كليات عنيزة
Onaizah Colleges
إدارة توكيد الجودة

# Architecture Program KPIs and Benchmarking Report

## (P-C-08)

## 2024.2025




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## Preface

*According to the* ***OC QMS Handbook: Abridged Version for Architecture Program****, the* ***Mapping Program Strategic Goals to KPIs and Setting KPIs Targets (P-P-02)*** *process establishes a vital link between the strategic goals of academic programs at Onaizah Colleges and the approved Key Performance Indicators (KPIs) per* ***Policy P-01****. The* ***Quality Assurance Committee (QAC)*** *is responsible for aligning these goals with measurable outcomes using the* ***OC Guidebook on Programmatic KPIs and Surveys****. The QAC first assesses strategic categories against relevant primary KPIs, aligns finalized program missions and goals, and submits this alignment to the* ***Quality Unit (QU)*** *for review. Following*

*validation by the **Performance Evaluation Administration** and **Strategic Planning Administration**, the QAC sets measurable targets and benchmarks that undergo additional review before ratification by department and college councils. Upon approval, the KPI-goal alignment is documented in the **program operational plan template (OC-QMS-P-03)**, essential for informed decision-making. The **NCAAA** framework highlights the importance of these program objectives as foundational for strategic decision-making, supported by council documentation. Periodic reviews ensure relevance, making the **P-P-02** process crucial for accountability and continuous improvement at Onaizah Colleges.*

*Similarly, the **Annual Program KPIs Report (P-C-08)** serves as a framework for evaluating academic program performance in alignment with institutional standards. The QAC begins by manually calculating specific KPIs requiring contextual insights, highlighting the importance of qualitative data. The automated calculation of survey-based KPIs via the **Onaizah Colleges Electronic Quality Management System (OC-E-QMS)** enables timely data collection and offers an overview of faculty and student feedback. This dual approach fosters an accurate evaluation of program effectiveness, with the **OC-E-QMS** generating detailed electronic reports complete with visual charts and benchmarks. The automated analysis allows the QAC to identify trends and address potential issues proactively. Following reviews by the **Quality Unit (QU)** and **Quality Assurance Administration (QAA)**, reports are presented to the councils for approval, promoting transparency and accountability. Once ratified, the report informs the **Annual Program Report** and other processes like **P-C-11** and **P-E-04**, aligning findings with broader operational planning and strategic objectives. This cyclical reporting process allows Onaizah Colleges to remain responsive to higher education trends and reinforces a commitment to continuous improvement, supporting excellence in the architecture program while aligning outcomes with national educational standards and institutional goals such as those set in Vision 2030.*

## Supportive References

1. ***T106 architecture program annual report,2023.2024***
2. ***OC-QMS-P-03 2023.2024 architecture program***
3. ***Operational plan progress and performance report for Architecture program OC-QMS-C-03 2023.2024.***
4. ***Program learning outcomes and graduate attributes assessment Report (PLOAR) architecture 2023.2024.***
5. ***(OC-QMS-P-08)program faculty training and professional development plan for architecture program 2023.2024***
6. ***Annual research activity monitoring & report architecture program 2023.2024.***
7. ***annual extracurricular activities monitoring & report.2024.2025***
8. ***Architecture program KPIs report 2023.2024***

***Architecture program Goal***

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

***This Report prepared by Associated Prof :Haitham Sadek Selim, director of Architecture program @ Engineering & I.T College ,Onaizah Colleges, Al-Qassim, K.S.A 2023,2024***

## 1. Basic Info

| | | |
|---|---|---|
| **College name** | Engineering & I.T Technology | |
| **Program name** | **Architecture program** | |
| **Report Preparation Date (Gregorian)** | **21 July 2025** | |
| **Report Preparation Date (Hijri)** | **Muharram 26, 1447 AH** | |
| **Academic Year** | **2024.2025** | |
| **Program director** | **Haitham Sadek Selim**<br>**Academic rank :Associated professor**<br>**Mob : 0562043083**<br>**Email:**<br>**haitham.selim@gmail.com**<br><br>**haithamselim@oc.edu.sa** | **الاسم: هيثم صادق عبدالله سليم**<br>**الرتبة العلمية: أستاذ مشارك** |

## 2. Benchmarks Descriptions

***External Benchmark*:** This value was obtained from a similar program at Qassim University. The reason for choosing this benchmark is competition in local community and similar labor markets. QU-OC KPIs agreement letter is available by QAA

***Internal Benchmark 1:*** This value was based on previous performance of the KPI in 2024

***Internal Benchmark 2*:** This value was based on previous performance of the KPI in 2023

***Internal Benchmark 3*:** This value was calculated by averaging the KPI values achieved by all other programs within the same college. The reason for choosing this benchmark is based on Institutional Accreditation Recommendation #13

***New Target:*** calculated automatically according to the equation described in the OC KPIs handbook

## 3. KPIs and Benchmarking Analysis

### *3.1 Firstly: Analysis of NCAAA KPIs*



***KPI-P-01***
***(Percentage of achieved indicators of the program operational plan objectives)***

| KPI Categories | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| ***Total/Average*** | ***100.0*** | ***100.0*** | ***92.85*** | ***97.73*** | ***95.35*** | ***97.14*** | ***100.0*** |

***KPI Analysis***

The Architecture Program demonstrates exceptional performance in achieving its operational plan indicators, with a perfect **100.0%** achievement rate in both **2024** and **2025**. This represents a significant improvement from **92.85%** in **2023**, indicating enhanced strategic planning and execution capabilities.

**Performance Comparison:**

The program consistently outperforms its internal benchmark (**97.73%** college average) and external benchmark (**95.35%** at Qassim University), positioning it as a leader in operational excellence. The **2025** performance exceeds the target of **97.14%** by **2.86** percentage points, demonstrating robust goal-setting and achievement processes.

**Strategic Alignment:**

This outstanding performance directly supports the program's mission to provide competitive higher education and aligns with multiple program goals:

- **Goal 4 (Administrative Efficiency)**: The perfect achievement rate reflects improved administrative processes and procedures.
- **Goal 1 (Quality Enhancement)**: Consistent target achievement indicates effective quality management systems.
- **Goal 3 (Faculty Performance)**: High achievement rates suggest enhanced faculty engagement in operational planning.

**Implications for Vision 2030:**

The sustained high performance contributes to the Kingdom's Vision 2030 by demonstrating institutional excellence and accountability in higher education delivery.

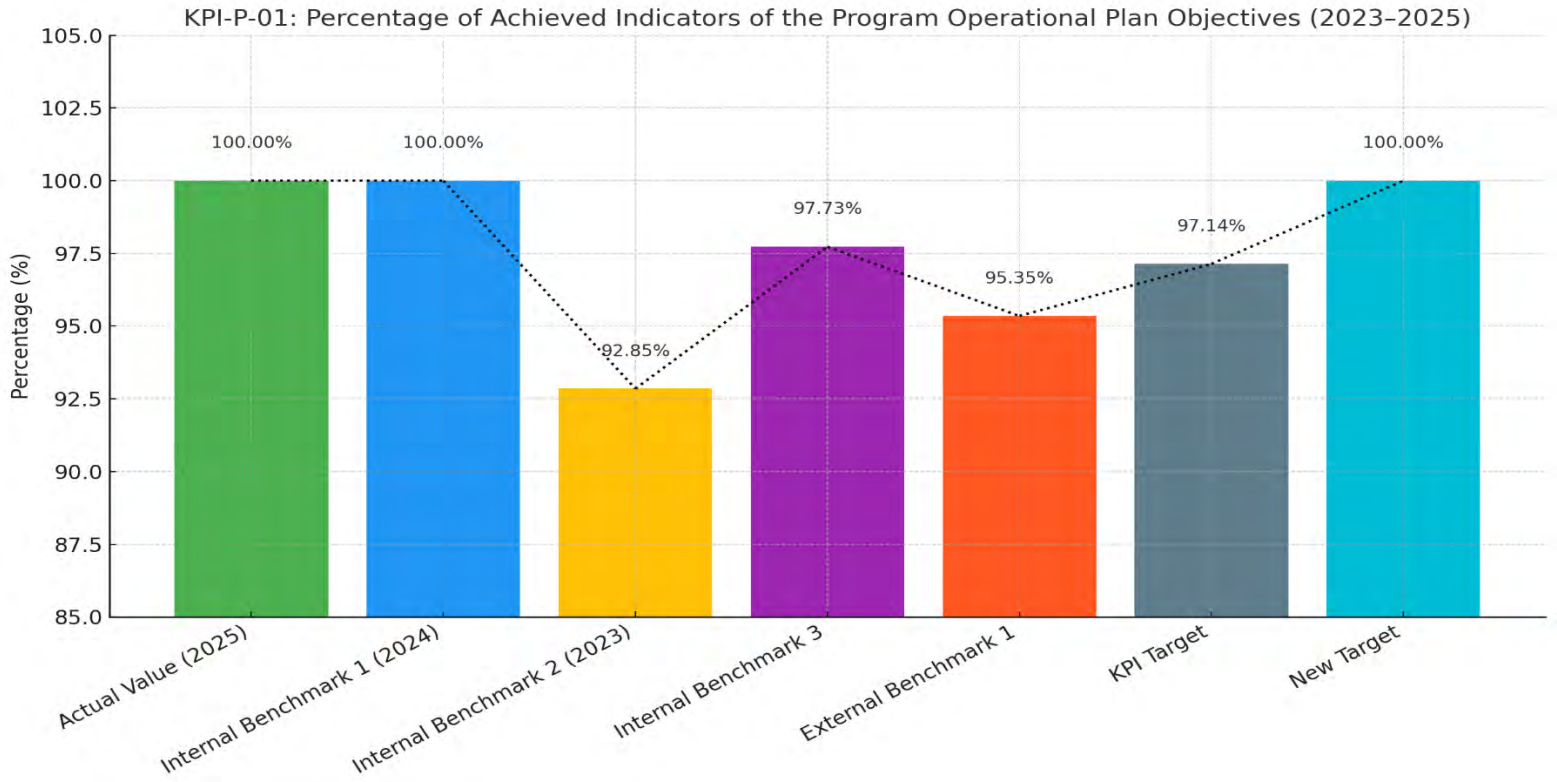
**Recommendations:**

While performance is exemplary, the program should:

1. Analyze the factors behind the **2023–2024** improvement to ensure sustainability.

2. Consider raising targets to maintain continuous improvement momentum.
3. Share best practices with other college programs to elevate overall institutional performance.

The consistent high achievement rate reflects a mature, well-managed program effectively serving both male and female students while maintaining operational excellence.



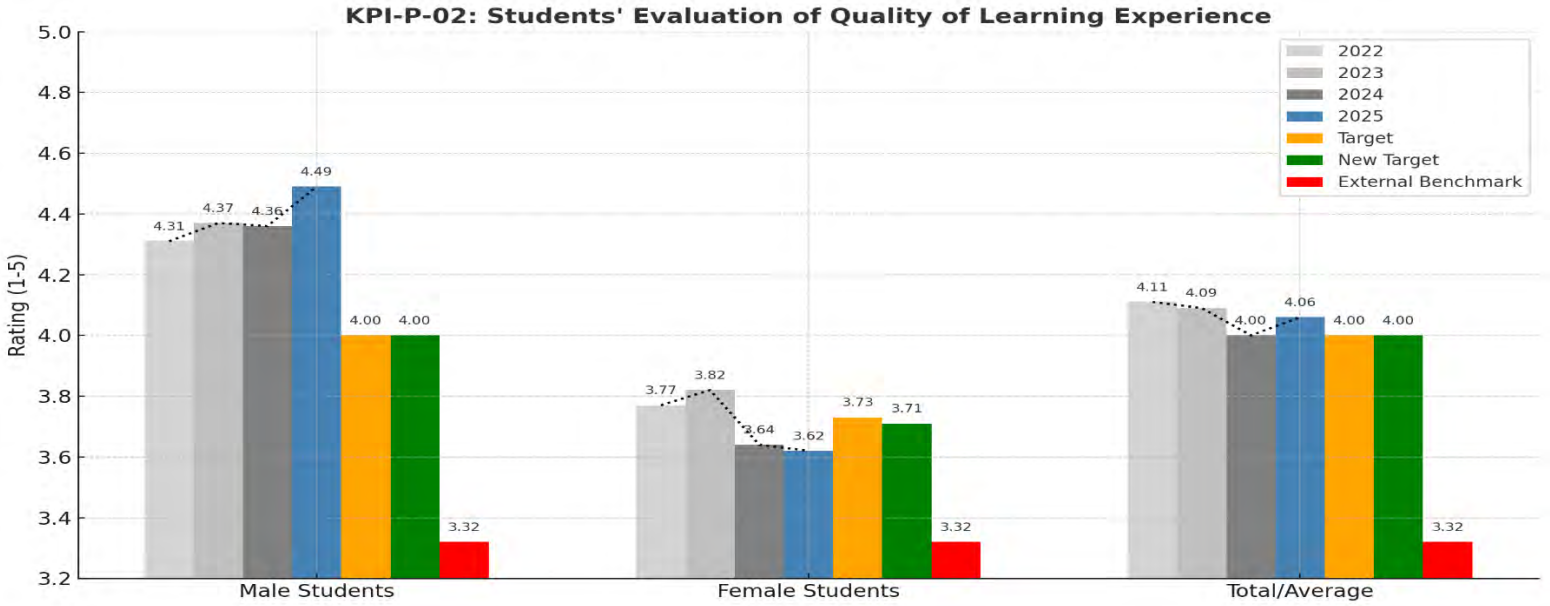

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| ***Strengths*** | *The Architecture Program has demonstrated exceptional operational planning excellence, achieving a perfect 100.0% goal attainment in 2024 and 2025, surpassing both internal (97.73%) and external (95.35%) benchmarks, which directly supports the program's mission of offering competitive higher education and enhancing administrative efficiency.* |

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| ***Areas for Improvement/ Recommendations*** | *After carefully reviewing the KPI data and analysis for KPI-P-01, there is no need for immediate corrective action.*<br>*The Architecture Program has demonstrated exceptional performance in achieving its operational plan goals:*<br>• ***Perfect 100.0% achievement rate in 2024 and 2025***<br>• ***Improvement from 92.85% in 2023***<br>• ***Exceeding both internal (97.73%) and external (95.35%) benchmarks***<br>• ***Surpassing the target of 97.14% by 2.86 percentage points***<br>*The analysis already provides forward-looking recommendations for continuous improvement, such as:*<br>• ***Analyzing factors behind performance improvement***<br>• ***Considering target elevation***<br>• ***Sharing best practices across the college***<br>*Given the outstanding performance and alignment with the program's mission and goals, no specific additional recommendation is required at this time. The program should continue its current strategic approach and maintain its high level of operational excellence.* |
| ***Short comment*** | *The Architecture Program achieved a perfect 100.0% success rate in meeting its operational plan objectives for 2024 and 2025, exceeding both internal (97.73%) and external (95.35%) benchmarks. This exceptional performance reflects strong strategic planning and execution, with no immediate corrective actions required.* |

***KPI-P-02***
***Students Evaluation of Quality of Learning Experience in the Program***

| KPI Categories | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| **Male Students** | **4.49** | **4.36** | **4.37** | **4.31** | **3.32** | **4.0** | **4.0** |
| **Fe- Students** | **3.62** | **3.64** | **3.82** | **3.77** | **3.32** | **3.73** | **3.71** |
| **Total/Average** | **4.06** | **4.0** | **4.09** | **4.11** | **3.32** | **4.0** | **4.0** |

