هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

T-103
2022

Program Specification

Program Name: Interior Design
Program Code (as per Saudi university ranking): 02120101
Qualification Level: Bachelor
Department: Architecture
College: College of Engineering and Information Technology
Institution: Onaizah Private Colleges
Program Specification: New ☐ updated* ☒
Last Review Date: 2025-09-02

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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:

1. Interior Designer.
2. Interior Designer Consultant.
3. Interior Space Planner.
4. Interior Lighting Designer.
5. Furniture Designer.
6. Exhibition and Display Designer.
7. 3D Visualization and Rendering Designer.
8. Researcher / Academic in Interior Design.
9. Site Supervisor / Interior Design Project Coordinator.
10. Instructor / Trainer in CAD and Design Software.

5. Relevant occupational/ Professional sectors:

Graduates are qualified to undertake interior design positions listed under the specific group of engineering profession.

1. Interior design adopted in the classification of the ministry of civil service starting from Assistant interior designer.
2. Consultant interior designer in all government agencies and bodies` projects and maintenance departments such as Ministry of housing, Municipalities, Ministries, Hospitals, Universities and General Authority for Tourism and Antiquities.
3. In private sectors career include architectural and interior design firms, real estate and in-house design for corporations.
4. Academic career by applying for postgraduate studies in the field of interior design.

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: 134 Credit Hours

B. Mission, Objectives, and Program Learning Outcomes

1. Program Mission:

To offer competitive higher education in interior design within a supportive academic environment that prepares qualified interior designers 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 the improvement of academic, social, psychological, and professional advising, counseling, and supportive services.
3. Enhance of the performance of faculty members both professionally and academically.
4. Improve the program's administrative efficiency and processes and procedures.
5. Preparate of competent and qualified graduates with vital employability skills demanded in the labor market.
   A. Enable graduates to demonstrate core knowledge in interior design 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 interior design through the production of quality research in alignment with OC and the 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 interior design concepts, principles and theories in relation to other disciplines mainly architecture and engineering.
K2	Describe the basic characteristics of interior design materials, functions and equipment.
K3	Discuss the basic elements of planning and research processes of interior design projects.
K4	Explain interior design ethical values, safety provisions and precautions, principles of professional conduct, and indoor environmental and client-based requirements.

Skills	
S1	Generate material selection, equipment, furniture and fixture considering applicable codes, sustainability and indoor environmental quality.
S2	Design sustainable interior projects that enrich indoor environmental quality, and that solve real life issues, using appropriate research methods.
S3	Critically analyze sets of design ideas and documents for an interior design project.
S4	Critically evaluate abstract design concepts during all phases of the design process to indicate conditions and requirements within the interior environment.
S5	Produce creative interior design drawings and documents using a variety of media, design techniques, computational and quantitative tools and technology.
S6	Effectively communicate designs solutions, digital design models, inquiries and research results of complex issues in interior design projects with stakeholders.
Values, Autonomy, and Responsibility	
V1	Effectively participate in interior design 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 interior design workplace.
V3	Act responsibly, independently and autonomously in making design decisions within interior design projects.

C. Curriculum

1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	7	14	10.45%
College Requirements	Required	9	32	23.88%
Program Requirements	Required	28	77	57.46%
	Elective	9	6	4.48%
Capstone Course/Project	Required	1	2	1.49%
Field Training/ Internship/ Capstone Course	Required	1	3	2.24%
Residency year	-	-	-	-
Others	-	-	-	-
Total		**55**	**134**	**100**

2. Program Courses

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
	STAT100	Statistics	Required		2	College
	CSC105	Computer Skills	Required		4	College
	PHYS110	General Physics (1)	Required		2	College
	PSYCH101	Thinking Skills and learning Styles	Required		2	Institution
Level 2	ENG0012	English (2)	Required	ENG0011	5	College
	ESP102	English for Engineering and Computer Science	Required		2	College
	MATH105	Calculus	Required		3	College
	CSC111	Computer Programming	Required	CSC105	3	College
	PHYS115	General Physics (2)	Required	PHYS110	3	College
Level 3	IND331	Architectural Drawings and Visual Studies	Required		2	Program
	IND332	Free Hand Drawings and Models	Required		2	Program
	IND333	Perspective and Shadow	Required		2	Program
	IND341	Computer Aided Design (1)	Required	CSC105 CSC111	3	Program
	DES351	Principles of Design	Required		2	Program
	DES353	History of Architecture	Required		2	Program
	DES361	Building Construction (1)	Required		3	Program

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 4	IND434	Interior Design Studio (1)	Required	IND331 IND332 IND333	4	Program
	IND442	Computer Aided Design (2)	Required	CSC105 CSC111 IND341	3	Program
	IND452	Theories of Interior Design	Required	DES353	2	Program
	IND454	History of Interior Design	Required	DES353	2	Program
	DES462	Building Construction (2)	Required	DES361	3	Program
	IND471	Model Making	Required		3	Program
	ARAB101	Arabic Language Skills	Required		2	Institution
Level 5	IND535	Interior Design Studio (2)	Required	IND331 IND332 IND333 IND434	4	Program
	IND543	Computer Aided Presentation (1)	Required	CSC105 CSC111 IND341 IND442	3	Program
	IND563	Furniture Design and Technology	Required		2	Program
	IND564	Finishing Materials Properties (1)	Required	DES462	2	Program
	IND566	Buildings Services	Required	DES462	2	Program
	ARAB103	Arabic Editing	Required	ARAB101	2	Institution
	IC101	Introduction to Islamic Culture	Required		2	Institution
Level 6	IND636	Interior Design Studio (3)	Required	IND331 IND332 IND333 IND434 IND535	4	Program
	IND644	Computer Aided Presentation (2)	Required	CSC105 CSC111 IND341 IND442 IND543	3	Program
	IND665	Finishing Materials Properties (2)	Required	IND564	2	Program
	IND667	Lighting and Acoustics	Required	IND566	2	Program
	DES681	Arabic Calligraphy and Ornaments	Elective		2	Program
	DES682	Interior Architecture Heritage of Saudi Arabia	Elective		2	Program
	IND693	Professional Development (1)	Elective		2	Program
	IC102	Islam & Construction of Society	Required	IC101	2	Institution
	IND672	Interior Design Internship (Summer Training)	Required	IND331 IND332 IND333	3	Program

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
				IND434 IND535 IND636		
Level 7	IND737	Interior Design Studio (4)	Required	IND331 IND332 IND333 IND434 IND535 IND636	4	Program
	IND773	Graduation Project Studies	Required	IND672	2	Program
	IND774	Construction Drawings	Required	IND566	4	Program
	DES783	Architectural Surveying	Elective		2	Program
	IND787	Interior Design and Sustainability	Elective		2	Program
	IND784	Psychology and Sociality of Interior De sign	Elective		2	Program
	IND785	Humanity Science	Elective		2	Program
	DES786	Digital Photography	Elective		2	Program
	IND694	Professional Development (2)	Elective	IND693	2	Program
	IC103	Islamic Economic System	Required	IC101	2	Institution
Level 8	IND838	Graduation Project	Required	IND331 IND332 IND333 IND434 IND535 IND636 IND737	6	Program
	IND855	Environmental Interior Design	Required		2	Program
	IND875	Construction Management	Required	IND774	2	Program
	IND856	Interior Landscape Design	Required		2	Program
	IC104	Islamic Political System	Required	IC103	2	Institution

