	2	Pray Room	2
Library	2	3D Printer	2

3. Procedures to ensure a healthy and safe learning environment

(According to the nature of the program)

Onaizah Private Colleges (OC) takes a proactive and thorough approach to ensuring a safe, healthy, and secure learning environment for students and staff.

Regular inspections and maintenance of all facilities and equipment are conducted in close coordination with external specialists and agencies to proactively identify and mitigate any potential risks. Fire safety is a major area of focus, with fire extinguishers readily available in all corridors. Smoke detectors and fire alarms are placed strategically throughout campus facilities and residences.

The Risk Management Administration team conducts fire drills and periodic checks of all fire safety equipment in conjunction with the Civil Defense Department to ensure proper functioning. First aid kits equipped to treat minor injuries are kept in main corridors and locations for easy access. Fire hoses are located in all major hallways and buildings.

In addition to regular fire safety inspections and drills, all campus buildings have clearly marked emergency exits on each floor leading to outside evacuation points. Detailed floor maps showing emergency exits and assembly points are posted in every hallway and classroom. Students and staff are informed about proper emergency evacuation procedures including orderly exit through marked emergency doors. Practice evacuation drills are conducted periodically to ensure everyone is familiar with routes. Designated assembly points are assigned for each building and marked with visible signs. Sufficient open spaces have been allocated around campus buildings to accommodate people during emergency evacuations.

OC operates two well-equipped health clinics staffed by qualified medical practitioners to care for students and personnel in both male and female sections. During the COVID-19 pandemic, OC implemented additional safety measures such as providing masks, hand sanitizers, and enforcing the use of the **Tawakkalna** app to screen for infections before allowing entry to campus. Those measures also include procedures for transitioning to secure online learning when in-person classes are suspended due to public health risks. Students access virtual classrooms safely through the college's licensed Blackboard platform which provides robust security features including password-protected access, encrypted data transmission, and role-based permissions. Strict cybersecurity policies are enforced to maintain information security. The IT department closely monitors the system and network for any potential threats or anomalies.

Comprehensive safety protocols are enforced in all laboratories, with clear instructions provided nearby. Regular training is conducted on proper lab procedures, safe equipment operation, and aggression response strategies. Rigorous information security standards are maintained through the use of secured networks, firewalls, anti-virus software, and access controls. A CCTV camera system provides monitoring of facilities, and offices are secured with proper locks to restrict access. Critical information is backed up both locally and on secure cloud servers. Additional measures are in place such as backup power generators and redundant internet connections to ensure continuity of service in case of outages. OC's maintenance team performs scheduled upkeep of all safety and security systems.

To ensure continuous review and enhancement of safety protocols at the program, the Learning Resources, Facilities and Equipment Committee in our department oversees evaluations of all emergency preparedness and safety procedures directly through scheduled inspections and indirectly through surveys distributed to students and staff. Those surveys cover important aspects related to awareness and effectiveness of safety protocols and risk management at the college. Key areas included in the surveys are familiarity with risk management guidelines outlined in OC policies, training received on emergency response procedures and evacuation drills, adherence to information security standards, knowledge of safety guidelines for laboratory experiments and equipment usage, accessibility and condition of fire safety apparatus, overall campus security measures, and any other safety concerns. Feedback received through the surveys provides valuable insights into the strengths and potential gaps in existing risk mitigation practices at OC. The input helps the Learning Resources, Facilities and Equipment Committee determine where additional risk awareness and management training or upgrades to safety infrastructure may be needed across the college's academic and residential facilities.

Accordingly, in Architecture program we are designing a safe learning environment because it’s highly relevant for creating a positive and effective learning experience. When learners feel safe and comfortable in their learning environment, they are more likely to engage in active learning, take risks, and learn from their mistakes. Here are some procedures and measures that we are in architecture program implemented to create a safe and conducive learning environment:

1. **Safety Guidelines and Policies:**
   In corporation with risk management department, we have Established clear safety guidelines and policies that cover areas such as laboratory use, equipment handling, and studio safety. Ensure that all students and staff are aware of these guidelines and the consequences of non-compliance.

2. **Safety Training:**
   In architecture program we are Conducting regular safety training sessions for students and staff, especially for those using specialized equipment or working in design studios.

3. **Well-Maintained Facilities:**
   We have regularly inspected and maintain all facilities, workshops, and laboratories to ensure they meet safety standards.

4. **Emergency Preparedness:**
   We are developing and communicating clear emergency procedures for various scenarios, including fires, accidents, and medical emergencies. Also, we are conducting drills to practice responses to emergencies.