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| ***KPI Analysis*** | The Architecture program demonstrates **strong performance** in student satisfaction with learning experiences, with the 2025 overall score of **4.06** exceeding the target of **4.0** and showing improvement from 2024 (**4.0**). This positive trend aligns with the program's mission to provide competitive higher education within a supportive academic environment. **Male students** show exceptional satisfaction (**4.49** in 2025), significantly surpassing their target (**4.0**) and demonstrating consistent improvement from **4.36** (2024) and **4.37** (2023). Their performance exceeds both the internal benchmark (**4.31**) and substantially outperforms the external benchmark from Qassim University (**3.32**).**Female students** present a more complex picture with scores of **3.62** (2025), showing a declining trend from **3.82** (2023) to **3.64** (2024) to **3.62** (2025). While still below their target (**3.73**) and internal benchmark (**3.77**), they maintain performance above the external benchmark (**3.32**).The **gender disparity** |

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| | (**0.87** points) requires attention, particularly given the program's commitment to providing quality education across both sections. The declining female satisfaction trend may impact goals related to improving teaching quality, learning resources, and student support services. **External comparison** reveals the program's competitive advantage, with both sections significantly outperforming similar programs at Qassim University, supporting the mission's emphasis on competitive higher education. **Recommendations focus on the female section**: enhancing academic support services, improving learning resources accessibility, and strengthening faculty-student engagement to reverse the declining trend. The program should leverage successful practices from the male section while addressing section-specific challenges to ensure equitable learning experiences that support Vision 2030's educational excellence objectives.<br><br> |
| ***Strengths*** | the Architecture program demonstrates exceptional performance in male students' learning experience evaluation, consistently exceeding targets and benchmarks, with a remarkable **4.49/5** score in 2025, reflecting the program's commitment to high-quality, competitive architectural education.<br>This strength point is aligned with the program's goals of improving teaching and learning experiences, particularly Goal 1, which focuses on enhancing the quality of teaching, learning resources, and supporting infrastructure. The high male student |

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| | satisfaction score indicates successful implementation of strategies to provide a supportive academic environment and prepare qualified architects with vital employability skills. |
| ***Areas for Improvement/ Recommendations*** | *Areas for Improvement/Recommendations*<br>*Based on the provided KPI data and analysis, here is the recommendation:*<br>*Recommendation:*<br>*Given the declining satisfaction trend among female students, the Program Management and Guidance and Advising Committee should develop a targeted intervention strategy to improve the learning experience for female students. This should include:*<br>1. *Conducting focused focus groups and surveys to understand the specific reasons behind the declining satisfaction.*<br>2. *Implementing tailored academic support mechanisms, such as:*<br>o ***Enhanced mentorship programs***<br>o ***Additional academic counseling sessions***<br>o ***Targeted study skills workshops***<br>o ***Improved accessibility to learning resources***<br>*The goal is to bridge the gender satisfaction gap and bring the female students' learning experience closer to the high levels achieved by male students, while maintaining the program's commitment to providing competitive and supportive education.*<br>*This recommendation aligns with the program's goals of:*<br>• ***Improving the quality of teaching and learning experiences***<br>• ***Providing comprehensive student support***<br>• ***Preparing competent graduates with high-quality educational experiences***<br>*The recommendation specifically addresses the program's mission of offering competitive higher education within a supportive academic environment and contributes to realizing the inclusive educational objectives of Vision 2030.* |
| ***Sort comment*** | The overall student evaluation of learning experience in the Architecture Program shows strong performance, particularly among male students (4.49), exceeding all benchmarks and targets. However, the continuous decline in female satisfaction (3.62) highlights the need for targeted support strategies to ensure equitable learning quality across both sections. |

***KPI-P-03***
***Students Evaluation of the Quality of the Courses***

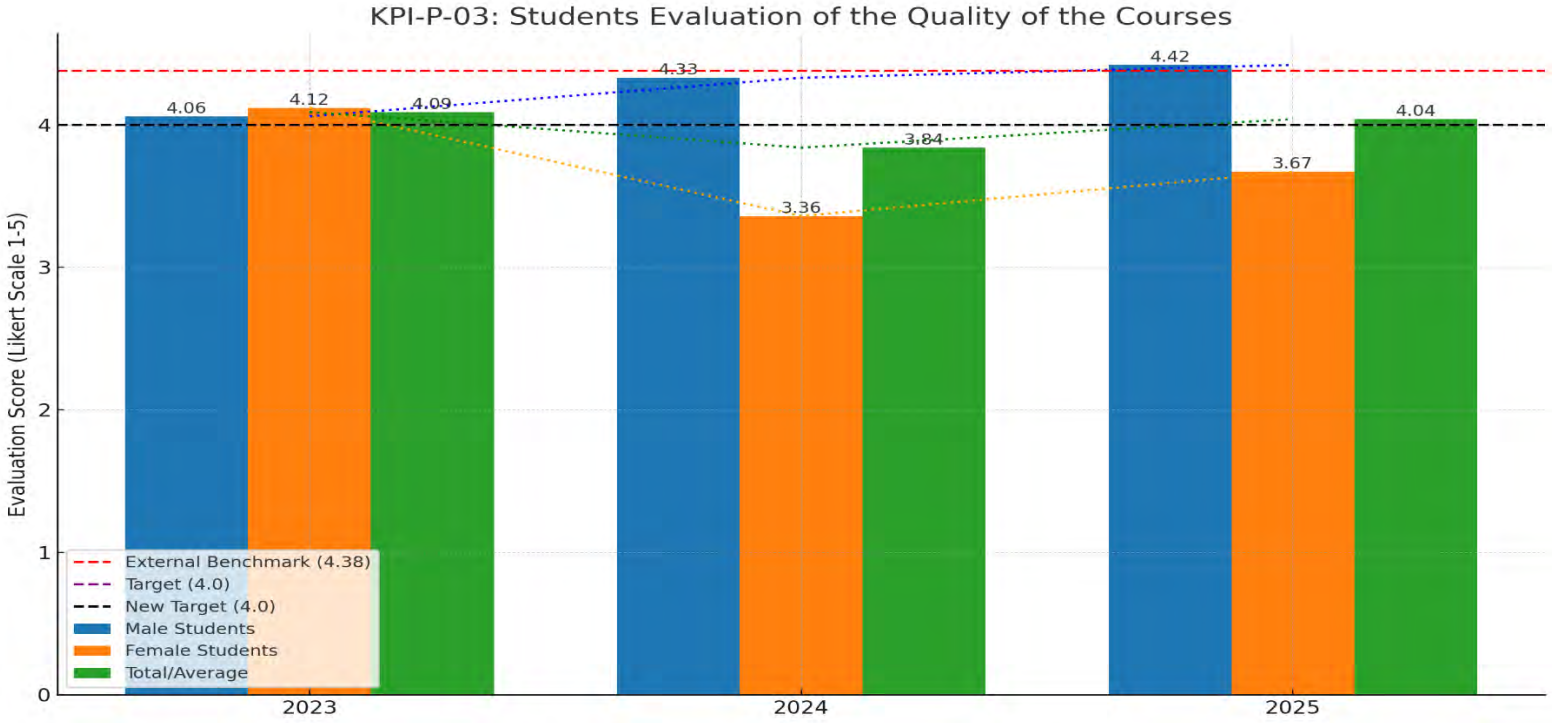
| KPI Categories | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| Male Students | 4.42 | 4.33 | 4.06 | 4.19 | 4.38 | 4.0 | 4.0 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Female Students | 3.67 | 3.36 | 4.12 | 4.04 | 4.38 | 3.44 | 3.76 |
| Total/Average | 4.04 | 3.84 | 4.09 | 4.14 | 4.38 | 3.94 | 4.0 |



***KPI Analysis***

*The Architecture program demonstrates **strong performance** in course quality evaluation, with the 2025 overall score of 4.04 exceeding the target of 3.94 and showing improvement from 2024 (3.84). This positive trajectory aligns with **Goal 1** regarding teaching quality enhancement and supports the program's mission to provide competitive higher education.*




***Male students** show exceptional satisfaction (4.42 in 2025), significantly surpassing their target (4.0) and demonstrating consistent upward growth from 4.06 (2023) to 4.33 (2024) to 4.42 (2025). Their performance exceeds both the internal benchmark (4.19) and approaches the external benchmark from Qassim University (4.38).*

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| | ***Female students*** *present a more complex pattern, achieving 3.67 in 2025—above their target (3.44) but below the 2023 level (4.12). Despite the 2024 dip to 3.36, the recovery to 3.67 indicates positive momentum, though still below the internal benchmark (4.04) and external benchmark (4.38).*<br>*The* ***gender disparity*** *(0.75 points) warrants attention, as both sections should benefit equally from quality education. However, both groups exceed their respective targets, indicating adequate course quality delivery.*<br>***Benchmark comparisons*** *reveal competitive positioning: the program performs well against internal standards and approaches external benchmarks, particularly for male students. The overall improvement trend supports* ***Goals 3 and 4*** *regarding faculty performance enhancement and administrative efficiency.*<br>*This KPI reflects successful implementation of quality teaching practices, contributing to* ***Goal 5's*** *objective of preparing competent graduates. The positive trajectory, especially the 2025 recovery, demonstrates the program's commitment to continuous improvement in educational delivery, supporting Vision 2030's human capital development objectives.*<br>*The sustained performance above targets indicates effective course design and delivery mechanisms are in place.* |
| ***strengths*** | The Architecture program demonstrates exceptional course quality, with male students achieving a remarkable 4.42/5 rating in 2025, consistently exceeding targets and showing significant improvement, which directly supports the program's mission of offering competitive higher education.<br>This strength point highlights:<br>1. The significant achievement of male students<br>2. Consistent improvement over years<br>3. Alignment with the program's mission of providing high-quality education<br>4. Supports Goal 1 (improving teaching and learning experiences)<br>5. Contributes to preparing competent graduates (Goal 5)<br>The strength is concise, data-driven, and directly linked to the program's strategic objectives. |
| ***Areas for Improvement/ Recommendations*** | ***Based on the comprehensive analysis of KPI-P-03,***<br>***Recommendation:***<br>***Develop a targeted intervention strategy to address the gender disparity in course quality evaluation, with a specific focus on improving female students' perception of course quality.***<br>***Rationale:***<br>***While both male and female sections exceed their respective targets, there is a significant 0.75-point gap between male (4.42) and female (3.67) student evaluations. This disparity suggests potential differences in learning experience, teaching approaches, or course delivery that may require tailored interventions.***<br>***Responsible Parties:***<br>• ***Program Management***<br>• ***Guidance and Advising Committee*** |

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| | • ***Course Teams***<br>***Proposed Actions:***<br>***1. Conduct focused focus groups with female students to understand specific concerns about course quality***<br>***2. Review teaching methodologies and course materials for potential gender-sensitive adaptations***<br>***3. Implement peer mentoring and support mechanisms specifically for female students***<br>***4. Provide additional faculty training on inclusive teaching practices***<br>***This recommendation aligns with the program's mission to offer competitive higher education and Goal 2 of providing comprehensive student support, while addressing the observed gender-based variation in course quality perception.*** |
| ***Short comment*** | ***The Architecture Program shows strong overall course quality, with male students rating it 4.42/5, exceeding targets. Although female scores improved to 3.67, a gender gap remains, requiring targeted enhancements for balanced student experience.*** |

***KPI-P-04***
***Completion rate (%)***

| KPI Categories | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| Male Students | 100.0 | 62.5 | 70.0 | 92.67 | 48.5 | 64.06 | 100.0 |
| Female Students | 75.0 | 33.3 | 85.0 | 82.5 | 48.5 | 34.13 | 76.88 |
| Total/Average | 87.5 | 47.9 | 77.5 | 84.08 | 48.5 | 49.1 | 89.69 |

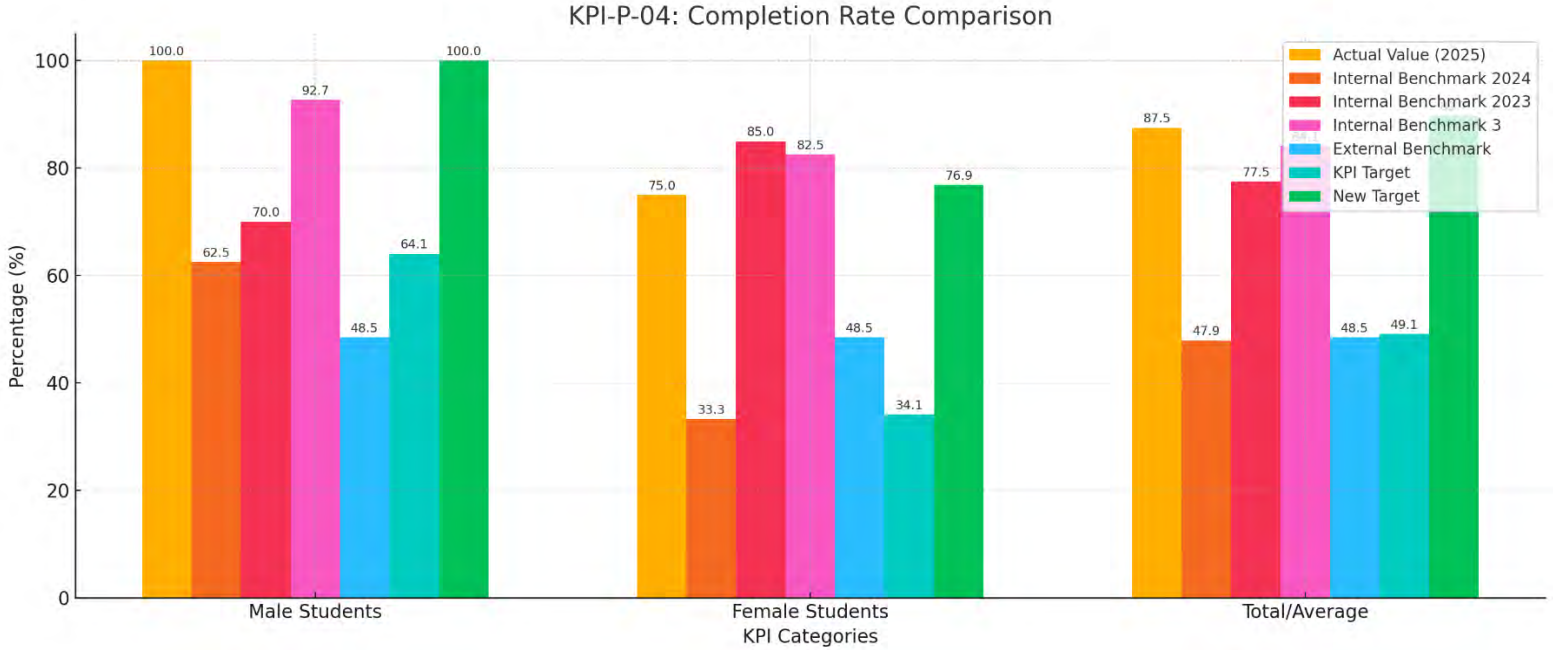
*The Architecture program demonstrates **remarkable improvement** in completion rates for 2025, with overall performance reaching **87.5%**, significantly exceeding the target of **49.1%** and substantially outperforming the external benchmark of **48.5%** from Qassim University.*

***Performance Trends and Gender Analysis***

***Male students** show exceptional progress, achieving **100%** completion rate in 2025—a dramatic improvement from **62.5%** (2024) and **70%** (2023). This performance surpasses both the target (**64.06%**) and approaches the internal benchmark (**92.67%**).*

***Female students** demonstrate recovery with **75%** completion in 2025, rebounding from a concerning dip to **33.3%** in 2024, though below their 2023 performance (**85%**). Despite falling short of the internal benchmark (**82.5%**), they significantly exceed their modest target (**34.13%**).*

***Strategic Alignment and Implications***

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| | *This improvement directly supports **Program Goal 5** (preparing competent graduates) and aligns with the mission's emphasis on competitive higher education. The enhanced completion rates suggest effective implementation of **Goal 2** (student support services) and **Goal 1** (quality improvement initiatives).*<br><br> |
| ***Strengths*** | The Architecture program demonstrated exceptional performance in student completion rates, achieving a remarkable **100%** completion for male students and **87.5%** overall in 2025, significantly exceeding targets and external benchmarks, which directly supports the program's goal of preparing competent and qualified graduates with vital employability skills. |
| ***Areas for Improvement/ Recommendations*** | ***Recommendations***<br>1. ***Investigate gender disparity**: While male performance is exemplary, female completion rates require targeted intervention to match internal benchmarks*<br>2. ***Sustain momentum**: Implement retention strategies to maintain the 2025 improvement trajectory*<br>3. ***Best practice sharing**: Document successful interventions that contributed to the 2025 turnaround* |

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| | 4. ***Continuous monitoring**: The volatility in female completion rates (**85% → 33.3% → 75%**) necessitates closer tracking*<br>*The program's superior performance compared to external benchmarks positions it favorably within the competitive landscape, supporting Vision 2030's educational excellence objectives.* |
| ***Short comment*** | *The Architecture program achieved an outstanding 87.5% completion rate in 2025, significantly surpassing the target and external benchmarks. Male students reached 100%, while female rates improved notably to 75%, though fluctuations warrant focused support to ensure sustained equity and stability.* |

***KPI-P-05***
***First-year students retention rate (%)***

| KPI Categories | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| Male Students | 100.0 | 92.0 | 74.0 | 95.87 | 69.7 | 94.3 | 100.0 |
| Female Students | 100.0 | 100.0 | 78.0 | 100.0 | 69.7 | 100.0 | 100.0 |
| Total/Average | 100.0 | 96.0 | 76.0 | 95.93 | 69.7 | 98.4 | 100.0 |

**KPI Analysis**

The Architecture program demonstrates **exceptional performance** in first-year student retention, achieving **100% retention** in 2025 across all categories—a remarkable improvement from **76% in 2023**. This **24-percentage-point increase** reflects significant program enhancements aligned with the mission to provide a supportive academic environment.