3. Course Specifications

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

https://drive.google.com/drive/folders/10_-my4ocQUZIEN_9X2_BQzT3J46EURZj

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	S1	S2	S3	S4	S5	S6	V1	V2	V3
ENG0011										I			
STAT100						I							
PSYCH101							I	I					
CSC105									I	I			
PHYS110		I			I								
ENG0012										I			
ESP102	I												
MATH105						I			I				
CSC111									I	I			
PHYS115		I			I								
IND331	I		I				I						
IND332								I			I		
IND333	I								I				I
IND341	I						I		I				
DES351	I			I					I			I	
DES353	I	I						I			I		
DES361		I			I		I						I
ARAB101										I			
IND434			I	I		I							I
IND442				I				P			P		
IND452	P	I									P		
IND454					P		P			P			P
DES462		P			P							I	
IND471												I	
IC101										P			
ARAB103				P		P			P				P
IND535	P				P				P		P		
IND543				I				P			P		

Course code & No.	Program Learning Outcomes												
	Knowledge and understanding				Skills						Values, Autonomy, and Responsibility		
	K1	K2	K3	K4	S1	S2	S3	S4	S5	S6	V1	V2	V3
IND563		P			P					P		P	
IND564		P	I		P							P	
IND566				P	P					P		P	
IC102												P	
IND636		P				P			P				P
IND644					P				P	M			P
IND665				P	P		P				M		
IND667	P	P			P								P
IND672					P	P			P			P	M
IC103												P	
IND737				P		M			P				M
IND773		P	P	M			M	M					M
IND774		P		M					M			M	
IC104												M	
IND838				M	M			M	M			M	M
IND855				M	M	M						M	
IND856			P					M	M		M		
IND875	M								M			M	
DES681			P				M		M				
DES682			M	M				M				M	
DES783		M			M							M	M
IND784				M						M	M		
IND785				M			M				M		M
DES786		M			M				M				
IND787				M	M	M						M	
IND693		P		P					M	M	M	M	M
IND694		M		M					M	M	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.

PLOs	Teaching Strategy	
	Primary Mapped Teaching Strategies	Additional Mapped Teaching Strategies
Knowledge and Understanding		
K1	Lecture	Video
	Research (individual or group)	Discussion (or similar active learning strategies \ F2F or Online)
	-	Independent Study
	-	Tutorial
K2	Discussion (or similar active learning strategies \ F2F or Online)	Independent Study
	Lecture	Research (individual or group)
	Group Work (competitive or cooperative / online or F2F)	Video
	-	Tutorial
K3	Lecture	Research (individual or group)
	Discussion (or similar active learning strategies \ F2F or Online)	Group Work (competitive or cooperative / online or F2F)
	-	Independent Study
K4	Lecture	Group Work (competitive or cooperative / online or F2F)
	Research (individual or group)	Tutorial
	Independent Study	-
	Discussion (or similar active learning strategies \ F2F or Online)	-
	Video	-
Skills		
S1	Project or Research (individual or group)	Tutorial
	Interactive Lecture \ Demonstration	Video
	Presentations (individual or group)	Seminar
	Discussion (or similar active learning strategies)	Case Study (individual or group)
	Group Work (competitive or cooperative / online or F2F)	Lab Work/Experiment
	Fieldwork	Extracurricular Activity
S2	Lab Work/Experiment	Case Study (individual or group)
	Interactive Lecture \ Demonstration	Tutorial

	Project or Research (individual or group)	Video
	Presentations (individual or group)	-
	Discussion (or similar active learning strategies)	-
S3	Interactive Lecture \ Demonstration	Lab Work/Experiment
	Group Work (competitive or cooperative / online or F2F)	Extracurricular Activity
	Discussion (or similar active learning strategies)	-
	Presentations (individual or group)	-
	Project or Research (individual or group)	-
S4	Project or Research (individual or group)	Presentations (individual or group)
	Interactive Lecture \ Demonstration	Discussion (or similar active learning strategies)
	Lab Work/Experiment	Video
S5	Presentations (individual or group)	Fieldwork
	Lab Work/Experiment	Tutorial
	Project or Research (individual or group)	Discussion (or similar active learning strategies)
	Interactive Lecture \ Demonstration	Case Study (individual or group)
	Group Work (competitive or cooperative / online or F2F)	Video
S6	Interactive Lecture \ Demonstration	Video
	Project or Research (individual or group)	Tutorial
	Discussion (or similar active learning strategies)	Lab Work/Experiment
	Research (individual or group)	Presentations (individual or group)
	Group Work (competitive or cooperative / online or F2F)	-
	Case Study (individual or group)	-
Values, Autonomy and Responsibility		
V1	Independent Study or Research	-
	Lab Work/Experiment	-
	Discussion (or similar active learning strategies)	-
	Group Work (competitive or cooperative / online or F2F)	-
	Group Project or Research	-
V2	Discussion (or similar active learning strategies)	Fieldwork
	Independent Study or Research	-
	Group Work (competitive or cooperative / online or F2F	-

	Lab Work/Experiment	-
	Extracurricular Activity	-
	Research (individual or group)	-
	Group Project or Research	-
V3	Group Work (competitive or cooperative / online or F2F)	Group Project or Research
	Lab Work/Experiment	-
	Fieldwork	-
	Independent Study or Research	-
	Discussion (or similar active learning 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. 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. 2. Tutorials. 3. (Online) Video. 4. Discussions (and similar active learning activities). 5. Online Discussions (e.g., Discussion Forums). 6. Independent Study or Research. 7. Group Work and Cooperative Learning Activities (including online group activities). 8. Group Research.
Skills PLOs	1. Interactive Lecture Demonstration. 2. Demonstration Video. 3. Discussions (and similar active learning activities). 4. Group Work and Cooperative Learning Activities (including online group activities). 5. Extracurricular Activities. 6. Lab Work and Experiential Learning Activities. 7. Fieldwork. 8. Seminar. 9. Peer group presentations. 10. Project or research work. 11. Case Study.
Values, Autonomy and Responsibility PLOs	1. Discussions (debates and similar active learning activities). 2. Independent Study. 3. Group Work and Cooperative Learning Activities (including online group activities). 4. Lab Work. 5. Fieldwork. 6. Group Project or Research. 7. Extracurricular Activities.

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 and 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 toward 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 the 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 and 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 and Understanding: Since this domain primarily involve 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, fieldwork, 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 the 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, the 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).

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.