5. **Fire Safety Measures:**
   We have Installing and maintaining fire alarms, smoke detectors, CCTV, and fire extinguishers throughout the department. Educate students and staff on fire safety protocols and evacuation routes.

6. **Communication and Reporting:**
   We are Encouraging open communication between students, faculty, and staff about safety concerns. Establish a reporting mechanism for safety incidents and near-misses.

7. **Proper Ventilation and Air Quality:**
   We are Ensure proper ventilation and air quality in design studios, workshops, and other spaces where potentially harmful materials are used. Implement measures to reduce exposure to fumes and dust.

8. **Ergonomic Design:**
   We have Promote ergonomic design in studios and workspaces to reduce the risk of repetitive strain injuries and musculoskeletal problems.

9. **Security Measures:**
   We have Implement appropriate security measures to prevent unauthorized access to sensitive areas and equipment (Such as 3D printer lab).

10. **Regular Safety Inspections:**
    We have plan to Conduct regular safety inspections and audits to identify potential hazards and ensure compliance with safety guidelines.

11. **Anti-Harassment and Discrimination Policies:**
    According to the manual of regulation of student Discipline Establish we have clear policies against harassment and discrimination or any deviating from the rules and create a supportive environment that fosters respect and inclusivity.

12. **Mental Health Support:**
    In architecture program we are Providing resources and support for mental health and stress management to students and staff.

Hence, to complete our safety procedures in architecture program we have C.C.T.V system to monitoring the educational process with cameras offer several benefits, but it also raises important considerations regarding privacy and ethical concerns. Here are some potential advantages:

1. **Enhancing Safety:**
   Our cameras system can help monitor the use of potentially hazardous tools and equipment in design studios and workshops.

2. **Quality Assurance:**
   Monitoring in architecture program is a tool for assessing the quality of teaching and learning in design studios, workshops, and lectures.

3. **Resource Management:**
   Cameras can help us to monitoring the use of resources, such as equipment and materials, to ensure their proper and efficient utilization.

4. **Security:**
   Surveillance cameras in architecture program act as a deterrent to theft or vandalism in shared spaces, such as design studios, computer labs, or resource centers.

Executing of these procedures enable architecture Program to create a safe and healthy learning environment, which is essential for fostering creativity, innovation, and academic excellence.

G. Program Quality Assurance

1. Program Quality Assurance System

Provide a link to quality assurance manual.

https://drive.google.com/drive/folders/1OSLSRMDtFoxY17e4zOVoxkis-4PRl_6N

2. Procedures to Monitor Quality of Courses Taught by other Departments

Procedures to Monitor Quality of Courses Taught by other Departments:

The updated OC-QMS includes established mechanisms through which academic programs should monitor the quality of courses taught by other academic departments/programs as well as cross-listed courses. The key elements of these mechanisms include:

1. **Involvement of all programs in which the course is delivered (or listed) in reviewing course learning outcomes (CLOs):**
   OC-QMS includes procedures for developing/updating course learning outcomes in the OC-E-QMS electronic system. These entail a series of reviews, most importantly reviews by the program director (as well as assistant director and quality assurance committee members; QAC for short) of CLOs in OC-E-QMS, particularly those linked to one of the program learning outcomes (PLOs). The system allows the director of each program in which the course is delivered to comment on the CLOs linked to its PLOs, accept or reject them, and explain the rationale, for all courses including those offered across departments or colleges.

   The course specification includes a QR code and hyper-link showing the detailed report of the review process as well as its timeframes associated with each program director, along with the outcomes and course coordinator's responses. Refer to the OC-E-QMS Manual for details on electronic reviews of CLOs, and the OC-QMS Handbook (process P-P-05).

2. **Involvement of all programs in which the course is delivered in reviewing and approving the course specification matrix:**
   Similarly, the OC-QMS process P-P-06 requires engagement of all program directors (and QACs) in reviewing course matrices (CTAs) for joint, externally offered, or cross-listed courses via OC-E-QMS. The course specification includes a QR code and link showing the detailed report of the review process, as well as its timeframes associated with each program director, along with the outcomes and course coordinator's responses to relevant program directors' comments.

3. **Involvement of all programs in which the course is delivered in reviewing and approving the course specification:**
   Furthermore, all program directors (and QACs) participate in reviewing the specifications for courses offered in their programs by other departments or programs (per process P-P-010 in OC-QMS). The electronic system gives each program director the authority to accept or reject with justification the specification for any course linked to their academic program be it delivered by the program itself or another program/department within OC. Course specs can only be approved by both program directors and college quality unit (QU). Upon approval by these two parties, the course coordinator/instructor cannot modify them without going through the programs' directors of program in which the course is delivered and their relevant department councils. Each course specification includes a QR code and link showing the review details and reports for each program director.