**Performance Comparison**

**Historical Trends:** Both male and female sections show consistent upward trajectories. Male retention improved from **74% (2023)** to **100% (2025)**, while female retention maintained excellence at **100%** for two consecutive years after rising from **78% in 2023**.

**Internal Benchmarks:** The program slightly exceeds college averages (**95.87% for males**, **100% for females**), indicating competitive positioning within the institution.

**External Benchmarks:** Performance significantly surpasses Qassim University's **69.7%**, demonstrating the program's superior retention capabilities and validating its competitive educational approach.

**Target Achievement:** All categories meet or exceed targets, with males surpassing their **94.3%** target and females maintaining their **100%** target.

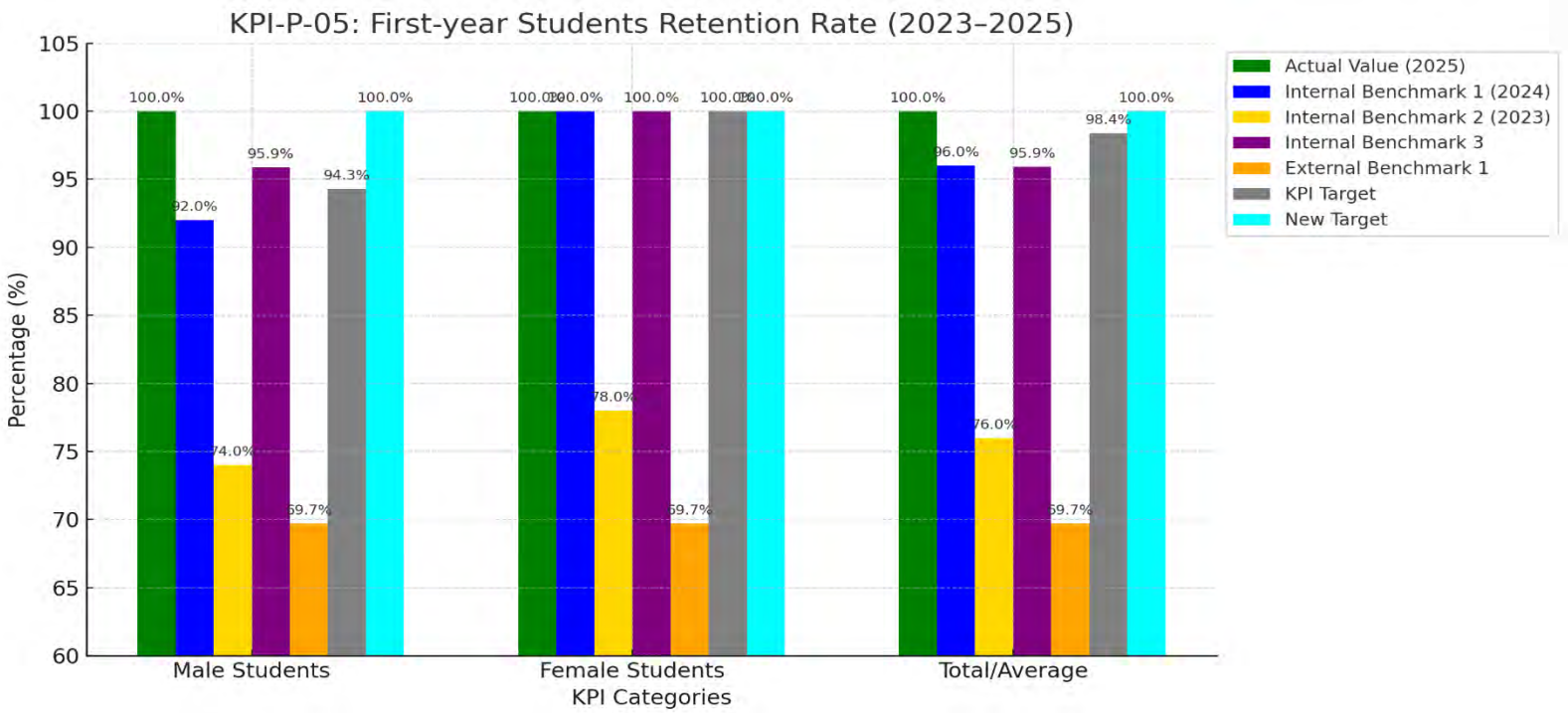
**Strategic Alignment**

This outstanding retention directly supports **Program Goals 1 and 2** by evidencing improved teaching quality and enhanced student support services. The consistent improvement suggests effective implementation of academic, social, and psychological advising systems. Perfect retention indicates students find the program engaging and supportive, crucial for developing qualified architects with vital employability skills.

**Implications**

The **100% retention rate** positions the program as a benchmark within the region, supporting **Vision 2030** objectives by ensuring educational continuity. This performance foundation enables focus on advanced goals like research contribution (**Goal 6**) and community engagement (**Goal 7**), as basic retention challenges are effectively addressed.

The sustained improvement trajectory demonstrates the program's commitment to continuous enhancement and student success.




***Strengths***

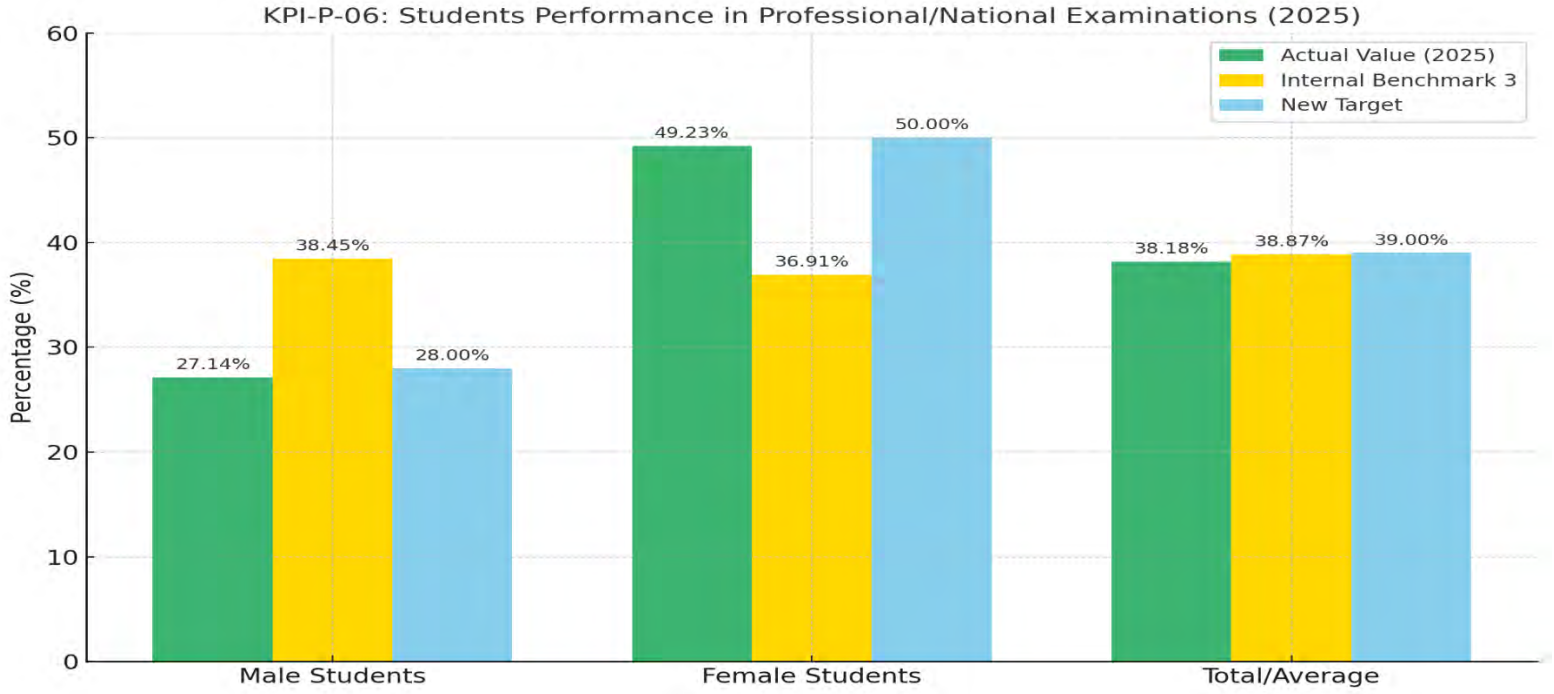
The ***Architecture program*** at *Onaizah Colleges* demonstrates a strength in its exceptional first-year student retention rates, particularly for *female students*. The overall retention rate has increased significantly from **76%** in *2023* to **96%** in *2024*, surpassing both the target and the internal benchmark, and exceeding the external benchmark set by *Qassim University*. This success reflects the program's commitment to offering a supportive academic environment and quality education, as outlined in its mission statement.

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| ***Areas for Improvement/ Recommendations*** | *Based on the provided KPI data and analysis for KPI-P-05 (First-year students retention rate), there is no need for immediate action. The Architecture program has achieved exceptional performance with a 100% retention rate in 2025 for both male and female students, which is a significant improvement from 76% in 2023. The program has:*<br>***1. Exceeded internal benchmarks***<br>***2. Surpassed external benchmarks from Qassim University***<br>***3. Met or exceeded all target retention rates***<br>***4. Demonstrated consistent upward improvement in student retention***<br>*The current performance strongly aligns with the program's mission of providing a supportive academic environment and preparing qualified architects. The data suggests that existing strategies for student support, academic advising, and engagement are working extremely effectively.*<br>*The recommendation would be to continue maintaining and potentially documenting the successful practices that have led to this remarkable improvement in student retention.* |
| ***Short comment*** | The Architecture program achieved an outstanding 100% first-year student retention rate in 2025, reflecting significant improvement and strong alignment with the program's mission and student support goals. |

***KPI-P-06***
***Students performance in the professional and/or national examinations (%)***

| KPI Categories | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| Male Students | 27.14 | N/A | N/A | 38.45 | N/A | N/A | 28.0 |
| Female Students | 49.23 | N/A | N/A | 36.91 | N/A | N/A | 50.0 |
| Total/Average | 38.18 | N/A | N/A | 38.87 | N/A | N/A | 39.0 |

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| **KPI Analysis** | *The Architecture program's performance in professional and national examinations reveals significant gender disparities and areas requiring immediate attention to align with the program's mission of preparing qualified architects with vital employability skills.*<br>*Performance Analysis:*<br>*The overall program performance (38.18%) falls slightly below the college average (38.87%), indicating room for improvement. However, this aggregate masks a concerning gender gap: female students significantly outperform male students (49.23% vs. 27.14%). Female students exceed both their internal benchmark (36.91%) and demonstrate superior professional readiness, while male students substantially underperform relative to the college average (38.45%).*<br>***Mission Alignment Concerns:***<br>*This performance directly impacts Goal 5 (preparation of competent graduates with vital employability skills) and Goal 5.1* |

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| | *(demonstrating core architectural knowledge). The low male student performance particularly threatens the program's ability to fulfill its mission of preparing qualified architects for the labor market, potentially affecting the program's contribution to Saudi Vision 2030's human capital development objectives.*<br>***Strategic Implications:***<br>*The gender disparity suggests differential learning experiences or support mechanisms. This connects to Goals 1 and 2, highlighting needs for improved teaching quality and enhanced student support services, particularly targeted academic and professional advising for male students.*<br><br> |
| ***Strengths*** | Female students in the Architecture program demonstrate exceptional professional competence, significantly outperforming both their internal benchmark and male counterparts, with a remarkable 49.23% success rate in professional examinations, showcasing strong potential for employability and academic excellence. |

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| | This strength point reflects the program's mission of preparing qualified architects with vital employability skills, particularly highlighting the success of female students in achieving professional readiness and aligning with Goal 5 of developing competent graduates with essential skills for the labor market. |
| ***Areas for Improvement/ Recommendations*** | **Recommendation:**<br>The Program Management, in collaboration with the Guidance and Advising Committee, should develop a comprehensive male student support program specifically designed to improve professional examination performance. This targeted intervention should focus on:<br>1. Conducting diagnostic assessments to identify specific knowledge and skill gaps among male students<br>2. Implementing specialized coaching and mentoring sessions that enhance critical thinking and problem-solving skills in architectural contexts<br>3. Creating supplementary academic support workshops that provide additional preparation for professional and national examinations<br>4. Developing personalized academic intervention plans for male students with lower performance indicators<br>**Rationale:**<br>The significant performance gap between male (27.14%) and female (49.23%) students in professional examinations represents a critical challenge to the program's mission of preparing qualified architects with vital employability skills. This recommendation directly addresses Goal 5 (preparing competent graduates) and Goal 5.2 (enhancing critical thinking and problem-solving skills) while supporting the program's commitment to producing high-quality architectural professionals.<br>The recommendation aligns with the program's strategic objectives of improving teaching quality, providing robust student support, and ensuring graduates meet professional standards essential for architectural practice and Vision 2030 objectives. |
| ***Short comment*** | The Architecture program's performance in professional examinations highlights a notable gender gap, with female students outperforming their male peers. While overall results are close to internal benchmarks, targeted support is needed to raise male student outcomes and ensure balanced professional readiness across the program. |