PLOs	Assessment Method		Additional Assessment Method – Assessment Type (Direct)	Additional Assessment Method – Assessment Type (Indirect)
	Formative Assessment	Summative Assessment	Exit Exam	Alumni and/or Employers Surveys
Knowledge and Understanding				
K1	Homework	Student Portfolio	Evaluation is done by a group of questions (1 - 4) - (6) – (9)	Average evaluation of item #17, #22 in Alumni Survey Average evaluation of item #10, #13, in employers' survey
	Quiz (online or F2F)	Written Exam (MCQ or Essay / F2F or Online)		
	-	Research Summary (rubric)		
K2	Homework	Written Exam (MCQ or Essay / F2F or Online)	Evaluation is done by a group of questions (1 - 2) - (4 - 5) – (7) - (10)	Average evaluation of item #17, #22 in Alumni Survey Average evaluation of item #07, #10, #13, in employers survey
	Quiz (online or F2F)	Research Summary (rubric)		
	Essay (individual or group)	Student Portfolio		
K3	Quiz (online or F2F)	Written Exam (MCQ or Essay / F2F or Online)	Evaluation is done by a group of questions (1 - 4) – (10)	Average evaluation of item #13, #20, #21 in Alumni Survey Average evaluation of item #12, in employers survey
	-	Student Portfolio		
	-	Research Summary (rubric)		
K4	-	Written Exam (MCQ or Essay / F2F or Online)	Evaluation is done by a group of questions (1 - 2) - (5-6) - (10)	Average evaluation of item #13, #22, #28, in Alumni Survey Average evaluation of item #17, in employers survey
	-	Student Portfolio		
	-	Research Summary (rubric)		
	-	Homework		
	-	Quiz (online or F2F)		
Skills				
S1	Quiz (online or F2F)	Project Assessment (rubric)		

	Practical Assessment (rubric)	Written Exam (MCQ or Essay / F2F or Online)	Evaluation is done by a Practical question (7)	Average evaluation of item #13, in employers survey
	Observation (instructor or students or committee) (rubric)	Research Assessment (rubric)		
	Oral Exam or Interview (rubric)	Presentation (individual or group) (rubric)		
	Fieldwork Assessment (by FE supervisors)	Student Portfolio		
	-	Case Study (individual or group) (rubric)		
	-	Short Reports (individual or group)(rubric)		
S2	Oral Exam or Interview (rubric)	Student Portfolio	Evaluation is done by a Practical question (7)	Average evaluation of item #19, #20, #21, in Alumni Survey Average evaluation of item #11, #12, in employers survey
	Presentation (individual or group) (rubric)	Written Exam (MCQ or Essay / F2F or Online)		
	Observation (instructor or students or committee) (rubric)	Presentation (individual or group) (rubric)		
	Case Study (individual or group) (rubric)	Research Assessment (rubric)		
		Project Assessment (rubric)		
S3	Practical Assessment (rubric)	Case Study (individual or group) (rubric)	Evaluation is done by a Practical question (8)	Average evaluation of item #19, #23, #24, in Alumni Survey Average evaluation of item
	Presentation (individual or group) (rubric)	Project Assessment (rubric)		
	-	Student Portfolio		
	-	Quiz (online or F2F)		
	-	Written Exam (MCQ or Essay / F2F or Online)		
	-	Research Assessment (rubric)		
S4	Practical Assessment (rubric)	Written Exam (MCQ or Essay / F2F or Online)	Evaluation is done by a group of practical questions (7) (8-9)	Average evaluation of item #07, #19, #24, in Alumni Survey
	Observation (instructor or students or committee) (rubric)	Student Portfolio		

	Oral Exam or Interview (rubric)	Case Study (individual or group) (rubric)		Average evaluation of item #13, #14, #15, in employers survey
	-	Research Assessment (rubric)		
	-	Presentation (individual or group) (rubric)		
	-	Quiz (online or F2F)		
	-	Project Assessment (rubric)		
S5	Quiz (online or F2F)	Student Portfolio	Evaluation is done by a Practical question (10)	Average evaluation of item #26, in Alumni Survey Average evaluation of item #11, #13, #20, in employers survey
	Case Study (individual or group) (rubric)	Project Assessment (rubric)		
	Observation (instructor or students or committee) (rubric)	Presentation (individual or group) (rubric)		
	-	Research Assessment (rubric)		
	-	Written Exam (MCQ or Essay / F2F or Online)		
	-	Practical Assessment (rubric)		
S6	Observation (instructor or students or committee) (rubric)	Presentation (individual or group) (rubric)	Evaluation is done by a Practical question (10)	Average evaluation of item #15, #19, #20, #21, #23, #26, in Alumni Survey Average evaluation of item #11, #12, #14, #20, in employers survey
	Practical Assessment (rubric)	Written Exam (MCQ or Essay / F2F or Online)		
	Presentation (individual or group) (rubric)	Quiz (online or F2F)		
	-	Project Assessment (rubric)		
	-	Student Portfolio		
	-	Case Study (individual or group) (rubric)		
	-	Research Assessment (rubric)		
	-	Quiz (online or F2F)		
	-	Oral Exam or Interview (rubric)		
	-	Written Exam (MCQ or Essay / F2F or Online)		

	-	Fieldwork Assessment (by FE supervisors)		
	-	Short Reports (individual or group) (rubric)		
Values, Autonomy, and Responsibility				
V1	Observation (instructor or students or committee) (rubric)	Case Study (individual or group)	Evaluation is done by question (11)	Average evaluation of item #25, in Alumni Survey
	-	Student Portfolio		
	-	Oral Exam or Interview (rubric)		Average evaluation of item #16, in employers survey
V2	-	Student Portfolio	Evaluation is done by question (11)	Average evaluation of item #28, in Alumni Survey Average evaluation of item #17, in employers survey
	-	Case Study (individual or group)		
	-	Oral Exam or Interview (rubric)		
	-	Oral Exam or Interview (rubric)		
	-	Observation (instructor or students or committee) (rubric)		
V3	Fieldwork Observation (by supervisors through rubric)	Student Portfolio	Evaluation is done by question (11)	Average evaluation of item #27, in Alumni Survey Average evaluation of item #18, #21, in employers survey
	-	Case Study (individual or group)		
	-	Oral Exam or Interview (rubric)		
	-	Observation (instructor or students or committee) (rubric)		

Graduate Attributes Assessment Plan

GA No.	GA	Assessment Method	Target	Responsibility and Timeframe
1	In-depth Knowledge in interior design	Average assessment of questions (theoretical part) PLOs: K1, K2, K3, K4	(60.5%) 2.85/5.00	QAC – Annual
2	Effective Communication in interior design contexts	Average assessment of question (practical part) PLO: S6	(60.0%) 2.80/5.00	QAC - Annual
3	Problem-Solving in interior design	Average assessment of question (practical part) PLOs: S2, S3, S4	(62.0%) 2.90/5.00	QAC – Annual
4	Technical and Quantitative Capabilities in interior design	Average assessment of question (practical part) PLOs: S1, S5	(61.5%) 2.90/5.00	QAC – Annual
5	Ethical Competence, Learning Autonomy and Teamwork in interior design	Average assessment of question PLOs: V1, V2, V3	(60.0%) 2.80/5.00	QAC – Annual

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. 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). 2. Homework. 3. Written Exam (both MCQ and Essay Questions). 4. Essay (both Individual and Group). 5. Research Summary. 6. Student Portfolio (knowledge tasks).
Skills PLOs	1. Written Exam. 2. Oral Exam or Interview. 3. Practical Assessment (according to a specific rubric, in both labs and classrooms). 4. Fieldwork Assessment (e.g., by field experience supervisors) 5. Presentation (both individual and group, according to a specific rubric). 6. Project/research assessment. 7. Short Reports (both individual and group, according to a specific rubric). 8. Case Study (both individual and group). 9. Course Evaluation Survey (item 14). 10. Observation (according to a specific rubric). 11. Student Portfolio (skills tasks).
Values, Autonomy and Responsibility PLOs	1. Observation (according to a specific rubric by faculty, peer students and/or committee). 2. Oral Exam or Interview. 3. Case Study (both individual and group). 4. Fieldwork Observation. 5. Student Portfolio (independent or team tasks).