4. **Involvement of all programs in which the course is delivered in reviewing and approving CLOs assessment results:**
   Additionally, all directors (and QACs for that matter) of programs sharing the course must participate in reviewing and approving CLOs assessment results and their relevant evidence, especially results and targets for the CLOs linked with the program in its curriculum mapping matrix (process P-E-02 in OC-QMS). The electronic system gives each program director the authority to accept or reject with justification the assessment results and/or its evidence for a particular course. Final approval of assessment results and their evidence cannot be granted until all directors of the programs linked to the course provide their individual approval and feedback. All course reports include a QR code and link showing the detailed report of the review process, timing, and outcomes associated with each program director.

5. **Involvement of all programs in which the course is delivered in reviewing and approving the course report:**
   Similarly, to the (semester) course report, OC-QMS through process P-E-03 requires engagement of all program directors (and QACs) in reviewing and accepting course reports for externally offered courses through the electronic system. Directors of the program in which the course is offered can also view all related reports including student evaluation survey report, peer review report, chairperson evaluation of course instructor(s), and course recommendations within the course report. They are also expected to provide feedback within OC-E-QMS. All course reports include a QR code and link showing the detailed documented processes, timeframes, and reviews of related reports by each program director, and documentation of their acceptance or rejection of the course reports.

6. **Inclusion of course learning outcomes (CLOs) assessment results in PLOs assessment reports of all programs in which the course is delivered:**
   Additionally, CLOs assessment results and targets of all courses taught either by the program itself, or another program/department are automatically included by OC-E-QMS in PLOs Assessment Reports (or PLOARs for short, according to template OC-QMS-C-07 and process P-E-01 in OC-QMS). Analysis of PLOs assessment results in the report relies on CLOs assessments of all courses based on their links to program outcomes (in the mapping matrix resulted from process P-P-04). Recommendations in the program outcomes report are binding for all courses offered by the program or externally delivered and must be adopted based on the relevant college council decision (related to discussing and approving PLOARs).

7. **Review and approval by the college quality unit (QU) and quality assurance administration (QAA):**
   For all the above processes, reviews by QU and QAA represent the final stage of endorsement, approval, or rejection of those processes' outcomes. OC-QMS does not allow acceptance of any process outcome such CLOs, CTAs, specifications or reports without the approval of all relevant program directors through OC-E-QMS. All ad-hoc or periodic taskforces and review teams formed by QAA to review of outcomes of the above processes cannot approve any specifications or reports or provide the final rubric evaluation for some processes like P-P-06 without full approval of those specifications or reports by all program directors in which the course is delivered. QUs must coordinate (or liaise where needed) between those programs in case of differing perspectives on the outcomes of any of the above processes.

8. **Involvement in forming the course team:**
   As outlined in process P-P-12 of OC-QMS, the course team is formed during the program planning stages. The team is usually headed by the course coordinator, who is typically affiliated with the program responsible for the course delivery. However, OC-QMS provide adequate flexibility for the team to include instructors across all sections, where some of those instructors may be from other programs where the course is offered, thereby representing those programs on course teams to varying extents. In any case, the course team cannot make final decisions on any changes to the course (CLOs, CTAs matrices, specifications, reports) without approval from the director of each program in which the course is delivered, as explained for each process above.

9. **Participation of all programs in the periodic review of CLOs, CTAs matrices, and course specifications:**
   Additionally, all programs participate in the periodic review process for course learning outcomes, CTAs matrices, and specifications (process P-P-08 in OC-E-QMS). The director of each program can recommend through quality committees and department councils any changes, whether major or minor, relating to courses offered by other programs or departments, and according to the procedure outlined in the OC-QMS handbook. Again, QUs must coordinate as needed between programs in case of differing perspectives on enacting such changes.