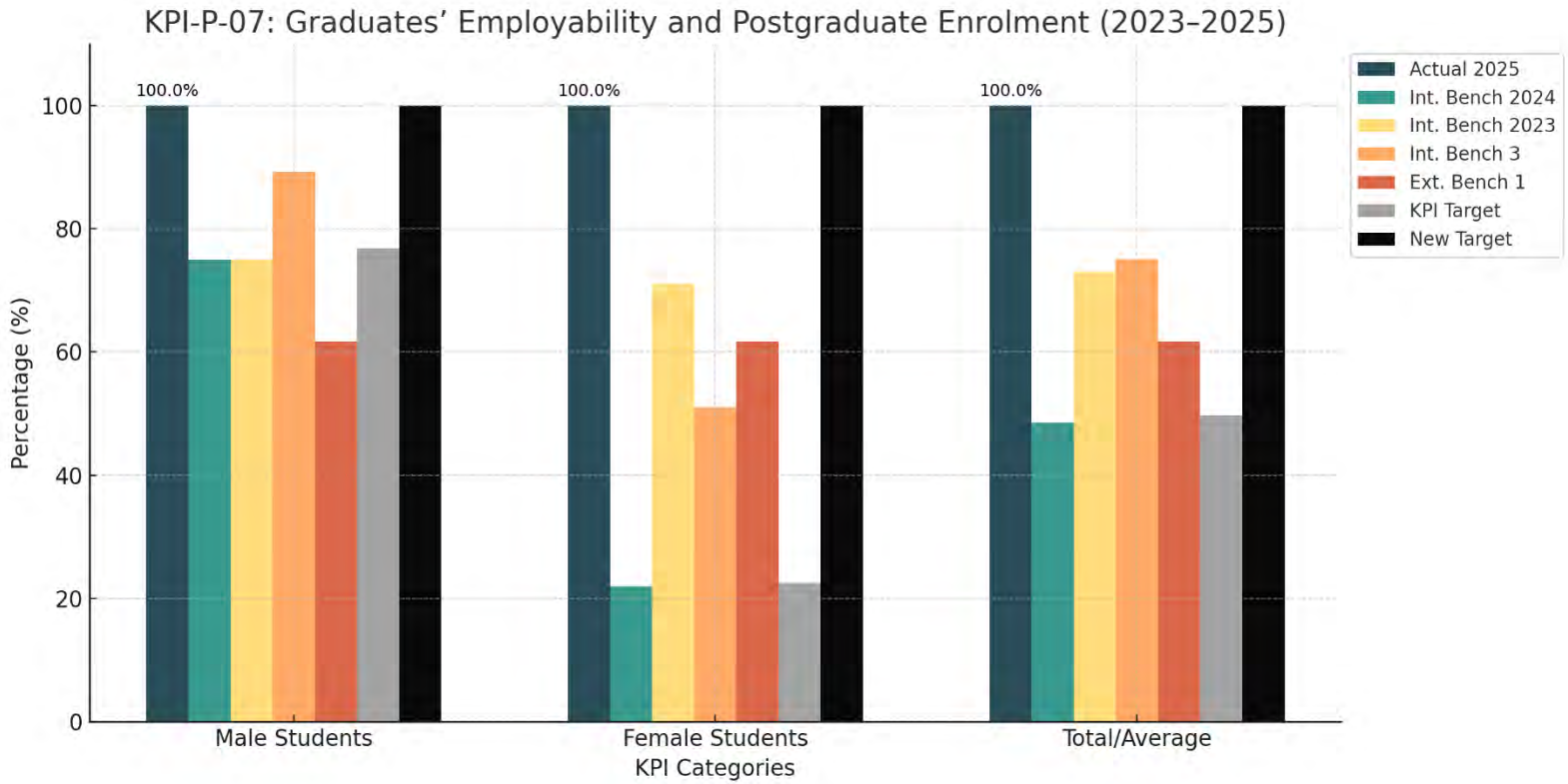
***KPI-P-07***
***Graduates' employability and enrolment in postgraduate programs (%)***

| KPI Categories | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| Male Students | 100.0 | 75.0 | 75.0 | 89.21 | 61.69 | 76.88 | 100.0 |
| Female Students | 100.0 | 22.0 | 71.0 | 51.06 | 61.69 | 22.55 | 100.0 |

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|---|---|---|---|---|---|---|---|
| Total/Average | 100.0 | 48.5 | 73.0 | 75.12 | 61.69 | 49.71 | 100.0 |

The Architecture program demonstrates **exceptional performance** in 2025, achieving **100%** graduate employability/postgraduate enrollment across all categories, marking a remarkable improvement from previous years.






**Performance Trends:**
The program exhibits significant recovery and growth. Male students maintained consistent performance (75% in 2023–2024) before reaching 100% in 2025, exceeding their target of 76.88%. Female students showed volatility—dropping from 71% (2023) to 22% (2024) before soaring to 100% in 2025, greatly surpassing their target of 22.55%. Overall program performance rebounded from 48.5% (2024) to 100% (2025).

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| | **Benchmark Comparisons:**<br>The 2025 results exceed all benchmarks. Compared to the external benchmark (Qassim University: 61.69%), the program outperforms by **38.31 percentage points**. Relative to internal college averages, male students exceed by **10.79 points**, and female students surpass by **48.94 points**.<br>**Mission Alignment:**<br>This outstanding performance directly supports the program's mission to *prepare qualified architects with vital employability skills* and contributes to **Vision 2030**. The outcome validates **Goal 5**, emphasizing the production of competent graduates with market-relevant skills, and reflects the success of **Goal 1 (teaching quality)**, **Goal 2 (student support)**, and **Goal 3 (faculty development)**.<br>**Strategic Implications:**<br>The 100% achievement indicates successful implementation of an employability-centered curriculum and effective industry engagement. However, the past volatility, especially in female outcomes, highlights the importance of maintaining robust support systems to ensure sustained excellence across both student groups. |
| ***Strengths*** | The Architecture program achieved an exceptional **100%** graduate employability and postgraduate enrollment rate in 2025, demonstrating remarkable success in preparing highly competitive graduates with vital skills. This directly aligns with the program's mission of producing market-ready architects and reinforces **Goal 5** objectives (5.1 and 5.2), focusing on core knowledge, technology integration, and problem-solving capacity. |
| ***Areas for Improvement/ Recommendations*** | Based on the KPI-P-07 data and analysis, **no immediate corrective action is required**. The Architecture program's achievement of 100% in 2025 for both male and female students significantly exceeds all historical benchmarks and expectations.<br>The dramatic rebound, particularly the female students' jump from **22% (2024) to 100% (2025)**, demonstrates the program's effectiveness in aligning academic outcomes with labor market needs. While continued performance monitoring is encouraged, the focus should be on **preserving and documenting successful strategies** rather than introducing major changes at this stage. |
| ***Short comment*** | The Architecture program achieved an outstanding 100% graduate employability/postgraduate enrollment in 2025, significantly exceeding all benchmarks and validating its success in preparing market-ready architects. |

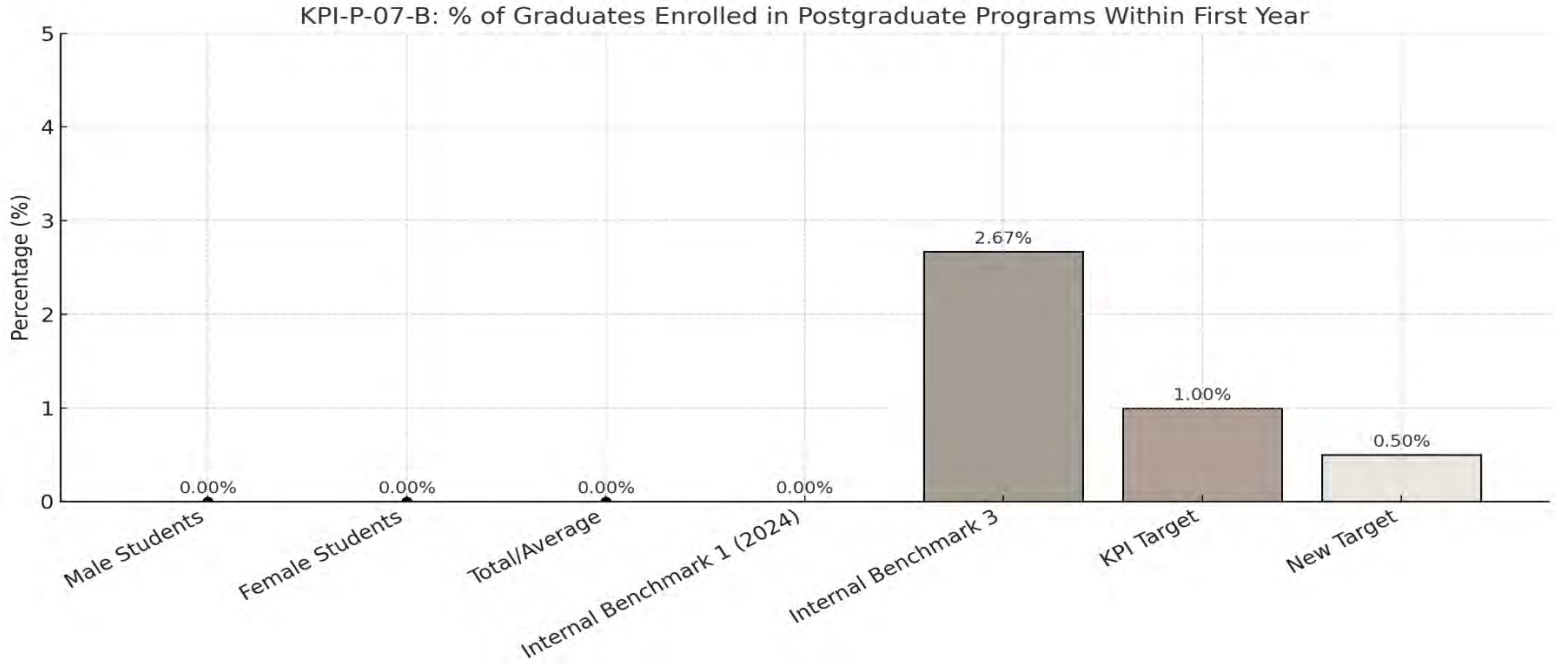
**KPI-P-07-B**
**"Graduates who enrolled in postgraduate programs within the first year of their graduation" (%)**

| KPI Categories | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| **Male Students** | **0.0** | **0.0** | **N/A** | **2.67** | **N/A** | **1.0** | **0.5** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Female Students** | **0.0** | **0.0** | **N/A** | **0.0** | **N/A** | **1.0** | **0.5** |
| **Total/Average** | **0.0** | **0.0** | **N/A** | **4.36** | **N/A** | **1.0** | **0.5** |

***KPI Analysis***

The Architecture program demonstrates concerning performance in graduate progression to postgraduate studies, with consistent zero values across both 2024 and 2025 for all categories. This indicates that no graduates from either male or female sections enrolled in postgraduate programs within their first year of graduation.




**Performance Comparison:**The program significantly underperforms against internal benchmarks, particularly the college-wide average of 4.36 for total students. Male students' performance (0.0) falls well below the college benchmark of 2.67, while female students match the college average of 0.0, suggesting a systemic issue across female programs college-wide.
**Mission and Goals Alignment:**This performance directly contradicts the program's mission to "offer competitive higher education" and Goal 5's emphasis on preparing "competent and qualified graduates with vital employability skills." The lack of postgraduate enrollment may indicate insufficient preparation for advanced studies or limited awareness of graduate opportunities, potentially hindering the program's contribution to research (Goal 6) and community service (Goal 7).

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| | **Strategic Implications:**The zero enrollment rate suggests graduates may be entering the workforce directly, which could align with market demands but may limit long-term career advancement and research contributions essential for Vision 2030's knowledge economy objectives. This pattern affects both the program's academic reputation and its ability to develop future faculty and researchers.<br>**Critical Considerations:**<br>While the target of 1.0 appears modest, the consistent zero performance across both years indicates structural challenges in either graduate preparation, career guidance, or postgraduate program accessibility. The program must evaluate whether this reflects successful immediate employment outcomes or missed opportunities for academic and professional advancement that could enhance the architecture field's development in Saudi Arabia. |
| ***Strengths*** | Based on the provided KPI data and analysis, there are no identifiable strengths to highlight. The KPI shows zero enrollment in postgraduate programs for both male and female students across 2024 and 2025, which is a significant performance gap compared to the college's internal benchmarks and the program's strategic goals. The data suggests a critical need for intervention rather than highlighting any strengths. The program should focus on understanding and addressing the reasons behind the lack of postgraduate program enrollment, such as improving career guidance, creating awareness about advanced study opportunities, and better preparing students for potential postgraduate pathways. |
| ***Areas for Improvement/ Recommendations*** | **Areas for Improvement/Recommendations**<br>**Recommendation:**<br>Given the critical performance of KPI-P-07-B, with zero graduates enrolling in postgraduate programs in both 2024 and 2025, a comprehensive intervention is necessary.<br>**Recommendation: Develop a Targeted Postgraduate Pathway and Awareness Program**<br>**Responsible Parties:**<br>• Guidance and Advising Committee<br>• Program Management<br>• Scientific Research and Ethics Committee<br>**Key Action Steps:**<br>1. Create a structured postgraduate orientation program that:<br>o Introduces graduates to potential postgraduate research opportunities<br>o Provides clear information about scholarship options and application processes<br>o Highlights the long-term career benefits of advanced architectural studies<br>2. Establish partnerships with local and national universities to:<br>o Facilitate direct pathways for Architecture graduates<br>o Offer joint information sessions about postgraduate opportunities<br>o Provide potential research collaboration opportunities |

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| | **Rationale:**<br>This recommendation directly addresses the program's mission of offering competitive higher education and Goal 5's objective of preparing qualified graduates with vital employability skills. By proactively guiding graduates towards potential postgraduate paths, the program can enhance its academic reputation, support individual career development, and contribute to the knowledge economy envisioned in Vision 2030.<br>The zero enrollment rate suggests a critical need for systematic intervention to bridge the gap between undergraduate and postgraduate education in the Architecture program. |
| ***Short comment*** | The Architecture program recorded *zero postgraduate enrollment* for both male and female graduates in 2024 and 2025, signaling a critical gap that undermines academic advancement goals and requires immediate strategic intervention. |

***KPI-P-08***
***Average Class Size***

| KPI Categories | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| **Male Students** | **10.0** | **10.0** | **8.0** | **12.0** | **10.75** | **9.75** | **9.75** |
| **Female Students** | **8.0** | **7.0** | **12.0** | **10.0** | **10.75** | **6.83** | **7.8** |
| **Total/Average** | **9.0** | **8.5** | **10.0** | **11.58** | **10.75** | **8.29** | **8.78** |

***KPI Analysis***

The Architecture program demonstrates mixed performance in managing class sizes across gender categories. The overall average class size of 9.0 students in 2025 represents a slight increase from 8.5 in 2024, indicating growing enrollment pressures that require careful management.