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 the assessment process. Each domain—Knowledge and understanding, Skills, and Values, Autonomy, and Responsibility—involves a progression in the assessment methods from relatively straightforward to more complex tasks. Within the Knowledge and 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 student's theoretical knowledge and their understanding of the concepts. Quizzes and homework assignments can be used to gauge the student's 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 the 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 the 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 exams, 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 of 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 the 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 (employers 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, and 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. 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

1. To have a high school diploma or its equivalent from inside or outside the Kingdom.
2. To be of good conduct and behavior.
3. It should not have been more than five years since he obtained the Intermediate College Certificate or its equivalent.
4. The student's average in the Intermediate College Certificate or its equivalent should not be less than "Good".
5. To successfully pass any test or personal interview that the colleges considers necessary.
6. To be medically fit.
7. The student has not been dismissed from any other university or college for a disciplinary term.
8. To obtain approval to study from his employer if he works in any governmental or private agency.
9. Submit the required documents specified by the Colleges Admission and Registration Management.
10. Fill in the registration form.
11. Fee payment.
12. Final acceptance depends on the completion of the number specified for opening the specialization by the department.

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).

The Interior Design program holds a specific orientation program for new students each semester. The orientation program focuses on the following:

- Acquaint students with the program's nature and significance, while also understanding the program's mission and goals. Additionally, it involves identifying the learning outcomes that students achieve through the program.
- Organizing an orientation tour for students to familiarize them with the studios, laboratories, and classrooms that will be utilized in the interior design program throughout the academic year.
- Acquaint students with the services offered by the program and introduce them to the various committees that play a crucial role in enhancing the educational experience of students.
- Preparing a special file for each student, explaining the Colleges regulations and systems, and introducing them to their rights, duties, and graduation requirements.
- Preparing the students and guiding them in choosing the appropriate courses by the academic plan and achieving the best scientific outputs.
- Extending a helping hand to students facing difficulties, in cooperation and coordination with the college administration, and proposing appropriate solutions.
- Communicating effectively with students, listening to them and involving them in planning their studies, and investing in their experiences to overcome the obstacles that come their way during their studies.
- The student can communicate with the academic advisor through e-mail or visit him/her during office hours.

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).

- **Academic Advising**

Execution Steps	Suggested Programs	Support and Assistance
First: Preparing New Students		
– Enumeration of new students. – Linking students with academic advisors (10-30 students per advisor). – Preparation of lists and systems related to the student in the entire university. – Updating student data. – Providing all necessary forms to deal with cases. – Informing the student of the academic advisor. – Encouraging the student to visit the academic advisor.	– Introductory meeting with college staff. – (Speech by the General Supervisor of the Colleges, speech by the Dean, presentation of services in the college, presentation of services of the Academic Guidance Unit, hosting specialists, etc.). – Distribution of guidance publications. – An introductory tour of the college facilities. – Welcome messages in all media.	– Student Activities Unit in the Student Affairs Department. – University printing presses. – Admission and registration affairs. – Academic Advising Unit in the college.
Second: Defaulters Care Program		
– Assigning each academic advisor for the program of caring for struggling students. – Identifying the criteria for struggling (low GPA, repeated absences, length of study, repeated deletion, student behavior in the classroom, etc.). – Listing the struggling students. – Calling students for individual interviews. – Diagnosing the struggling student's condition.	– Developmental courses (study skills, test anxiety, etc.). – Academic reinforcement courses. – Guidance messages in all available means. – Guidance publications. – Group guidance.	– University Presses. – Academic Advising Unit

Execution Steps	Suggested Programs	Support and Assistance
– Sorting the struggling cases (academic, psychological, social, economic, etc.). – Addressing the academic problems of each student. – Referring other Struggling cases to the solution center (psychological, social, economic, etc.). – Following up on the case after transferring it with the academic guidance unit. – Closing the case after it ends. – Submitting a final report on the overall results of academic struggling at the college.		
Third: Programs for the Care of the Distinguished		
– Limiting the outstanding students in the college. – Preparing a qualifying and enriching program for outstanding students. – Preparing lists of supporting entities for outstanding students inside and outside the college. – Defining outstanding students and nominating them for the Dean's Award. – Defining the ideal student in the college and nominating him.	– Advanced courses. – Student visits to: (officials, government sectors, private sectors). – Scientific trips. – Scientific meetings.	– Deanship of the College. – Academic Advising Unit.
Fourth: Graduates Care Program		
– Restricting graduates to the college. – Preparing a qualifying and enrichment program for graduates.	– Professional guidance courses (professional tendencies analysis, CV, etc.). – Hosting entities and companies interested in	– Academic Guidance Unit. – College Entrepreneurship Center.

Execution Steps	Suggested Programs	Support and Assistance
– Preparing lists of companies, Suitable employment destinations for college specializations. – Facilitating communication between graduates and employment destinations. – Coordination and interaction with the employment site at the university (job).	employment according to college specializations. – Introducing students to the (Job) website. – Attracting entities and companies interested in employment on the (Job) website to offer specialized jobs. – Professional guidance publications. – Professional guidance messages in all available media.	

- **Field Training Unit:**

  Functions of the Field Training Unit:

  - Distributing students to training places, taking into account the diversity in geographical areas and students' cases.
  - Developing models used in field training.
  - Unifying work procedures in field training in different departments, taking into account the nature of specialization.
  - Communicate with the parties concerned with field training and departments.
  - Providing consultations during field training to all those in charge of it.
  - Follow up on the implementation of the tasks specified in the induction guide for field training by supervisors and students.

  Field Training Registration Procedures:

  - Search for a suitable training opportunity to specialize in government and private institutions inside and outside the Kingdom, and communicate with them to obtain a training plan.
  - Send a training request to the training unit's e-mail: st@oc.edu.sa to obtain an official letter addressed to the selected entity, during the period specified in the unit's academic calendar.
  - Go to the entity and give them the training letter in addition to the training initiation form to fill in with training data and contact information with their training supervisor.
  - Completing the registration procedures for the field training course by paying the required fees, then going to the schedule manager to register for the course.
  - Direct delivery of the training form B, the training student, and the training plan is entrusted to the college's training supervisor, "Professor Course".