3. Procedures Used to Ensure the Consistency between the Main Campus and Branches (including male and female sections).

OC-QMS includes guiding principles and quality policies (principles and policies #2, #4, and #6) and specific procedures (detailed in the OC Quality Policies and System Handbook) to ensure the consistency, parity and equality between male and female sections. These procedures encompass a wide range of measures, such as ensuring equal implementation of the mission statement and goals, maintaining an inclusive department council and committees, and following consistent study plans, curriculum, and course specifications across both sections. In addition, gender balance is assessed and evaluated in annual KPIs and surveys reports, as well as in PLOs Assessment Reports and Annual Program Reports. Consistency is also maintained in course learning outcomes, teaching strategies, and assessment methods. Further, consistency and equity between the two sections is ensured by providing equal training opportunities, services, and support to all faculty, staff and students of both genders. Furthermore, OC-QMS emphasizes quality parity in services, facilities, and equipment across both sections and any discrepancies are considered a priority for improvement in our reports and operational plans. These measures are further elucidated as follows:

1. **Equal implementation of the mission statement and goals**
   OC-QMS established certain mechanisms through which the academic program ensures that the mission statement and goals are implemented equally in both male and female sections. An equal implementation is ensured through several measures mainly including an annual operational plan inclusive of both sections where assignment of responsibilities is equally distributed among male and female faculty and committees, and ii) its progress reports identifying any potential gaps in performance between the two sections.

2. **Inclusive department council and gender-balanced committee membership**
   In compliance with the national bylaws and regulations, the department council is comprised all female and male faculty members. Furthermore, internal regulations of OC stipulate that all committees should have proportional representation of both female and male sections. In addition to department chairpersons, the Administration of Councils and Committees is responsible for monitoring the proper and consistent implementation of this practice.

3. **Study Plans, Curriculum, and Course Specifications**
   The program implements the same study plans, curriculum, course specifications, learning outcomes, teaching strategies, learning activities, and assessment methods in both male and female sections. This ensures that regardless of gender, all students have access to the same educational content, receive the same learning experience, are evaluated using the same criteria, and follow the same academic trajectory, eliminates any potential bias in curricular content and provides equal learning opportunities for all female and male students.

4. **Assessment and evaluation reports reflecting both sections**
   In compliance with OC-QMS, all assessment and evaluation reports must be based on an in-depth analysis of the program's performance across both sections by incorporating **comparative data** from both female and male stakeholders. These reports mainly include KPIs reports, annual surveys reports, operational plan progress reports, annual program reports (APRs), and PLOs assessment reports (PLOARs). Results outlined and documented in these reports should help the program to identify and address any gender-specific trends or disparities in performance.

5. **Equal opportunities and support, gender-neutral procedures and mechanisms**
   In compliance with OC regulations, the program provides equitable services, support, and opportunities for both male and female stakeholders. Both male and female faculty have the same training and professional development opportunities, and both have access to all available facilities, labs, equipment, services etc. Furthermore, the program implements impartial, unbiased and gender-neutral mechanisms and procedures for faculty appraisal and evaluation, for recruitment, for research, for community service activities, for grievance, complaints and disciplinary, for activation of values of proper conduct, scientific integrity, and intellectual property rights, and so on. All procedures implemented in the program to assess, guide and support the program's students are unbiased and gender-neutral, including procedures for academic, psychological, social, professional advising, for grievance, complaints and disciplinary, for extra-curricular activities, for field training, for voluntary participation and community service, for ethical conduct and academic integrity, for admission, registration, transfer of credits, graduation requirements and so forth.

6. **Gaps and Improvements**
   OC-QMS explicitly stipulates (especially in the action planning and closing the quality loop chapters) that any gaps between the two sections must be considered **a priority for improvement** in all reports (e.g. KPIs, surveys, PLOARs, ARPs) and should be addressed immediately in its annual operational plans. This should ensure that any disparities in performance, resources, services, or outcomes between the two sections are promptly identified and addressed, fostering continuous improvement with equity at the center.

4. Assessment Plan for Program Learning Outcomes (PLOs),

https://drive.google.com/drive/folders/1sAfugRj8we-Do3mDhkkczLanzHCPwuzU

5. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Effectiveness and Quality of Teaching and Assessment	Faculty (Peer Review)	classroom/virtual visit + peer review template OC-QMS-D-01 through OC-E-QMS	end of semester
	Students	surveys (PO_SU_01 & PO_SU_02) + course evaluation surveys (CESs)	end of the academic year
	Alumni/Alumnae	survey (PO_GRAD)	end of the academic year
	Professional Advisory Board/Committee	meeting (discussion and recommendations of PLOs Assessment Report and Annual Program Report APR)	end of the academic year
	Chairperson	visit + meeting with a sample of students + evaluation template OC-QMS-D-03	end of semester
	Quality Assurance Committee (QAC)	review of the main points in the course reports + final analysis and evaluation of PLOs Assessment Report (OC-QMS-C-07)	end of semester comprehensive: end of the academic year
Effectiveness and Quality of Field Experience/ Training	Field Experience/Training Students	survey (PO_FTR_STU)	end of the academic year
	Field Experience/Training Supervisors	survey (PO_FTR_SUP)	end of the academic year
	Professional Advisory Board/Committee	meeting (discussion and recommendations of Field Experience Report)	end of semester
	Chairperson	visit + meeting with a sample of students + evaluation template OC-QMS-D-03	end of semester
Quality of Learning Resources	Students	surveys (PO_SU_01 & PO_SU_02)	end of the academic year