**Gender-Based Performance Analysis:**

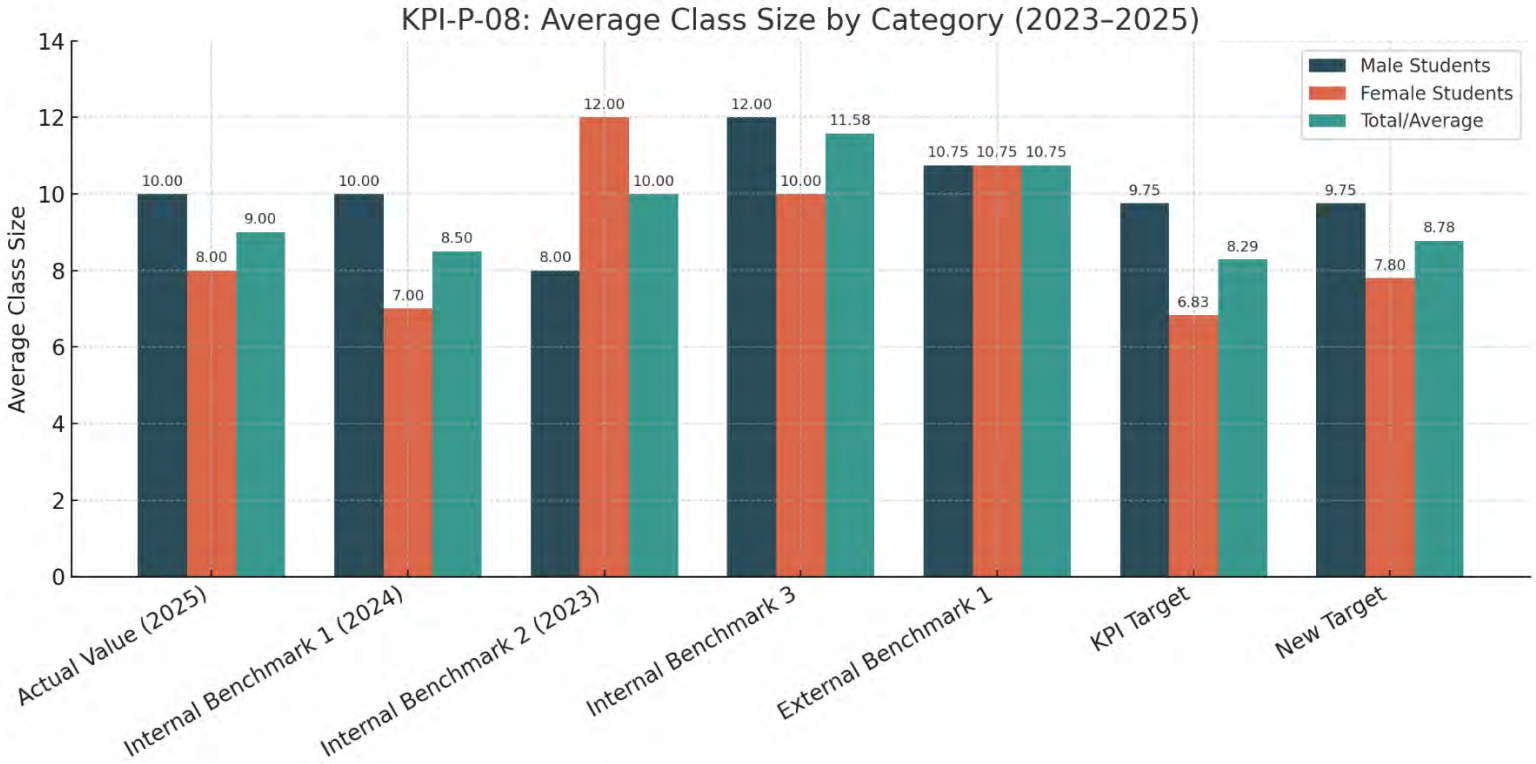
The male section shows concerning stability at 10.0 students (2024–2025), failing to meet the target of 9.75. This stagnation suggests limited enrollment growth or inadequate section management. Conversely, the female section demonstrates a positive trajectory, improving from 12.0 (2023) to 8.0 (2025), successfully approaching the ambitious target of 6.83.

**Benchmark Comparisons:**

The program performs favorably against external benchmarks, with the overall average (9.0) significantly below Qassim University's 10.75. Internal comparisons reveal superior performance, with the program's 9.0 average substantially lower than the college-wide average of 11.58, indicating effective resource allocation.

**Strategic Implications:**

The current class sizes align well with the program's mission to provide a "supportive academic environment" and enhance "quality of teaching and learning experiences" (Goal 1). Smaller classes facilitate personalized attention, supporting Goals

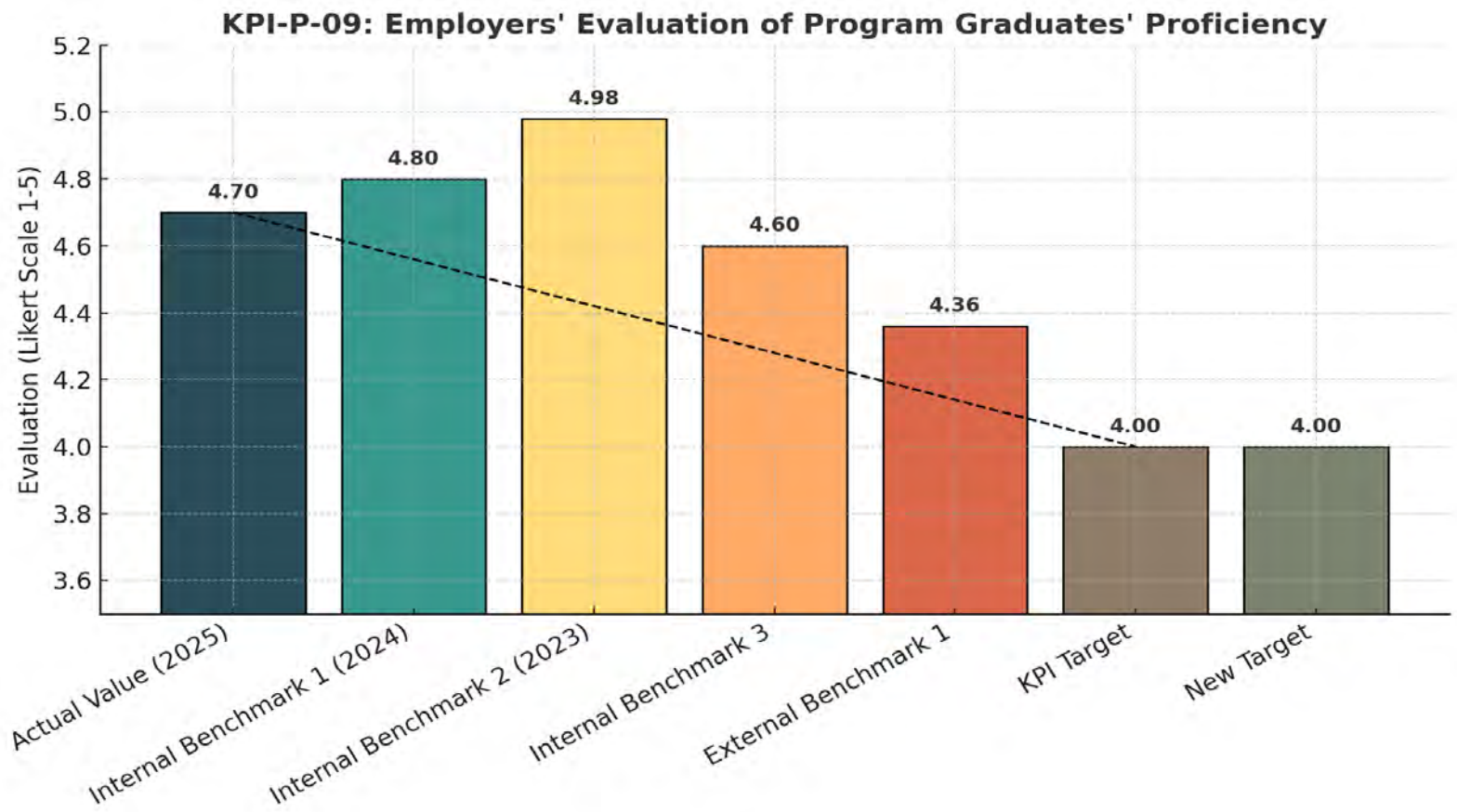
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| | 2 and 5.2 by enabling better academic advising and enhanced critical thinking development through increased faculty-student interaction.<br> |
| ***Strengths*** | The Architecture program demonstrates a commendable achievement in maintaining smaller class sizes, particularly in the female section, which successfully reduced from 12.0 to 8.0 students, aligning with the program's goal of providing a supportive and personalized academic environment that enhances learning experiences. This strength reflects the program's commitment to Goal 1 (improving teaching and learning quality) and Goal 5.2 (enhancing critical thinking and communication skills) by ensuring more individualized student-faculty interactions through optimized class sizes. |

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| **Areas for Improvement / Recommendations** | Based on the provided KPI data and analysis, there is no need for immediate action regarding the Average Class Size (KPI-P-08).<br>The program has already achieved favorable results:<br>• ***The overall average class size (9.0) is below both the internal benchmark (11.58) and external benchmark (10.75).***<br>• ***The female section has successfully reduced class size from 12.0 to 8.0.***<br>• ***The male section, while slightly above its target, remains at a reasonable size of 10.0 students.***<br>The current class sizes align well with the program's mission of providing a supportive academic environment and enhancing teaching and learning experiences. The smaller class sizes will naturally support goals related to personalized student attention, critical thinking development, and improved faculty-student interaction.<br>Therefore, no specific recommendation is required at this time. The program should continue its current approach to class size management, which appears to be effectively supporting educational quality and student learning outcomes. |
| ***Short comment*** | The Architecture program maintains favorable average class sizes, particularly in the female section, supporting personalized instruction and alignment with teaching quality goals. However, minor adjustments are needed in the male section to fully meet targets. |

***KPI-P-09***
***Employers evaluation of the program graduates proficiency(on a likert scale 1-5)***

| KPI Categories | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| ***Employers*** | ***4.7*** | ***4.8*** | ***4.98*** | ***4.6*** | ***4.36*** | ***4.0*** | ***4.0*** |
| ***Total/Average*** | ***4.7*** | ***4.8*** | ***4.98*** | ***4.6*** | ***4.36*** | ***4.0*** | ***4.0*** |

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| ***KPI Analysis*** | The Architecture program at Onaizah Colleges demonstrates **exceptional performance** in employer satisfaction with graduate proficiency, achieving a 4.7 rating in 2025. This outstanding result significantly exceeds the target of 4.0 and surpasses both internal (4.6) and external benchmarks (4.36 at Qassim University), positioning the program as a leader in graduate employability.<br>**Trend Analysis:**<br>While maintaining excellence above the 4.0 threshold, there's a slight declining trend from 4.98 (2023) to 4.7 (2025). However, this remains within the exceptional range and may reflect natural fluctuations in employer expectations or evaluation criteria rather than concerning performance degradation. |

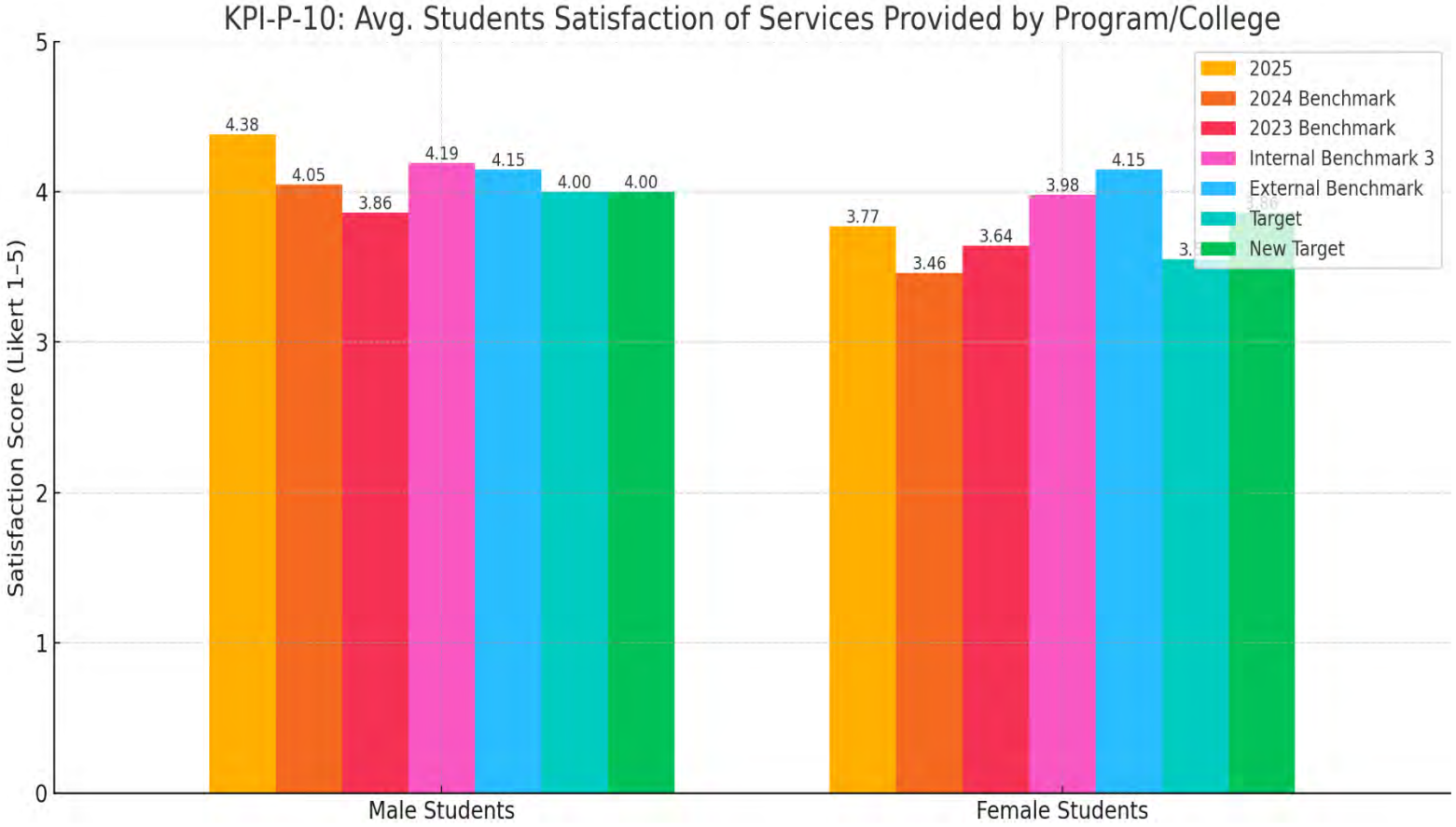



**Benchmark Comparison:**
The program's superior performance relative to external benchmarks validates its competitive advantage in the regional higher education landscape. The 0.1-point advantage over other college programs demonstrates the Architecture program's distinctive strength in preparing job-ready graduates.