- **Alumni Unit:**

  Occupational Qualification:
  - Career rehabilitation is a group of events and activities that are offered to university students and graduates to equip them with the skills to search for the appropriate job and acquire the elements of success and job stability as the work is done. To establish partnerships with employers.

  Job Rehabilitation Coordinator Duties:
  - Introducing local and international professional bodies and hosting them to hold meetings with students and organizing visits to them.
  - Provide students and graduates with the skills to search for suitable employment opportunities, qualify to pass personal interviews, and prepare a CV.
  - Establishing partnerships with employers and hosting them to hold meetings with students and alumni and organizing visits to those agencies in an attempt to provide job opportunities.
  - Benefiting from the expertise and experiences of community leaders and hosting them to set up forums with students and alumni.
  - Introducing "Goal" programs and services for employment, especially the virtual platform for the labor market in the Kingdom of Saudi Arabia, "The National Labor Portal – Energies or Hafiz".
  - Introducing the work and roles that the graduate performs after obtaining the job.

  Entrepreneurship Qualification:
  - It is a group of events and activities aimed at qualifying students and graduates for entrepreneurship and project creation, benefiting from the expertise of prominent entrepreneurs, and holding exhibitions and competitions for graduation projects and student products. Partnerships are also being established with entities that support entrepreneurship.

  Entrepreneurial Tasks:
  - Qualify students and graduates to enter the world of entrepreneurship, establish projects, and excel in this field.
  - Introducing various supporting bodies, such as the National Entrepreneurship Institute, the university's business incubator, and other relevant bodies.
  - Establishing partnerships with organizations supporting entrepreneurship and receiving them to hold meetings with students and alumni and organizing visits to them.
  - Benefiting from the expertise and experiences of prominent entrepreneurs and hosting them to hold meetings with students and alumni.
  - Introducing "Goal" programs and services for entrepreneurship, such as "Nine Tenths", "Supporting Small Businesses" and "Training Small Business Owners".
  - Introducing public and private entities to students' products by holding exhibitions and markets for them, and competitions for graduation projects.

- **Family and Social Counseling:**

  First: Guidance and Counseling

  Provides free guidance, through fully equipped and private guidance offices. So that the girl is allowed to sit with the counselor completely individually to reveal to her everything that is in her mind, and to tell her about all her problems. The counseling is an extension of the family and social counseling. In terms of the standards, mechanisms, and ethics that female counselors adhere to are based on a list approved by the center.

  - Educational Guidance:
    Helping the student to adapt to university life, and the difficulties, problems, and misfortunes she may encounter. To invest all its energies in achieving consensus and building the future effectively.
  - Psychological Guidance:
    Helping the student to identify her psychological problems professionally and scientifically. Treating the behaviors that stem from psychological distress due to painful life situations by instilling self-confidence, optimism, and other requirements of behavioral treatment for problems.

  Second: Awareness and Education:

  - Media campaigns within the college, through publications, posters, visual shows, temporary exhibitions, and other means.
  - Various lectures and seminars on the personal and family aspects, and coordination is made with the College of Humanities and Administrative Studies in implementing these activities through the activities plan and the short-printed publications.
  - Quality hosts for a group of successful men and women in their lives.
  - Securing a family and psychological library containing the most important family and psychological books, and lending them to female students through specific mechanisms.
  - Holding competitive competitions among female students on the most important contemporary family issues in attractive and new ways.

4. Special Support

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

1. **Underachieving Students**
   - These are detected and monitored through E-register.
   - Then, they are sent to their respective academic advisors.
   - After that, free-of-charge remedial and tutorial sessions are provided for them.
2. **Disabled Students**
   - Students with physical disabilities or other special needs are provided with appropriate access points such as wheelchairs ramps, special facilities, and so on.
3. **Gifted, and talented students**
   - The Creativity and Innovation Center identifies and provides counseling for gifted and talented students, with engaging them in various activities.
   - These students are also recognized and rewarded.

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	Architecture	-	1	1	2
Associate Professor	Architecture	Architecture	-	1	1	2
Assistant Professor	(2) Architecture	(1) Interior Architecture Design	-	-	3	3
Lecturer	-	(2) Interior Architecture Design	-	-	2	2
Teaching Assistant	-	-	-	-	-	-
Technicians & Laboratory Assistant	-	-	Experience in model making	-	2	2
Administrative & Supportive Staff	-	-	-	-	2	2
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 Department of architecture formed the "Learning Resources, Facilities, and Equipment Committee" as per operational objective number (20) in the 2022 operational plan of the " Interior Design 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 the 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's approval and the course coordinator's 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, 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.)

- **Central Library:**

  The libraries unit seeks to provide printed and digital information sources in order to meet the needs of beneficiaries, and in line with the educational and research needs of the staff of Onaizah Colleges and its role in community service, as it has provided modern information sources and subscribing to international databases to serve academic disciplines in administrative and Engineering Sciences, where it provides thousands of digital books and magazines, millions of research papers and articles.

- **Saudi Digital Library:**

  The Saudi Digital Library is a national online digital library resource in Saudi Arabia. It is the largest source of academic information in the Arab world. It includes more than 310,000 references. The resource was established by the National Center for E-Learning, part of the Saudi Ministry of Higher Education.

  Facilities and Equipment:
  According to the operational plan of the interior design program, the facilities and equipment committee was formed. The committee is composed of four members, and they have been assigned the following tasks:

  1. Holding at least two meetings during the semester and documenting their meetings in his site's minutes.
  2. Implementing all operational objectives in the operational program plan related to resources, facilities and equipment.
  3. Periodic evaluation of learning resources, facilities, and equipment needed by the program, according to the results of the unified program surveys.
  4. Develop a plan, in coordination with Risk Management and Development Management, to train faculty members and students on public and professional safety methods and evacuation plans in emergency situations.
  5. Prepare a plan for the disposal of hazardous waste (if any) in coordination with the relevant departments within the colleges.
  6. Prepare a clear mechanism to provide public health and occupational safety requirements in facilities and equipment in coordination with the concerned parties.
  7. Prepare clear and specific procedures for providing all learning resources stipulated in course descriptions and resource needs during course delivery.

Items	Resources	
Facilities (Classrooms, Laboratories, Exhibition Rooms, Simulation Rooms, etc.)	Lecture Hall	Studio Hall
	Class Room	Computer Lab
Technology Equipment (Projector, Smart Board, Software)	Computers	Printers.
	Scanners	Data Show
	Smart Board	Applications Software

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.