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
	Faculty	surveys (PO_PRO_01, PO_PRO_02)	end of the academic year
	Learning Resources, Facilities and Equipment Committee	analysis and evaluation of relevant surveys' items and KPIs	end of the academic year
Quality of Facilities and Equipment	Students	surveys (PO_SU_01 & PO_SU_02)	end of the academic year
	Faculty	surveys (PO_PRO_01, PO_PRO_02)	end of the academic year
	Administrative Staff at the College	survey (PO_STAFF)	end of the academic year
	Learning Resources, Facilities and Equipment Committee	analysis and evaluation of relevant surveys' items and KPIs	end of the academic year
Leadership and Academic Environment	Students	surveys (PO_SU_01 & PO_SU_02)	end of the academic year
	Faculty	surveys (PO_PRO_01, PO_PRO_02)	end of the academic year
	Administrative Staff at the College	survey (PO_STAFF)	end of the academic year
Graduates' Competence and Skills and PLOs Achievement	Professional Advisory Board/Committee	meeting (discussion and recommendations of PLOs Assessment Reports)	end of the academic year
	Employers	survey (PO_EMPO)	end of the academic year
	Alumni/Alumnae	survey (PO_GRAD)	end of the academic year
	QAC	final analysis and evaluation of PLOs Assessment Report (OC-QMS-C-07)	
Quality of Services and Procedures (including various kinds of guidance and counseling)	Students	surveys (PO_SU_01 & PO_SU_02)	end of the academic year
	Faculty	surveys (PO_PRO_01, PO_PRO_02)	end of the academic year
	Counseling and Guidance Committee	analysis and evaluation of relevant surveys' items and KPIs	end of the academic year

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Overall Quality of the Program	QAC	review and evaluation of period quality reports (including mainly surveys and KPIs reports, Program Peer Review [OC-QMS-D-02], Course Reports, ARP, and PLOs Assessment Reports)	end of the academic year
	Quality Unit (College)	review and evaluation of period quality report (including mainly surveys and KPIs reports, Program Peer Review [OC-QMS-D-02], Course Reports, ARP, and PLOs Assessment Reports) through OC-E-QMS	end of each semester and academic year
	Other essential program committees (including Scientific Research and Ethics Committee and Community and Volunteer Service Committee)	periodic review and evaluation of the KPIs related to each committee in addition to evaluation of the related activities reported in the APRs.	end of the academic year
	Professional Advisory Board/Committee	meeting (periodic discussion of major quality reports e.g., PLOs Assessment Report, APR, etc.)	end of the academic year
	Students Advisory Council (at the College)	meeting (discussion of developmental suggestions and initiatives)	once per semester
	Internal Reviewer (Quality Assurance Administration)	comprehensive review of quality reports and SSR according to NCAAA standards and preparation of comprehensive review report that includes the main strengths,	biennial

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
		opportunities, and recommendations for improvement.	
	External Reviewer	comprehensive review of quality reports and SSR according to NCAAA standards and preparation of comprehensive review report that includes the main strengths, opportunities, and recommendations for improvement.	triennial/ quadrennial according to OC-QMS

Evaluation Areas/Aspects (e.g., leadership, effectiveness of teaching & assessment, learning resources, services, partnerships, etc.)
Evaluation Sources (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others.
Evaluation Methods (e.g., Surveys, interviews, visits, etc.)
Evaluation Time (e.g., beginning of semesters, end of the academic year, etc.)

6. Program KPIs*

The period to achieve the target (1) year(s).