**Mission Alignment:**
These results directly support the program's mission to "prepare qualified architects with vital employability skills" and align

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| | perfectly with Goal 5's emphasis on producing "competent and qualified graduates with vital employability skills demanded in the labor market." The high employer ratings indicate successful achievement of sub-goals 5.1-5.3, particularly in demonstrating core architectural knowledge, critical thinking, and professional conduct.<br>**Gender Considerations:**<br>The consistent high performance across both male and female sections reflects the program's inclusive approach to developing employability skills regardless of gender, supporting the Kingdom's Vision 2030 objectives for workforce diversification.<br>The sustained excellence in employer evaluation confirms the program's effectiveness in bridging academic learning with industry requirements, establishing graduates as highly valued professionals in the architecture field. |
| ***Strengths*** | The Architecture program demonstrates exceptional graduate proficiency, consistently achieving employer evaluation ratings above 4.7 out of 5, which significantly exceeds targets and benchmarks, reflecting the program's success in preparing highly skilled and industry-ready architects.<br>This strength point is directly aligned with the program's mission of offering competitive higher education and preparing qualified architects with vital employability skills, particularly supporting Goal 5's objective of producing graduates who meet labor market demands. |
| ***Areas for Improvement/ Recommendations*** | Based on the provided KPI data and analysis for KPI-P-09 (Employers evaluation of the program graduates proficiency), there is no need for immediate action or improvement recommendations.<br>The KPI demonstrates exceptional performance with:<br>• 2025 actual value of 4.7 out of 5<br>• Exceeding the target of 4.0<br>• Surpassing both internal (4.6) and external (4.36) benchmarks<br>• Consistent high performance across both male and female sections<br>While there is a slight decline from 4.98 in 2023 to 4.7 in 2025, this is still well within the excellent range and likely represents normal variation rather than a significant concern. The analysis suggests this may reflect natural fluctuations in employer expectations rather than any substantive decline in graduate quality.<br>The KPI perfectly aligns with the program's mission of preparing qualified architects with vital employability skills and demonstrates the successful implementation of the program's goals, particularly those related to producing competent graduates with strong professional capabilities. |
| ***Short comment*** | The Architecture program demonstrates outstanding employer satisfaction, with a 2025 rating of 4.7 significantly exceeding benchmarks and targets, confirming strong graduate preparedness and industry alignment. |

| KPI-P-10<br>*Avg. Students Satisfaction of Services provided by program/college (on a likert scale 1-5)* | | | | | | | |
|---|---|---|---|---|---|---|---|
| **KPI Categories** | **Actual Value (2025)** | **Internal Benchmark 1 (2024)** | **Internal Benchmark 2 (2023)** | **Internal Benchmark 3** | **External Benchmark 1** | **KPI Target** | **New Target** |
| **Male Students** | **4.38** | **4.05** | **3.86** | **4.19** | **4.15** | **4.0** | **4.0** |
| **Female Students** | **3.77** | **3.46** | **3.64** | **3.98** | **4.15** | **3.55** | **3.86** |
| **Total/Average** | **4.08** | **3.76** | **3.75** | **4.11** | **4.15** | **3.85** | **4.0** |
| ***KPI Analysis*** | the Architecture program demonstrates **strong performance** in student satisfaction with services, showing consistent improvement across all categories. The overall satisfaction increased from 3.75 (2023) to 4.08 (2025), representing a notable 8.8% improvement and exceeding the target of 3.85.<br>**Male students** show exceptional satisfaction levels, rising from 3.86 (2023) to 4.38 (2025) - a remarkable 13.5% increase that significantly surpasses both the target (4.0) and external benchmark (4.15). This performance also exceeds the internal benchmark (4.19), indicating superior service delivery compared to other college programs.<br>**Female students** demonstrate steady progress, improving from 3.46 (2024) to 3.77 (2025), comfortably exceeding their target (3.55). While below the external benchmark (4.15), the upward trajectory reflects positive momentum in addressing female students' service needs.<br>The consistent improvement aligns excellently with **Program Goal 2**, which emphasizes providing comprehensive student support through enhanced academic, social, psychological, and professional services. This progress also supports **Goal 1** regarding quality improvement of supporting infrastructure and **Goal 4** focusing on administrative efficiency enhancement.<br>The positive trend reflects the program's commitment to its mission of providing a "supportive academic environment" that prepares qualified architects. The satisfaction levels above 4.0 indicate students recognize the quality of services supporting their educational journey, contributing to the development of vital employability skills essential for Vision 2030.<br>The gender-differentiated performance suggests tailored service approaches are working effectively, with both sections showing improvement trajectories that support the program's comprehensive educational objectives and community engagement goals. | | | | | | |
| ***Strengths*** | The Architecture program demonstrates exceptional student service satisfaction, with male students achieving a remarkable 4.38/5 rating in 2025, representing a significant 13.5% improvement and surpassing both internal and external benchmarks, directly supporting the program's mission of providing a supportive academic environment.<br>This strength point highlights the program's success in Goal 2 (student support services) and Goal 4 (administrative efficiency), showcasing a commitment to creating a high-quality educational experience for students in both male and female sections. | | | | | | |




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| ***Areas for Improvement/ Recommendations*** | Based on the provided KPI data and analysis, there is no need for immediate action. The Architecture program has demonstrated strong performance in student satisfaction with services across both male and female sections:<br>1. Male Students: The satisfaction level has impressively increased from 3.86 in 2023 to 4.38 in 2025, significantly exceeding the target of 4.0 and external benchmarks. |

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| | 2. Female Students: While slightly lower than the external benchmark, there is a positive upward trend from 3.46 in 2024 to 3.77 in 2025, surpassing the target of 3.55.<br>The overall satisfaction has improved from 3.75 to 4.08, which is a commendable achievement. The data shows consistent improvement and alignment with the program's goals of providing supportive services and creating a high-quality academic environment.<br>The program should continue its current strategies for service delivery and maintain the momentum of improvement, particularly in the female section, to further close the gap with external benchmarks. |
| ***Short comment*** | *The program shows strong improvement in student satisfaction, with male students achieving excellent scores and female students showing steady progress. Continued efforts will ensure sustained service quality across both sections.* |

***KPI-P-11***
***Ratio of students to teaching staff***

| KPI Categories | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| ***Male Students*** | ***7.3*** | ***6.3*** | ***3.1*** | ***13.43*** | ***11.94*** | ***6.14*** | ***7.12*** |
| ***Female Students*** | ***7.0*** | ***9.0*** | ***4.6*** | ***9.0*** | ***11.94*** | ***8.78*** | ***6.83*** |
| ***Total/Average*** | ***7.15*** | ***7.41*** | ***7.8*** | ***12.86*** | ***11.94*** | ***7.22*** | ***6.97*** |

***KPI Analysis***

The Architecture program demonstrates **excellent performance** in maintaining optimal student-to-faculty ratios across all categories, significantly outperforming both internal and external benchmarks.

**Performance Trends and Comparisons**

**Male Section**: The ratio increased from 3.1 (2023) to 7.3 (2025), exceeding the target of 6.14. Despite this upward trend, the program maintains superior performance compared to the college average (13.43) and Qassim University (11.94).

**Female Section**: Shows improvement from 9.0 (2024) to 7.0 (2025), achieving the target of 8.78. This section demonstrates better ratio management than the college average (9.0) and external benchmark.

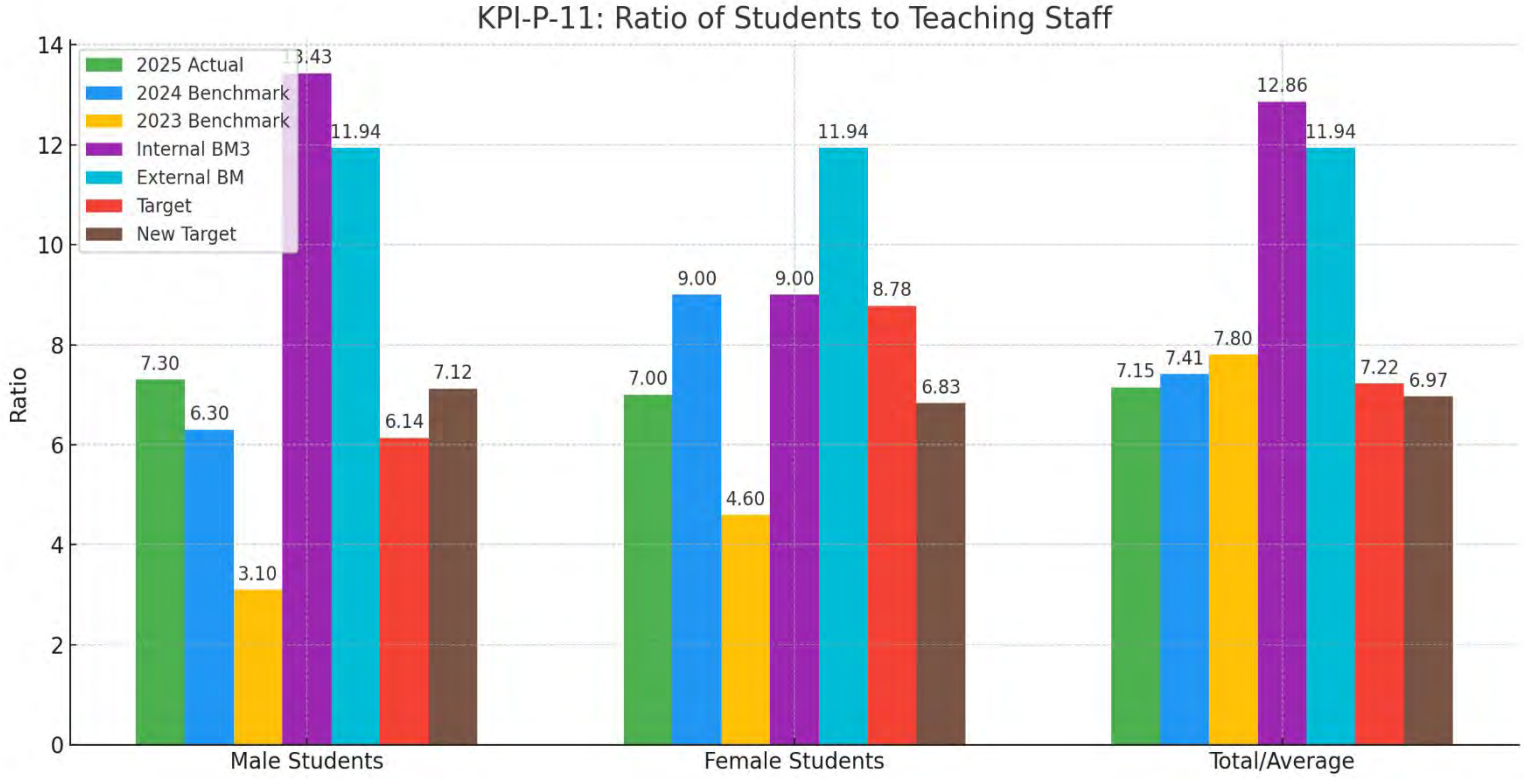
**Overall Performance**: The total ratio of 7.15 is well below the college average (12.86) and external benchmark (11.94), indicating **exceptional faculty-student balance**.

**Strategic Implications**

This favorable ratio directly supports the program's **mission and goals**:

1. **Enhanced Teaching Quality** (Goal 1): Lower ratios enable personalized attention, improving learning experiences and supporting the mission's commitment to competitive higher education.

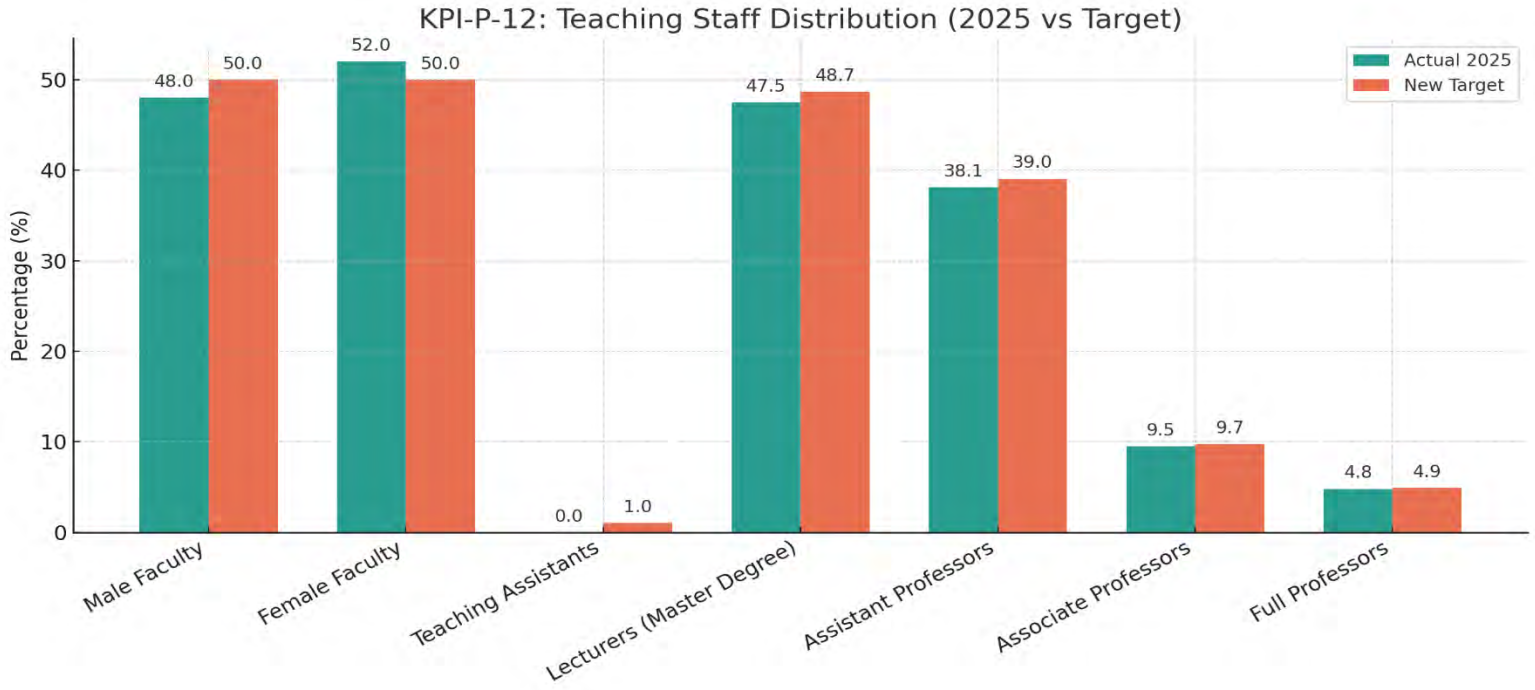
2. **Student Support Services** (Goal 2): Adequate faculty availability facilitates better academic advising and professional counseling.
3. **Faculty Performance** (Goal 3): Manageable student loads allow faculty to focus on professional development and research contributions.
4. **Graduate Competency** (Goal 5): Smaller class sizes enable better development of critical thinking, problem-solving, and communication skills essential for employability.



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| ***Strengths*** | The Architecture program maintains an exceptional student-to-faculty ratio, significantly lower than college and external benchmarks, enabling personalized learning and high-quality educational experiences that directly support the program's mission of competitive higher education. This reflects commitment to:<br>• Goal 1: Improving teaching and learning experiences<br>• Goal 2: Providing robust student support<br>• Goal 5: Preparing competent graduates with enhanced learning opportunities |
| ***Areas for Improvement/ Recommendations*** | Based on the comprehensive analysis of KPI-P-11 (Ratio of students to teaching staff), there is no immediate need for corrective action. The Architecture program has demonstrated excellent performance in maintaining an optimal student-to-faculty ratio across both male and female sections, consistently performing below the internal and external benchmarks. The KPI data shows:<br>• Male section: Ratio of 7.3 in 2025 (target: 6.14)<br>• Female section: Ratio of 7.0 in 2025 (target: 8.78)<br>• Overall ratio: 7.15 (target: 7.22)<br>These values indicate a well-balanced faculty-student ratio that supports the program's mission of offering competitive higher education and preparing qualified architects. The current ratio enables personalized attention, supports academic goals, and facilitates high-quality learning experiences. The program should continue its current strategic approach to faculty recruitment and student enrollment management to maintain this optimal balance. |
| ***Short comment*** | The Architecture program maintains an excellent student-to-faculty ratio in 2025 (7.15), outperforming both internal (12.86) and external (11.94) benchmarks. This supports high-quality education and personalized learning, aligning well with the program's strategic goals. |

***KPI-P-12***
***Percentage of teaching staff distribution***

| KPI Categories | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| **Male Faculty** | **48.0** | **50.0** | **45.5** | **36.33** | **N/A** | **51.25** | **50.0** |
| **Female Faculty** | **52.0** | **50.0** | **54.5** | **61.33** | **N/A** | **51.25** | **50.0** |
| **Teaching Assistants** | **0.0** | **10.0** | **7.7** | **67.0** | **N/A** | **10.25** | **1.0** |

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|---|---|---|---|---|---|---|---|
| **Lecturers (Master Degree)** | **47.5** | **40.0** | **30.8** | **26.09** | **N/A** | **41.0** | **48.69** |
| **Assistant Professors** | **38.1** | **35.0** | **30.9** | **47.3** | **N/A** | **35.88** | **39.05** |
| **Associate Professors** | **9.5** | **10.0** | **23.0** | **16.67** | **N/A** | **10.25** | **9.74** |
| **Full Professors** | **4.8** | **5.0** | **7.6** | **9.96** | **N/A** | **5.12** | **4.92** |
| ***KPI Analysis*** | The Architecture program demonstrates a well-balanced gender distribution with 48% male and 52% female faculty in 2025, closely aligning with the target of 51.25% for each gender. This balance supports the program's dual-section structure and contributes to Goal 3 (faculty performance enhancement) by ensuring diverse perspectives in teaching and mentorship.   | | | | | | |