- **Healthy and Safe Learning Environment:**

The Party Responsible for the Risk	Description of the Risk	Risk Prevention Measures	Risk Handling Procedures
Human Risks in Laboratories and Laboratories			
– Support Services Department. – Primary health clinic in colleges.	Risks to workers and students due to: – No first aid and fire extinguisher. – Absence or malfunction of water hoses.	– Wearing a coverall for workers in the laboratory that is not flammable. – Wearing respirators against inhalation of toxic gas. – Wear gloves and protective eyewear. – Placing informative signs in the laboratory.	– Putting safety and awareness posters and instructions inside the laboratories. – Provide spaces suitable for the number of students inside the laboratories to avoid overcrowding. – Providing natural lighting and ventilation in laboratories to improve the internal environment. – Providing more than one means of fighting fire (fire extinguishers and dry sand). – Providing a direct line to contact the Support Services Department. – Provide a highly sensitive alarm system to warn of fires. – Regular maintenance of devices.
Infection and Spread of Epidemics			
– Support Services Department. – Primary health clinic in colleges.	– The spread of infection. – Accumulation of chemical waste.	– Continuous sterilization in college departments. – Imposing preventive vaccinations for workers	First: Eye Injury: – Washing the eye with water for 15 minutes with the eye open to allow water to enter all parts.

The Party Responsible for the Risk	Description of the Risk	Risk Prevention Measures	Risk Handling Procedures
	– Behavioral habits during the spread of the epidemic.	– Training workers on the correct way to wash hands.	– Immediate contact with the primary health clinic of the colleges. Second: Infection of the Respiratory and Digestive System: – Immediate contact with the primary health clinic of the colleges. – Transfer the patient, if necessary, to the nearest hospital. – Putting on a mask when dealing with the patient. – Avoid contact with eyes or nose to avoid transmission. – Sterilize the place and open windows to allow air to enter. – Inform contacts to be under observation. Third: Skin Injury: – Exposing the skin to running water. – Remove contaminated clothing. – Adding sterilizers to the skin and compressing it with medical gauze. – Refer the injured person to the primary clinic in the colleges.
Public Health and Chronic Diseases			
– Support Services Department.	– Impact on workers' health.	– Transport the material properly	First: Accidents:

The Party Responsible for the Risk	Description of the Risk	Risk Prevention Measures	Risk Handling Procedures
– Primary health clinic in colleges	– The occurrence of wounds and burns resulting from neglecting the preventive conditions. – Work injuries and occupational disease.	with the necessary precautions. – Provide initial safety supplies. – Presence of sterilizers directly in all corridors.	– Clean the wound and its surroundings with soap and water. – Do not touch the wound with solid or non-sterile materials. – Place sterile gauze on the wound to stop the bleeding. – Contacting the primary clinic in the colleges. Second: Contacting the primary clinic in the colleges: – Providing information to the primary clinic about the health status of employees. – Provide periodic examination for employees through accredited centers.
Food Poisoning			
– Housing and Nutrition Department. – Primary health clinic in colleges.	– Surprising illness as a result of eating contaminated food.	– Imposing health requirements on the food provider. – Put a self-monitoring method for food providers. – Designate drinking sources and constantly monitor their quality. – Control of pollutants such as insects and rodents.	– To identify the case of food poisoning, more than one case must appear at the same time. – Take random samples of food periodically. – Studying previous cases of food poisoning to avoid recurrence in the future. – Coordination with the Ministry of Health to identify cases of food poisoning and

The Party Responsible for the Risk	Description of the Risk	Risk Prevention Measures	Risk Handling Procedures
			investigate the causes. – First aid to patients and transport them to the hospital.

- **Financial Risks:**

The Party Responsible for the Risk	Description of the Risk	Risk Prevention Measures	Risk Handling Procedures
Decreased Financial Flow to Colleges			
– The general supervisor. – The deputy General Superintendent. – The financial management.	– Decrease in financial income as a result of the decrease in the number of students enrolled in colleges.	– Speed in obtaining institutional and program accreditation. – Improving the quality of study program. – Improve marketing activities. – Investing college assets to achieve a stable return. – Renting some facilities in colleges.	– Search for institutions to provide interest-free loans to students. – Provide price offers to students. – Carrying out publicity and advertising for the programs offered by the colleges.
Tuition Fees for Students			
– The deputy General Superintendent. – Admission and Registration Department. – Admission and Registration Unit, Female Section.	– Students' financial failure to pay registration dues for colleges.	– Continuous follow-up of student balances and payment history. – Continuous follow-up of students to pay at the specified times to benefit from the partial scholarships offered by the founders. – Sending periodic messages to students with dates for tuition fee payment. – Introducing the batch payment system	– Activating the Solutions Center to discuss with students who failed to pay. – Submit a detailed report to the deputy general supervisor.

- **Information Technology Risks:**

The Party Responsible for the Risk	Description of the Risk	Risk Prevention Measures	Risk Handling Procedures
Use of Non-original Copies of the Software			
– Technical Information and Statistics Center.	– Copied, leaked or prepared software that has no main reference and is not supported.	– Inventory of programs that need licenses periodically. – The originals are available directly. – No work permit using non-original copies. – Not allowing programs to be downloaded on public devices used by students. – Periodic monitoring of the programs installed on the devices.	– Stop working with devices that make non-original copies. – Periodic update of devices.
Devices and Software Malfunctions			
– Technical support unit.	– Software and devices malfunctions represent the beneficiaries of the colleges' services.	– Implementation of periodic maintenance of devices. – Implementation of periodic maintenance of devices. – Assign an email and direct number to the support unit. – Provide helpful explanations to respond to the support unit.	– Equipping the technical unit with malfunctions handling expertise. – Start by identifying the problem and dealing with malfunctions. – Immediate maintenance. – Educate the beneficiaries and send a report evaluating the problem, ways to solve it and the duration of its completion.

- **Legal Risks:**

The Party Responsible for the Risk	Description of the Risk	Risk Prevention Measures	Risk Handling Procedures
Lack of Awareness of Faculty Members and Employees of Their Rights			
– Human Resource Management.	– Lack of knowledge on rules and regulations.	– Spreading legal awareness of duties, rights and all different means in colleges. – Organizing training courses for all college employees. – Provide sufficient copies of laws and regulations in both Arabic and English.	– Provide copies of laws and regulations in both Arabic and English. – Organizing training courses for all college employees. – Require the educational, administrative and technical staff to review their rights and duties, and sign them to review them.
Starting Work for the Employees Before Signing the Contract			
– Legal Counsel.	– Lack of awareness of the legal implications of this.	– Adding the contract document as a condition for handing over any custody (accounts, keys, offices). – Circular to the departments not to direct the employee until after signing the contract.	– Inform the designated employee to immediately stop working. – Receive of the covenant that received by the employee. – Directing the employee to the office of the legal advisor to complete the signing of the contract and to make him understand his rights and duties from the reality of the contract.