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
1	OC-01	Avg. Clarity of Mission for Stakeholders (on an estimated scale of Likert from 1 to 5)	>=4.0	Average evaluation of the stakeholders of the indicator's-related items in the central questionnaires	Annually (End of educational year)
2	OC-02	Average of Stakeholders Awareness of Programs (on a Likert scale from 1 to 5)	3.91	Average evaluation of the stakeholders of the indicators'-related items in the central questionnaires	Annually (End of educational year)
3	OC-61	Avg. Clarity of Programs Goals for Stakeholders (on an estimated scale from 1 to 5)	3.95	Average evaluation of the stakeholders of the indicator's-related items in the central questionnaires	Annually (End of educational year)
4	OC-03	Avg. Stakeholders evaluation of programs committees and councils in terms of their effectiveness, impact of their decisions, and clarity of their functions and responsibilities (on an estimated scale from 1 to 5)	>=4.0	Average evaluation of the stakeholders for the indicator's-related items in the central questionnaires	Annually (End of educational year)
5	OC-04	Avg. Faculty's Evaluation of Programs Leadership in terms of appropriateness and adequacy of its qualification, experience and its ability to achieve the programs mission and goals (on an estimated scale from 1 to 5)	>=4.0	Average evaluation of the stakeholders of the indicator's-related items in the central questionnaires	Annually (End of educational year)

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
6	OC-06	Avg. Stakeholders evaluation of Programs Administrative and Organizational Environment and Workplace Atmosphere (on an estimated scale from 1 to 5)	3.46	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	Annually (End of educational year)
7	OC-07	Avg. Faculty's Evaluation of Adequacy of Representativeness, Coordination and Integration between Programs male and female sections (on an estimated scale from 1 to 5)	>=4.0	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	Annually (End of educational year)
8	OC-08	Avg. of Stakeholders Evaluation of Programs Integrity and Promotion of Equity and Equality between all its Stakeholders (on an estimated scale from 1 to 5)	3.35	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	Annually (End of educational year)
9	OC-11	Avg. of Stakeholders Satisfaction of Comprehensiveness and Adequacy of Information and Description provided about the Program (on an estimated scale from 1 to 5)	3.9	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	Annually (End of educational year)
10	OC-13	Avg. Stakeholders Awareness of Values of Scientific Integrity, Intellectual Property Rights, Rules of Ethical Practices and Proper Conduct (on an estimated scale from 1 to 5)	3.61	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	Annually (End of educational year)

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
11	OC-14	Avg. of Stakeholders Awareness of Programs Mechanisms and Procedures for Complaints, Grievance and Disciplinary (on an estimated scale from 1 to 5)	3.42	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	Annually (End of educational year)
12	OC-15	Avg. of Stakeholders Awareness of Programs Graduate Attributes and Learning Outcomes (on an estimated scale from 1 to 5)	3.76	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	Annually (End of educational year)
13	KPI-P-09	Employers' evaluation of the program graduate's proficiency (on an estimated scale from 1 to 5)	>=4.0	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	Annually (End of educational year)
14	KPI-P-03	Students Evaluation of the Quality of the Courses (on an estimated scale from 1 to 5)	>=4.0	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	Annually (End of educational year)
15	OC-18	Avg. of Students Evaluation of Courses Introductory Materials Including Comprehensive Information about Courses, their Assessment Methods and their Passing Requirements (on an estimated scale from 1 to 5)	>=4.0	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	Annually (End of educational year)
16	OC-19	Avg. of Students Evaluation of "Feedback is provided to students about their performance and fare evaluation results at a time that allows them to improve their performance (on an estimated scale from 1 to 5)	>=4.0	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	Annually (End of educational year)

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
17	KPI-P-10	Avg. Students Satisfaction of Services provided by program/college (on an estimated scale from 1 to 5)	>=4.0	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	Annually (End of educational year)
18	OC-68	Avg. of Students and Supervisors Evaluation of Field Experience (on an estimated scale from 1 to 5)	>=4.0	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	Annually (End of educational year)
19	OC-69	Avg. of Students and Supervisors Evaluation of Field Experience Institutions and Locations (on an estimated scale from 1 to 5)	>=4.0	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	Annually (End of educational year)
20	OC-20	Avg. of Students Evaluation of Fairness of Programs Admission and Registration Processes (on an estimated scale from 1 to 5)	>=4.0	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	Annually (End of educational year)
21	OC-22	Avg. of Students Evaluation of Accessibility of Programs Information Prior to Registration and Admission (on an estimated scale from 1 to 5)	>=4.0	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	Annually (End of educational year)
22	OC-25	Avg. Students Satisfaction of Programs Academic Advising and Counseling. (on an estimated scale from 1 to 5)	>=4.0	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	Annually (End of educational year)
23	OC-26	Avg. Students Satisfaction of Programs Professional Guidance and Counseling. (on an estimated scale from 1 to 5)	2.94	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	Annually (End of educational year)