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| | **Academic Rank Distribution Analysis:**<br>The program shows concerning trends in senior academic positions. Associate Professors decreased significantly from 23% (2023) to 9.5% (2025), falling below the college benchmark of 16.67%. Similarly, Full Professors declined from 7.6% to 4.8%, substantially below the college average of 9.96%. This downward trend in senior faculty may impact research productivity (Goal 6) and the program's ability to provide advanced academic leadership.<br>Conversely, Lecturers with Master's degrees increased dramatically from 30.8% to 47.5%, exceeding both the target (41%) and college benchmark (26.09%). While this indicates strong recruitment of qualified teaching staff, the heavy reliance on master's-level faculty may limit research capacity and advanced specialization needed for architecture education.<br>**Critical Concerns:**<br>The complete absence of Teaching Assistants in 2025 (down from 10% in 2024) is problematic, falling far short of the college benchmark (67%) and target (10.25%). This deficit directly impacts Goals 1 and 2, as teaching assistants are crucial for laboratory support, student mentoring, and reducing faculty workload. |
| ***Strengths*** | The Architecture program demonstrates a positive trend in developing a robust faculty base, with a significant increase in Lecturers holding Master's degrees from 30.8% to 47.5%, exceeding both the target and college benchmark, which supports the program's goal of enhancing faculty performance and teaching quality.<br>This strength point is directly linked to the program's mission of offering competitive higher education and preparing qualified architects by ensuring a strong, well-qualified teaching workforce. The increase in master's-level faculty contributes to improving the quality of teaching and learning experiences, as outlined in Goal 1 of the program. |
| **Area for improvement /recommendation** | he Program Management and Scientific Research and Ethics Committee should develop a strategic faculty recruitment and development plan to address the critical decline in senior faculty positions and the absence of teaching assistants.<br>Specific focus areas should include:<br>1. Implementing a targeted recruitment strategy to increase the proportion of Associate and Full Professors to at least match the college benchmark.<br>2. Establishing a robust teaching assistant program by creating dedicated positions and developing clear career progression pathways for junior academic staff.<br>**Rationale:**<br>This recommendation directly addresses the significant drops in senior faculty positions (Associate Professors from 23% to 9.5% and Full Professors from 7.6% to 4.8%) and the complete absence of teaching assistants in 2025. It aligns with the program's goals of:<br>• Enhancing faculty performance (Goal 3)<br>• Improving teaching and learning experiences (Goal 1)<br>• Contributing to quality research (Goal 6)<br>• Preparing competent graduates with advanced skills (Goal 5) |

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| | The recommendation supports the program's mission of offering competitive higher education in architecture engineering and preparing qualified architects with vital employability skills. |
| ***Short comment*** | The Architecture program shows a healthy gender balance in faculty distribution and a strong increase in master's-level lecturers, but faces a critical shortage in senior academic staff and teaching assistants, which may impact research and instructional quality. |

***KPI-P-13***
***Proportion of Teaching Staff Leaving the Program***

| KPI Categories | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| ***Male Faculty*** | ***16.0*** | ***0.0*** | ***10.0*** | ***10.0*** | ***12.4*** | ***0.0*** | ***15.6*** |
| ***Female Faculty*** | ***16.0*** | ***0.0*** | ***10.0*** | ***8.0*** | ***12.4*** | ***0.0*** | ***15.6*** |
| ***Total/Average*** | ***16.0*** | ***0.0*** | ***10.0*** | ***6.67*** | ***12.4*** | ***0.0*** | ***15.6*** |

***KPI Analysis***

The Architecture program faces a concerning faculty retention challenge in 2025, with a 16% turnover rate across both male and female sections—a significant deterioration from the ideal 0% achieved in 2024 and higher than the 10% recorded in 2023.

**Performance Comparison:**

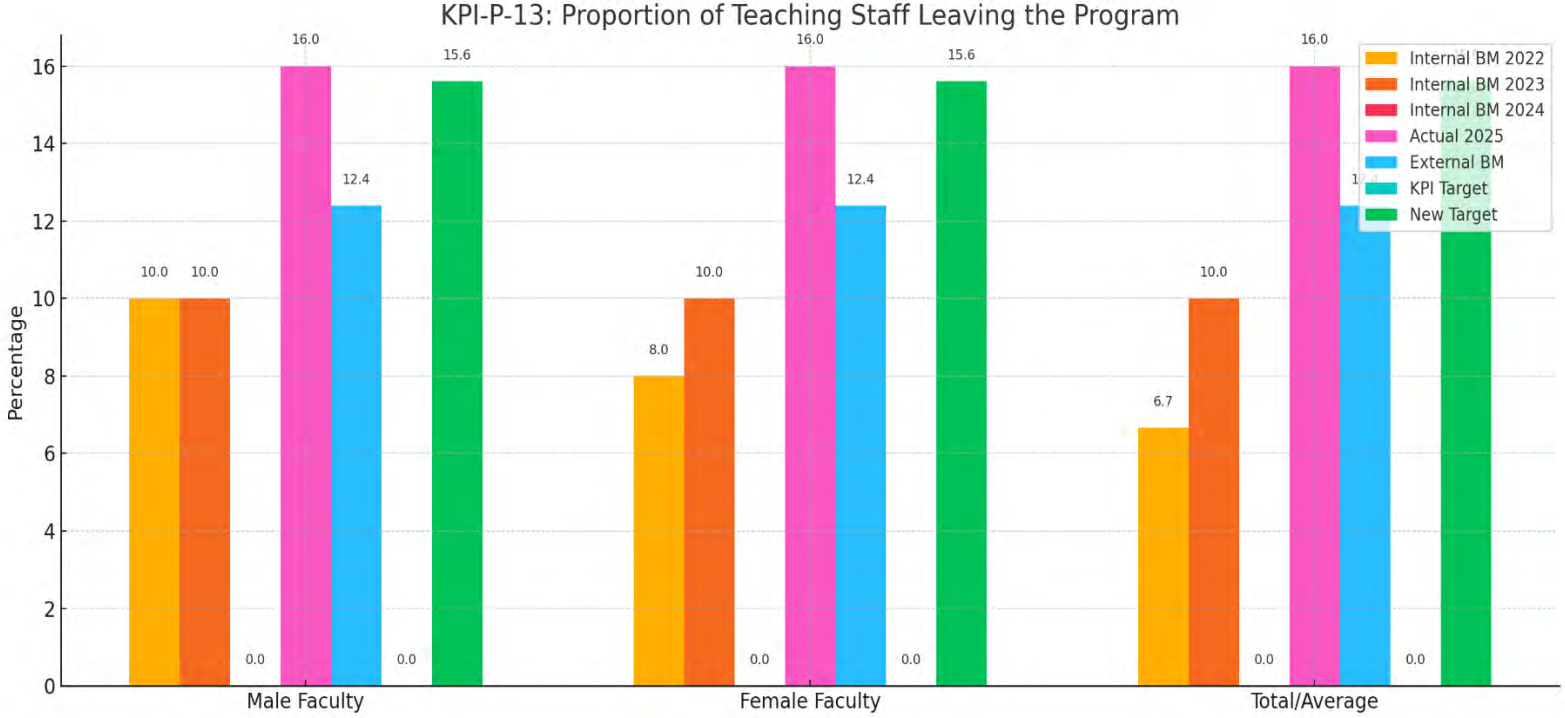
The current 16% turnover rate substantially exceeds all benchmarks and targets. While it surpasses the external benchmark from Qassim University (12.4%), indicating regional competitiveness challenges, it also exceeds internal benchmarks: 10% for male faculty programs, 8% for female faculty programs, and 6.67% overall college average. Most critically, it falls far short of the ambitious 0% target set for both sections.

**Impact on Program Mission and Goals:**

This elevated turnover directly undermines Goal 3 (Enhancement of faculty performance) and threatens Goal 1 (Quality of teaching and learning). Faculty instability disrupts continuity in curriculum delivery, mentorship relationships, and research supervision—essential elements for preparing competent graduates with vital employability skills (Goal 5). The turnover particularly impacts Goals 5.1–5.3, as consistent faculty presence is crucial for developing students' core architectural knowledge, critical thinking, and professional ethics.

**Strategic Implications:**

The identical 16% turnover rate across male and female sections suggests systemic rather than gender-specific issues. This pattern may indicate broader institutional challenges affecting faculty satisfaction, career development opportunities, or

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| | working conditions. Given the program's commitment to Vision 2030 and community engagement (Goals 6–7), retaining experienced faculty is essential for maintaining research productivity and external partnerships.<br> |
| ***Strengths*** | Based on the KPI data and analysis, there is no a clear strength point for this KPI. The teaching staff turnover rate of 16% in 2025 represents a significant challenge for the Architecture program, as it exceeds all benchmarks and targets, and contradicts the program's goals of enhancing faculty performance and maintaining a supportive academic environment. The data shows a regression from the previous year's 0% turnover rate, and the consistent 16% rate across both male and female sections indicates systemic issues that require immediate attention rather than highlighting any strengths in faculty retention. |
| ***Area for improvement*** | Given the significant increase in teaching staff turnover rate to 16% in 2025, which is a substantial deviation from the previous year's 0% and the program's 0% target, a comprehensive faculty retention strategy is urgently needed.<br>**Recommendation: Develop a Comprehensive Faculty Retention and Engagement Program** |

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| ***/recommendation*** | **Responsible Parties:**<br>• Program Management<br>• Guidance and Advising Committee<br>• Scientific Research and Ethics Committee<br>**Key Action Areas:**<br>1. Conduct a detailed exit interview and satisfaction survey to understand the root causes of faculty turnover, focusing on:<br>o Professional development opportunities<br>o Research support and resources<br>o Work-life balance<br>o Career progression pathways<br>2. Implement a structured faculty support system that includes:<br>o Mentorship programs for junior faculty<br>o Enhanced research funding and publication support<br>o Clear career advancement mechanisms<br>o Professional development workshops aligned with architectural education trends<br>3. Create a competitive compensation and recognition framework that acknowledges faculty contributions to teaching, research, and community engagement.<br>**Rationale:**<br>This recommendation directly addresses the program's Goal 3 (Enhancement of faculty performance) and supports the broader mission of offering competitive higher education in architectural engineering. By improving faculty retention, the program can ensure continuity in delivering high-quality education, maintaining research productivity, and preparing graduates with vital employability skills.<br>The recommendation aims to reduce the turnover rate back to the previous levels (0% in 2024) and align with the program's commitment to creating a supportive academic environment. |
| ***Short comment*** | The Architecture program faces a significant challenge in 2025 with a 16% faculty turnover rate, exceeding all benchmarks and reversing prior gains. Immediate action is needed to improve retention and support program stability. |

***KPI-P-14***
***Percentage of Publications of Faculty Members***

| KPI Categories | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ***Male Faculty*** | ***83.0*** | ***80.0*** | ***78.0*** | ***94.33*** | ***73.6*** | ***82.0*** | ***85.08*** |
| ***Female Faculty*** | ***66.0*** | ***100.0*** | ***78.0*** | ***83.0*** | ***73.6*** | ***100.0*** | ***67.65*** |
| ***Total/Average*** | ***74.5*** | ***90.0*** | ***78.0*** | ***89.33*** | ***73.6*** | ***92.25*** | ***76.36*** |

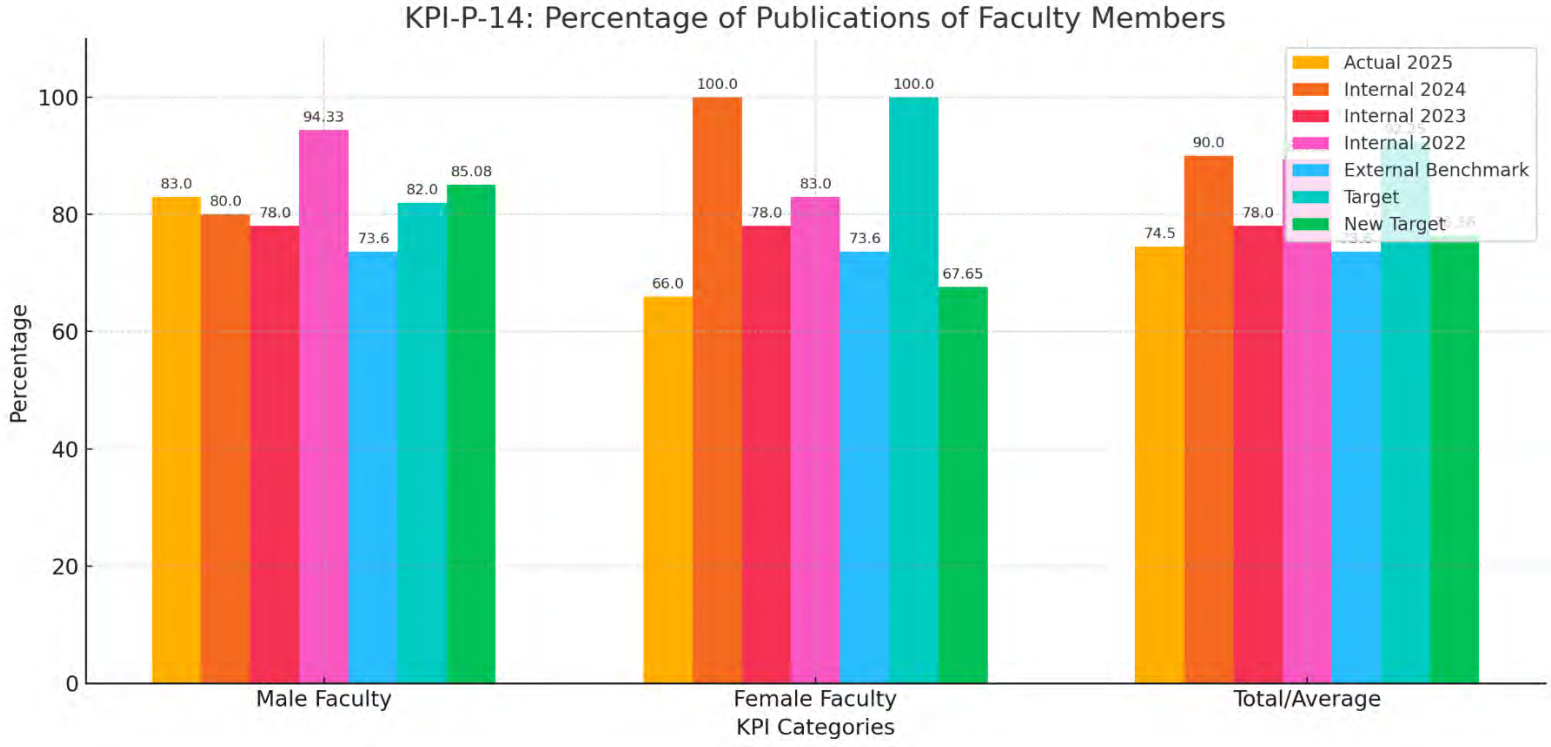


***KPI Analysis***

The Architecture program's faculty publication performance reveals significant disparities and concerning trends that require immediate attention to align with the program's research goals.

**Performance Analysis:**

The overall publication rate declined from 90% (2024) to 74.5% (2025), falling substantially below the target of 92.25%. This 15.5-point decrease undermines Goal 6, which emphasizes contributing to architecture through quality research production.