- **Other Risks:**

The Party Responsible for the Risk	Description of the Risk	Risk Prevention Measures	Risk Handling Procedures
Power Outage			
– Support Services Department.	– All educational activities and electronic devices suspended.	– Periodic maintenance of the electrical system. – Providing alternative generators that operate temporarily in the event of an outage.	– Turn on the alternate power generator. – Monitoring the response of the devices to the changing wattage on the servers. – Analyze the problem to reduce its occurrence in the future. – Send a detailed report to senior management on the situation with improvement priorities and recommendations.
Internet Service Interruption from the Provider			
– Information and Statistics Center.	– Sudden cessation of Internet services, which leads to the cessation of all educational activities of the colleges.	– Study the service providers before signing the contract with them. – Signing the contract by the legal advisor. – Provide alternatives in case of emergency to bridge the sudden shortage. – Improve the relationship with service providers. – Auditing and reviewing the work of service providers and evaluating their services.	– Use other alternatives to the service provider. – Contact with the service provider to explain the problem. – File a lawsuit against the service provider in cooperation with the legal advisor under the contract. – Send a detailed report to senior management on the situation, improvement priorities and recommendations.

G. Program Quality Assurance

1. Program Quality Assurance System

Provide a link to quality assurance manual.

https://drive.google.com/drive/folders/1nOQoXtplV3f1YaaxbFmQstOp5W0hXlS7

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 programs 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 hyperlink 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 the 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 the college quality unit (QU). Upon approval by these two parties, the course coordinator/instructor cannot modify them without going through the program directors of the 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 the 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 resulting 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 provides 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). Not Applicable

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

https://drive.google.com/drive/folders/1k-a_Zb379lY2e85BPigZJ8MX5NVlgu9l

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	>=4	Average evaluation of the stakeholders of the indicator's-related items in the central questionnaires	At the end of academic year
2	OC-02	Average of Stakeholders Awareness of Programs Mission	>=4	Average evaluation of the stakeholders of the indicators'-related items in the central questionnaires	At the end of academic year
3	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	>=4	Average evaluation of the stakeholders for the indicator's-related items in the central questionnaires	At the end of academic year
4	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	>=4	Average evaluation of the stakeholders of the indicator's-related items in the central questionnaires.	At the end of academic year
5	OC-05	Ratio of Students to technicians	12.35	Number of students ÷ number of technicians	At the end of academic year
6	OC-06	Avg. Stakeholders evaluation of Programs Administrative and Organizational Environment and Workplace Atmosphere	>=4	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	At the end of academic year
7	OC-07	Avg. Faculty's Evaluation of Adequacy of	>=4	Average evaluation of the stakeholders	At the end of academic year

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
		Representativeness; Coordination and Integration between Programs male and female sections		of the indicator-related items in the central questionnaires	
8	OC-08	Avg. of Stakeholders Evaluation of Programs Integrity and Promotion of Equity and Equality between all of its Stakeholders.	>=4	Average evaluation of the stakeholders of the indicator-related items in the central questionnaires	At the end of academic year
9	OC-11	Avg. of Stakeholders Satisfaction of Comprehensiveness and Adequacy of Information and Description provided about the Program	>=4	Average evaluation of the stakeholders of the indicator-related items in the central questionnaires	At the end of academic year
10	OC-12	Avg. Stakeholders Satisfaction of Programs Encouragement of Developmental Suggestions and Initiatives and their relevant mechanisms and procedures	2.5	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	At the end of academic year
11	OC-13	Avg. Stakeholders Awareness of Values of Scientific Integrity; Intellectual Property Rights; Rules of Ethical Practices and Proper Conduct	>=4	Average evaluation of the stakeholders of the indicator-related items in the central questionnaires	At the end of academic year
12	OC-14	Avg. of Stakeholders Awareness of Programs Mechanisms and Procedures for Complaints; Grievance and Disciplinary.	>=4	Average evaluation of the stakeholders for the indicators - related items in the central questionnaires	At the end of academic year
13	OC-15	Avg. of Stakeholders Awareness of Programs Graduate Attributes and Learning Outcomes	>=4	Average evaluation of the stakeholders of the indicator-related items in the	At the end of academic year

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
				central questionnaires	
14	OC-16	Percentage of Faculty's Participation in Training Programs on Teaching Strategies and Learning Outcomes Assessment Methods	55.22	Number of faculty participants in courses related to teaching strategies and/or assessment methods ÷ total number of faculty in the program x 100	At the end of academic year
15	OC-17	Percentage of Faculty's Participation in Training Programs on Using New Technology in Teaching and Assessment	50	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	At the end of academic year
16	OC-18	Avg. of Students Evaluation of Courses Introductory Materials Including Comprehensive Information about Courses; their Assessment Methods and their Passing Requirements.	>=4	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	At the end of academic year
17	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	>=4	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	At the end of academic year
18	OC-20	Avg. of Students Evaluation of Fairness of Programs Admission and Registration Processes	>=4	Average evaluation of the stakeholders for the index-related items in the	At the end of academic year

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
				central questionnaires	
19	OC-22	Avg. of Students Evaluation of Accessibility of Programs Information Prior to Registration and Admission	>=4	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	At the end of academic year
20	OC-23	Avg. of Students Evaluation of Student Orientation Programs	3	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	At the end of academic year
21	OC-24	Avg. of Students Evaluation of Programs Fairness of Complaints Grievance and Disciplinary Procedures and Implementation	3	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	At the end of academic year
22	OC-25	Avg. Students Satisfaction of Programs Academic Advising and Counseling	>=4	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	At the end of academic year
23	OC-26	Avg. Students Satisfaction of Programs Professional Guidance and Counseling	>=4	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	At the end of academic year
24	OC-27	Avg. Students Satisfaction of Programs Psychological and Social Guidance and Counseling	>=4	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	At the end of academic year
25	OC-28	Avg. of Students Satisfaction of Programs Mechanisms and Procedures for Supporting Gifted;	>=4	Average evaluation of the stakeholders for the indicator-related items in the	At the end of academic year

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
		Talented and Creative Students		central questionnaires	
26	OC-29	Avg. of Students Satisfaction of Programs Mechanisms and Procedures for Supporting Underachieving Students	>=4	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	At the end of academic year
27	OC-30	Avg. of Students and Graduates Satisfaction of Professional Development Activities provided by the Program and College	>=4	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	At the end of academic year
28	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	At the end of academic year
29	OC-34	Avg. of Students of Special Needs and Disabilities of Facilities; Equipment and Services provided by the Program/College	>=4	Average evaluation of the stakeholders for the index-related items in the central questionnaires	At the end of academic year
30	OC-35	Avg. Faculty's Satisfaction of Programs Policies and Procedures for Selecting Recruiting Appointing and Contracting of/with Faculty	3	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	At the end of academic year
31	OC-40	Avg. of Faculty's Satisfaction of New Faculty Orientation Programs	3.5	Average evaluation of the stakeholders for the indicators-related items in the central questionnaires	At the end of academic year

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
32	OC-41	Percentage of Faculty who Participated in Conferences; Seminars; or Peer Reviews of Research Projects and Papers	55.78	Number of faculty who participated at least once in one of the aforementioned activities during the year ÷ total number of faculty x 100	At the end of academic year
33	OC-44	Percentage of Faculty Participation in Community Services/Activities	100	Number of faculty participating in at least one community activity during the year ÷ total number of faculty in the program x 100	At the end of academic year
34	OC-45	Percentage of Achieved Training Programs in Faculty Training Plan	56	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	At the end of academic year
35	OC-46	Percentage of Faculty who Participated in the Training Programs of the Faculty Training Plan	62	Number of faculty enrolled in the planned training programs during the year ÷ total number of faculty in the program	At the end of academic year
36	OC-47	Avg. of Students and Faculty's Satisfaction of Quality and Adequacy of Services provided by College/Program(on a likert scale 1-5)	3	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	At the end of academic year
37	OC-48	Avg. of Faculties Satisfaction of	>=4	Average evaluation of the stakeholders	At the end of academic year