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
24	OC-27	Avg. Students Satisfaction of Programs Psychological and Social Guidance and Counseling (on an estimated scale from 1 to 5)	3.08	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	Annually (End of educational year)
25	OC-28	Avg. of Students Satisfaction of Programs Mechanisms and Procedures for Supporting Gifted, Talented and Creative Students (on an estimated scale from 1 to 5)	3.36	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	Annually (End of educational year)
26	OC-29	Avg. of Students Satisfaction of Programs Mechanisms and Procedures for Supporting Underachieving Students (on an estimated scale from 1 to 5)	3.09	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	Annually (End of educational year)
27	OC-30	Avg. of Students and Graduates Satisfaction of Professional Development Activities provided by the Program and College (on an estimated scale of Likert from 1 to 5)	2.43	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	Annually (End of educational year)
28	OC-34	Avg. of Students of Special Needs and Disabilities of Facilities, Equipment and Services provided by the Program/College (on an estimated scale of Likert from 1 to 5)	N/A	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	Annually (End of educational year)
29	OC-48	Avg. of Faculty's Satisfaction of Mechanisms and Procedures for their Annual Performance Appraisal and Evaluation (on an estimated scale of Likert from 1 to 5)	>=4.0	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	Annually (End of educational year)

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
30	OC-49	Avg. of Faculty's Awareness of Mechanisms, Procedures and Forms for their Annual Performance Appraisal and Evaluation (on an estimated scale of Likert from 1 to 5)	>=4.0	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	Annually (End of educational year)
31	KPI-P-17	Satisfaction of Beneficiaries/Stakeholder's of Learning Resources (on an estimated scale of Likert from 1 to 5)	3.53	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	Annually (End of educational year)
32	OC-52	Avg. of Stakeholders Satisfaction of IT Services in terms of their appropriateness, security, maintenance, and up-to-datedness (on an estimated scale of Likert from 1 to 5)	3.68	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	Annually (End of educational year)
33	OC-53	Avg. Stakeholders Satisfaction of Quality and Adequacy of IT Support provided by IT Units (on an estimated scale of Likert from 1 to 5)	3.62	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	Annually (End of educational year)
34	OC-54	Avg. Faculty and Students Satisfaction of Learning Management System (Blackboard) in terms of its Adequacy, Ease and Accessibility (on an estimated scale of Likert from 1 to 5)	>=4.0	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	Annually (End of educational year)

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
35	OC-55	Avg. Stakeholders Satisfaction of Laboratories in terms of their Adequacy, Quality, Up-to-Datedness, Maintenance, Accessibility, and Availability of their Guidelines and Regulations (on an estimated scale of Likert from 1 to 5)	>=4.0	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	Annually (End of educational year)
36	OC-56	Avg. Stakeholders Satisfaction of Adequacy and Competence of Lab Technicians/Operators (on an estimated scale of Likert from 1 to 5)	3.87	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	Annually (End of educational year)
37	OC-58	Avg. Stakeholders Satisfaction of Quality and Adequacy of Facilities and Equipment (on an estimated scale of Likert from 1 to 5)	3.97	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	Annually (End of educational year)
38	OC-59	Avg. Stakeholders Satisfaction of Adequacy of Safety and Security Equipment in the Program/College Facilities (on an estimated scale of Likert from 1 to 5)	>=4.0	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	Annually (End of educational year)
39	OC-60	Avg. Stakeholders Awareness of Risk and Risk Management Handbooks, Procedures, Guidelines and Mock and Evacuation Drills (on an estimated scale of Likert from 1 to 5)	3.98	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	Annually (End of educational year)
40	KPI-P-02	Students Evaluation of Quality of Learning Experience in the Program	3.32	Average evaluation of the stakeholders for the indicator-related items in the	Annually (End of educational year)

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
		(on an estimated scale of Likert from 1 to 5)		central questionnaires	
41	KPI-P-01	Percentage of Achieved Indicators of the Program Operational Plan Goals	95.35%	Number of program strategic objectives whose indicators have achieved the targets ÷ total number of program strategic objectives × 100	Annually (End of educational year)
42	OC-05	Ratio of Students to technicians	34	Number of students ÷ number of technicians	Annually (End of educational year)
43	KPI-P-06	Students' performance in the professional and/or national examinations	65%	Average scores of students in professional and/or national examinations	Annually (End of educational year)
44	KPI-P-07	Graduates' employability and enrolment in postgraduate programs	61.69%	Number of students employed in a particular batch ÷ total number of students in a batch x 100 Number of students enrolled in postgraduate studies from a given batch ÷ total number of students Batch x 100	Annually (End of educational year)
45	OC-16	Percentage of Faculty's Participation in Training Programs on Teaching Strategies and Learning Outcomes Assessment Methods	68.9%	Number of faculty participants in courses related to teaching strategies and/or assessment methods ÷ total number of faculty in the program x 100	Annually (End of educational year)

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
46	OC-17	Percentage of Faculty's Participation in Training Programs on Using New Technology in Teaching and Assessment	76.9%	Number of faculty participants in courses related to the use of modern technology in teaching and student assessment ÷ total number of faculty in the program x 100	Annually (End of educational year)
47	OC-63	Percentage of Achieved PLOs Targets	60%	Number of learning outcomes in the program that have achieved their objectives ÷ total number of learning outcomes in the program x 100	Annually (End of educational year)
48	KPI-P-08	Average Number of Students in the Class	10.75	Number of students in the academic program ÷ number of sections in the program	Annually (End of educational year)
49	KPI-P-11	Ratio of Students to Teaching Staff	11.94	Number of students in the program ÷ number of faculty members in the program	Annually (End of educational year)
50	KPI-P-04	Completion Rate	48.58	Number of students (in a certain batch) who completed the program and obtained the certificate in the shortest possible period for the program ÷ total number of students	Annually (End of educational year)

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
				in the same batch x 100	
51	KPI-P-05	First-Year Students Retention Rate	69.7	Number of students (in a new batch) who continued in the program until the following year ÷ total number of students in the same batch x 100	Annually (End of educational year)
52	OC-31	Percentage of Graduates who have Records in the Graduates Database of the Program/College within the Year	100%	Number of graduates with records in the current year's batch ÷ total number of graduates in the current year's batch x 100	Annually (End of educational year)
53	OC-65	Average Volunteer Hours per Student during the Year	8 Hrs.	The total number of hours students spent in volunteer work ÷ total number of students in the program	Annually (End of educational year)
54	KPI-P-13	Proportion of Teaching Staff Leaving the Program	12.4	Number of teaching staff who left the program permanently for reasons other than reaching retirement age or expiry of the contract period (during the year) ÷ total number of teaching staff in the program (during the year) x 100	Annually (End of educational year)
55	KPI-P-12	Percentage of Teaching Staff Distribution Targeted Level		Number of faculty members in the category ÷ total	Annually (End of educational year)

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
		Professor 7.6% Associated Professors 23.0 % Assistant Professors 30.7% Lecturer 30.7% Teaching assistant 7.6%		number of faculty x 100	
56	OC-41	Percentage of Faculty who Participated in Conferences, Seminars, or Peer Reviews of Research Projects and Papers	70%	Number of faculty who participated at least once in one of the aforementioned activities during the year ÷ total number of faculty x 100	Annually (End of educational year)
57	KPI-P-14	Percentage of Publications of Faculty Members	73.6%	Number of faculty who published at least one research during the year ÷ total number of faculty in the program x 100	Annually (End of educational year)
58	KPI-P-15	Rate of Published Research Per Faculty Member	0.98	The total number of all research published by the faculty in the program ÷ the total number of faculty in the program	Annually (End of educational year)
59	KPI-P-16	Citations rate in refereed journals per faculty member	0.98	The total number of all citations from research published by the faculty in the program during the year ÷ the total number of all research published by the faculty in the program during the year	Annually (End of educational year)
60	OC-67	Number of Published Papers in ISI/Scopus Journals ISI or Scopus	14	Total number of published papers in Scopus and/or ISI classified journals	Annually (End of educational year)

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
61	OC-44	Percentage of Faculty Participation in Community Services/Activities	79.95%	Number of faculty participating in at least one community activity during the year ÷ total number of faculty in the program x 100	Annually (End of educational year)
62	OC-45	Percentage of Achieved Training Programs in Faculty Training Plan	100%	The number of training programs directed to the teaching staff that were completed according to the plan during the year ÷ the total number of training programs directed to the teaching staff during the year	Annually (End of educational year)
63	OC-46	Percentage of Faculty who participated in the Training Programs of the Faculty Training Plan	100%	Number of faculty enrolled in the planned training programs during the year ÷ total number of faculty in the program	Annually (End of educational year)

*Including KPIs required by NCAAA

H. Specification Approval Data

COUNCIL / COMMITTEE	ARCHITECTURE DEPARTMENT COUNCIL
REFERENCE NO.	2
DATE	2023-09-12

COUNCIL / COMMITTEE	SENIOR COMMITTEE FOR PLANNING AND QUALITY
REFERENCE NO.	2
DATE	2023-10-05