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
		Mechanisms and Procedures for their Annual Performance Appraisal and Evaluation		of the indicator-related items in the central questionnaires	
38	OC-49	Avg. of Faculties Awareness of Mechanisms; Procedures and Forms for their Annual Performance Appraisal and Evaluation	>=4	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	At the end of academic year
39	OC-50	Avg. Stakeholders Satisfaction of Adequacy of Learning Resources available in the Program/College/OC Libraries	3.3	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	At the end of academic year
40	OC-51	Avg. Stakeholders Satisfaction of Adequacy and Accessibility of Digital Learning Resources and Databases	3.4	Average evaluation of the stakeholders' for the indicator-related items in the central questionnaires	At the end of academic year
41	OC-52	Avg. of Stakeholders Satisfaction of IT Services in terms of their appropriateness; security; maintenance; and up-to-datedness	>=4	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	At the end of academic year
42	OC-53	Avg. Stakeholders Satisfaction of Quality and Adequacy of IT Support provided by IT Units	>=4	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	At the end of academic year
43	OC-54	Avg. Faculty and Students Satisfaction of Learning Management System (Blackboard) in terms of its Adequacy; Ease and Accessibility	>=4	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	At the end of academic year
44	OC-55	Avg. Stakeholders Satisfaction of	>=4	Average evaluation of the stakeholders	At the end of academic year

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
		Laboratories in terms of their Adequacy; Quality; Up-to-Datedness; Maintenance; Accessibility; and Availability of their Guidelines and Regulations		for the indicator-related items in the central questionnaires	
45	OC-56	Avg. Stakeholders Satisfaction of Adequacy and Competence of Lab Technicians/Operators (on a likert scale 1-5)	>=4	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	At the end of academic year
46	OC-57	Avg. Stakeholders Satisfaction of Classrooms in terms of their Adequacy Capacity and Equipment	3.5	Average evaluation of the stakeholders of the indicators-related items in the central questionnaires	At the end of academic year
47	OC-58	Avg. Stakeholders Satisfaction of Quality and Adequacy of Facilities and Equipment	3.96	Average evaluation of the stakeholders of the indicator-related items in the central questionnaires	At the end of academic year
48	OC-59	Avg. Stakeholders Satisfaction of Adequacy of Safety and Security Equipment in the Program/College Facilities	>=4	Average evaluation of the stakeholders of the indicators-related items in the central questionnaires	At the end of academic year
49	OC-60	Avg. Stakeholders Awareness of Risk and Risk Management Handbooks; Procedures; Guidelines and Mock and Evacuation Drills	3.96	Average evaluation of the stakeholders of the indicators-related items in the central questionnaires	At the end of academic year
50	OC-61	Avg. Clarity of Programs Goals for Stakeholders	>=4	Average evaluation of the stakeholders of the indicator's-related items in the	At the end of academic year

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
				central questionnaires	
51	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	End of semester
52	OC-65	Average Volunteer Hours per Student during the Year	0.5	The total number of hours students spent in volunteer work ÷ total number of students in the program	At the end of academic year
53	OC-66	Avg. of Students Evaluation of Courses Instructors	3.5	Average evaluation of the stakeholder for the indicator-related items in the central questionnaires	At the end of academic year
54	OC-68	Avg. of Students and Supervisors Evaluation of Field Experience	>=4	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	At the end of academic year
55	OC-69	Avg. of Students and Supervisors Evaluation of Field Experience Institutions and Locations	3.99	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	At the end of academic year
56	OC-70	Avg. of Students Evaluation of Field Experience Supervisors	2.5	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	At the end of academic year
57	OC-71	Avg. Faculty and Students Satisfaction of Availability	3	Average evaluation of the stakeholders of the indicator-	At the end of academic year

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
		of Libraries in Adequate and Appropriate Times		related items in the central questionnaires	
58	KPI-P-01	Percentage of Achieved Indicators of the Program Operational Plan Goals	100	Number of program strategic objectives whose indicators have achieved the targets ÷ total number of program strategic objectives × 100	At the end of academic year
59	KPI-P-02	Students Evaluation of Quality of Learning Experience in the Program	3.2	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	At the end of academic year
60	KPI-P-03	Students Evaluation of the Quality of the Courses	>=4	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	At the end of academic year
61	KPI-P-04	Completion Rate	45	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 in the same batch x 100	At the end of academic year
62	KPI-P-05	First-Year Students Retention Rate	91.35	Number of students (in a new batch) who continued in the program until the following year ÷	At the end of academic year

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
				total number of students in the same batch x 100	
63	KPI-P-06	Students performance in the professional and/or national examinations	50	Average scores of students in professional and/or national examinations	At the end of academic year
64	KPI-P-07	Graduates employability and enrolment in postgraduate programs	62	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	At the end of academic year
65	KPI-P-08	Average Number of Students in the Class	7.6	Number of students in the academic program ÷ number of sections in the program	At the end of academic year
66	KPI-P-09	Employers evaluation of the program graduates proficiency	>=4	Average evaluation of the stakeholders for the indicators-related items in the central questionnaires	At the end of academic year
67	KPI-P-10	Avg. Students Satisfaction of Services provided by program/college	>=4	Average evaluation of the stakeholders for the indicator-related items in the central questionnaires	At the end of academic year
68	KPI-P-11	Ratio of Students to Teaching Staff	6.93	Number of students in the program ÷ number	At the end of academic year

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
				of faculty members in the program	
69	KPI-P-12	Percentage of Teaching Staff Distribution	100	Number of faculty members in the category ÷ total number of faculty x 100	At the end of academic year
70	KPI-P-13	Proportion of Teaching Staff Leaving the Program	20.23	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	At the end of academic year
71	KPI-P-14	Percentage of Publications of Faculty Members	56.08	Number of faculty who published at least one research during the year ÷ total number of faculty in the program x 100	At the end of academic year
72	KPI-P-15	Rate of Published Research Per Faculty Member	0.84	The total number of all research published by the faculty in the program ÷ the total number of faculty in the program	At the end of academic year
73	KPI-P-16	Citations rate in refereed journals per faculty member	1.16	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	At the end of academic year

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
				by the faculty in the program during the year	
74	KPI-P-17	Satisfaction of Beneficiaries/Stakeholders of Learning Resources	>=4	Average evaluation of the stakeholders for the indicators-related items in the central questionnaires	At the end of academic year

*Including KPIs required by NCAAA

H. Specification Approval Data

COUNCIL / COMMITTEE	ARCHITECTURE DEPARTMENT COUNCIL
REFERENCE NO.	SESSION 1
DATE	2025-09-02