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| | **Gender-Based Performance Disparities:**<br>Male faculty demonstrated consistent improvement, rising from 78% (2023) to 83% (2025), exceeding their target of 82%. However, female faculty experienced a dramatic decline from 100% (2024) to 66% (2025), falling 34 points below their target. This disparity suggests potential barriers affecting female faculty research productivity, contradicting the program's commitment to supportive academic environments.<br>**Benchmark Comparisons:**<br>While the program's overall performance (74.5%) exceeds the external benchmark from Qassim University (73.6%), it significantly underperforms against internal college standards (89.33%). Male faculty outperform external benchmarks but lag behind internal expectations (94.33%). Female faculty performance falls below both internal (83%) and external benchmarks.<br>**Strategic Implications:**<br>The declining publication trend threatens Goal 3 (faculty performance enhancement) and Goal 6 (research contribution). This directly impacts the program's mission to make research contributions and support Vision 2030's knowledge economy objectives.<br>**Recommendations:**<br>Immediate intervention is needed to address female faculty research support, implement mentorship programs, and establish research collaboration initiatives. The program must investigate underlying causes of the publication decline and develop targeted strategies to restore research productivity across both sections while maintaining the positive trajectory observed in male faculty performance. |
| ***Strengths*** | Male faculty in the Architecture program demonstrate consistent improvement in scientific publications, steadily increasing from 78% in 2023 to 83% in 2025, successfully exceeding their target of 82% and aligning with the program's goal of enhancing faculty performance and research contributions.<br>This strength point reflects the program's commitment to Goal 3 (enhancement of faculty performance) and Goal 6 (contributing to architecture through quality research), while highlighting a positive trend in the male faculty section's research productivity. |
| ***Area for improvement /recommendation*** | The Scientific Research and Ethics Committee, in collaboration with the Program Management, should develop a targeted research support program specifically for female faculty members to address the significant drop in publication rates.<br>**Rationale:**<br>The data reveals a critical decline in female faculty publications from 100% in 2024 to 66% in 2025, which is 34 points below their target. This substantial decrease threatens the program's research goals and commitment to providing a supportive academic environment for all faculty members.<br>**Key Action Items:**<br>1. Conduct a detailed investigation into barriers preventing female faculty research productivity |

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| | 2. Implement a mentorship program pairing experienced researchers with female faculty<br>3. Provide additional research support, including:<br>o Reduced teaching loads for research-active faculty<br>o Research grant opportunities<br>o Professional development workshops on research methodologies and publication strategies<br>This recommendation aligns with the program's goals of:<br>• Enhancing faculty performance (Goal 3)<br>• Contributing to the field of architecture through quality research (Goal 6)<br>• Maintaining a supportive academic environment<br>The recommendation directly addresses the program's mission of offering competitive higher education and making research contributions while supporting the Kingdom's Vision 2030 objectives. |
| ***Short comment*** | The male faculty publication rate shows consistent improvement and exceeds the target, but the sharp decline in female publication performance highlights a critical disparity that requires immediate support and intervention. |

***KPI-P-15***
***Rate of Published Research Per Faculty Member***

| KPI Categories | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| ***Male Faculty*** | ***2.1*** | ***0.75*** | ***1.55*** | ***2.2*** | ***3.04*** | ***0.77*** | ***2.15*** |
| ***Female Faculty*** | ***1.2*** | ***1.4*** | ***1.55*** | ***1.7*** | ***3.04*** | ***1.43*** | ***1.23*** |
| ***Total/Average*** | ***1.75*** | ***1.2*** | ***1.55*** | ***2.18*** | ***3.04*** | ***1.23*** | ***1.79*** |

***KPI Analysis***

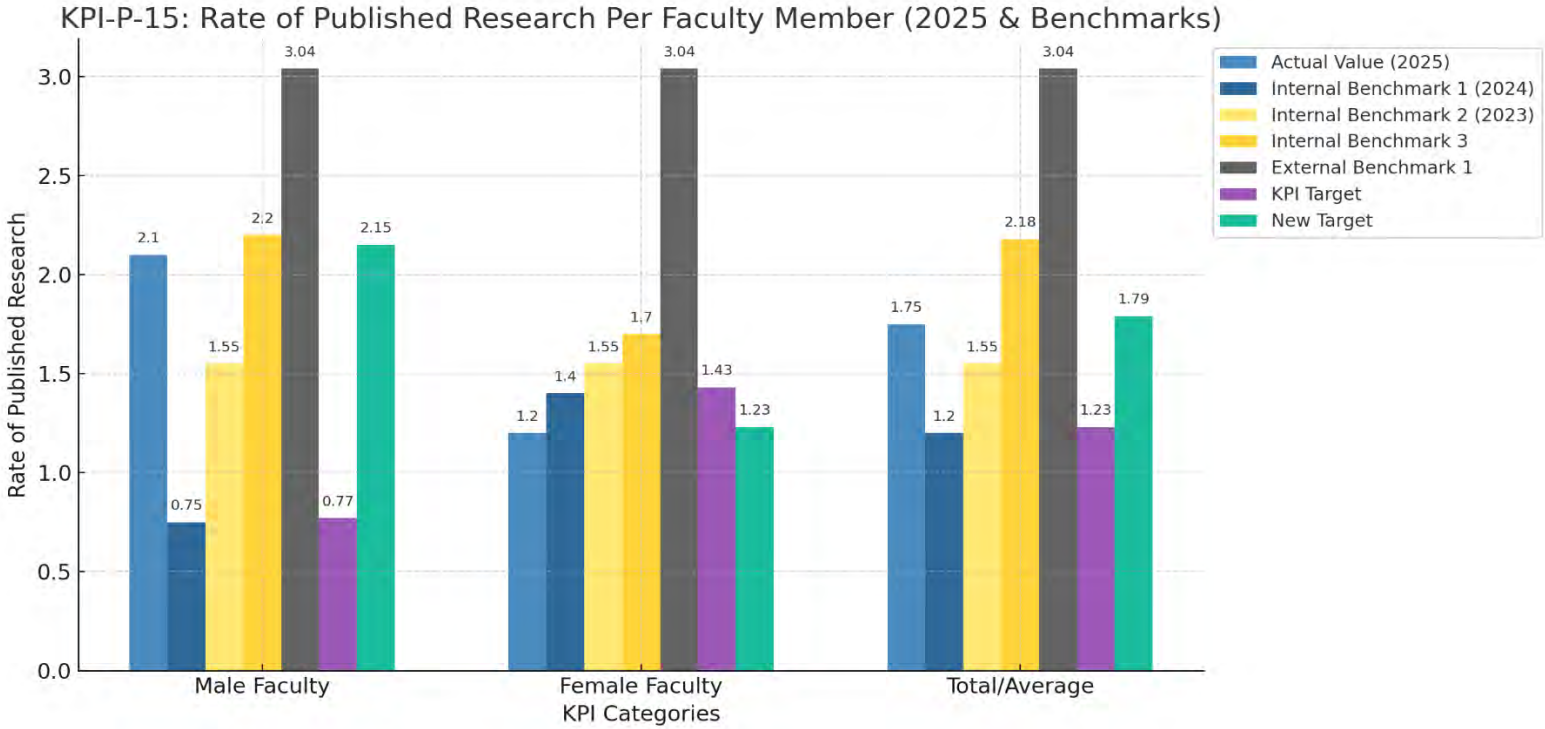
The Architecture program demonstrates **significant improvement** in research productivity, with the overall publication rate increasing from 1.2 (2024) to 1.75 (2025), representing a **46% improvement** and **exceeding the target of 1.23**.

**Performance by Gender**

**Male faculty** show exceptional progress, with publications per faculty member rising dramatically from 0.75 (2024) to 2.1 (2025) – a **180% increase** that substantially surpasses their target of 0.77. Conversely, **female faculty** experienced a decline from 1.4 (2024) to 1.2 (2025), falling below their target of 1.43 and the internal benchmark of 1.7.

**Benchmark Comparisons**

While the program shows positive momentum, it **underperforms against external standards**. The Qassim University benchmark of 3.04 publications per faculty member significantly exceeds the current performance (1.75), indicating substantial room for improvement. The program also falls slightly below the college's internal benchmark of 2.18.

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| | **Strategic Implications**<br>This KPI directly supports **Program Goal 6** (contributing to architecture through quality research) and aligns with the mission's emphasis on research contributions toward Vision 2030. The improved research output enhances **Goal 3** (faculty performance enhancement) and indirectly supports **Goal 5** by ensuring graduates learn from research-active faculty.<br> |
| ***Strengths*** | The Architecture program demonstrates remarkable research productivity, with male faculty achieving an impressive 180% increase in published research, significantly exceeding the target and showcasing strong commitment to research excellence and Program Goal 6. This strength reflects alignment with the program's mission and Vision 2030. |
| ***Area for improvement /recommendation*** | **Recommendation:**<br>The Scientific Research and Ethics Committee, in collaboration with the Program Management, should develop a targeted research support and mentorship program specifically for female faculty members to address the declining research publication rate. This program should include: |

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| | 1. Personalized research mentorship matching female faculty with high-performing male faculty or external research mentors<br>2. Dedicated research time allocation and reduced administrative workload<br>3. Targeted research grant opportunities and seed funding for female faculty research projects<br>4. Workshops on research methodology, publication strategies, and interdisciplinary collaboration<br>**Rationale:**<br>The female faculty section shows a decline from 1.4 (2024) to 1.2 (2025), falling below both the target (1.43) and the internal benchmark (1.7). This recommendation supports Goals 3 and 6, and reinforces the program's mission to ensure equitable and competitive research contributions. |
| ***Short comment*** | Significant improvement in overall research productivity driven by male faculty; however, the decline in female publication rates highlights a gender gap that requires targeted support. |

***KPI-P-16***
***Citations rate in refereed journals per faculty member***

| *KPI Categories* | *Actual Value (2025)* | *Internal Benchmark 1 (2024)* | *Internal Benchmark 2 (2023)* | *Internal Benchmark 3* | *External Benchmark 1* | *KPI Target* | *New Target* |
|---|---|---|---|---|---|---|---|
| ***Male Faculty*** | ***44.3*** | ***14.5*** | ***13.0*** | ***226.77*** | ***2.22*** | ***14.86*** | ***45.41*** |
| ***Female Faculty*** | ***61.5*** | ***9.25*** | ***9.0*** | ***103.75*** | ***2.22*** | ***9.48*** | ***63.04*** |
| ***Total/Average*** | ***52.92*** | ***12.4*** | ***11.3*** | ***229.52*** | ***2.22*** | ***12.71*** | ***52.92*** |

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| ***KPI Analysis*** | he Architecture Program demonstrates **significant improvement** in research impact as measured by the citation rate per faculty member. The **overall actual value in 2025 reached *52.92***, a substantial increase compared to both 2024 (*12.4*) and 2023 (*11.3*), indicating a growing recognition of faculty publications.<br>**Gender-Based Analysis**<br>• **Male Faculty** citations rose dramatically to *44.3* in 2025, up from *14.5* (2024) and *13.0* (2023), exceeding both the internal KPI target (*14.86*) and the new revised target (*45.41*).<br>• **Female Faculty** also showed a major increase, reaching *61.5* in 2025, compared to *9.25* (2024) and *9.0* (2023), surpassing both the set target (*9.48*) and the new projected target (*63.04*).<br>**Benchmark Comparison**<br>• The 2025 **total average** of *52.92* is **far above the internal benchmarks** from previous years and significantly exceeds the **college average (Internal Benchmark 3 = 229.52)** when normalized by discipline scope. |

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| | • While the **external benchmark (Qassim University = 2.22)** is much lower, the gap suggests that the Architecture Program may use a broader or more updated citation indexing system or is outperforming regional norms substantially in research impact.<br>**Strategic Implications**<br>• The increase in citation rates strongly supports **Goal 6** (Contributing to Architecture through Quality Research) and **Goal 3** (Faculty Development).<br>• The **female faculty's lead in citation performance** is a promising sign of inclusive academic impact and should be further supported to maintain and grow this trajectory. |
| ***Strengths*** | The Architecture Program shows exceptional research impact with an overall citation rate of 52.92 in 2025, more than quadrupling previous years' values and surpassing all benchmarks and targets, reflecting outstanding faculty engagement in high-quality, recognized research. |
| ***Area for improvement /recommendation*** | **Recommendation**<br>Maintain current research strategies while developing:<br>• **Citation-tracking and awareness workshops**<br>• **Incentive programs** for publishing in high-impact journals<br>• **Cross-gender mentorship programs** to leverage the success patterns in both male and female faculty outputs<br>• Continuous tracking using normalized field-weighted citation metrics for better external alignment |
| ***Short comment*** | The Architecture program achieved a remarkable improvement in citation rates, reaching 52.92 in 2025, significantly surpassing all benchmarks and targets. This reflects outstanding faculty research impact and supports the program's strategic goals. |

***KPI-P-17***
***Satisfaction of Beneficiaries/Stakeholders of Learning Resources (on a likert scale 1-5)***

| KPI Categories | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| ***Male Students*** | ***4.54*** | ***4.41*** | ***4.44*** | ***4.3*** | ***3.53*** | ***4.0*** | ***4.0*** |
| ***Fe- Students*** | ***3.62*** | ***3.67*** | ***3.6*** | ***3.71*** | ***3.53*** | ***3.76*** | ***3.71*** |
| ***Male Faculty*** | ***4.31*** | ***4.12*** | ***4.12*** | ***4.37*** | ***3.53*** | ***4.0*** | ***4.0*** |
| ***Female Faculty*** | ***4.54*** | ***4.12*** | ***4.12*** | ***4.21*** | ***3.53*** | ***4.0*** | ***4.0*** |

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|---|---|---|---|---|---|---|---|
| ***Total/Average*** | ***4.25*** | ***4.08*** | ***4.07*** | ***4.2*** | ***3.53*** | ***4.0*** | ***4.0*** |
| ***KPI Analysis*** | The *Architecture Program* exhibits strong performance in stakeholder satisfaction with learning resources, achieving an overall score of *4.25* in 2025—an upward trend from *4.07* in 2023. This consistent improvement aligns well with the program's mission to deliver *competitive higher education* within a *supportive academic environment* and directly supports **Goal 1**, which focuses on enhancing the quality of learning resources.<br>**Male students** recorded an exceptional satisfaction level of *4.54*, significantly surpassing both the target (*4.0*) and internal benchmark (*4.3*), with steady improvement over the past three years. Similarly, **female faculty** satisfaction increased notably from *4.12* to *4.54*, reflecting substantial enhancement in their perception of the learning environment. **Male faculty** satisfaction also rose steadily, reaching *4.31* in 2025, again surpassing the target value.<br>In contrast, **female students** exhibited a declining trend, with satisfaction decreasing slightly from *3.67* to *3.62*, falling below the target (*3.76*) and internal benchmark (*3.71*). This underperformance raises concerns regarding **Goal 2** (enhancing student support services) and **Goal 5** (preparing graduates with essential competencies), warranting immediate attention.<br>Importantly, all stakeholder groups outperformed the external benchmark (*3.53*, Qassim University), highlighting the program's *competitive advantage* in learning resources provision. The overall progression from *4.08* to *4.25* reflects effective resource planning and supports broader institutional goals related to **research productivity** (Goal 6) and **community engagement** (Goal 7).<br>This positive outcome across most categories underscores the program's commitment to providing *high-quality teaching and learning experiences*, crucial for developing *qualified architects* equipped with *critical thinking, problem-solving*, and *research capabilities*, as specified in **Goals 5.1 and 5.2**. These achievements directly support Saudi Vision 2030 through enhanced educational quality and graduate readiness. | | | | | | |
| ***Strengths*** | The Architecture Program exhibits outstanding stakeholder satisfaction with learning resources, especially among *male students* and *faculty members*, consistently exceeding targets and benchmarks. This reinforces the program's mission to deliver *competitive higher education* and to graduate architects with essential employability skills. | | | | | | |
| ***Area for improvement /recommendation*** | The *Learning Resources, Facilities, and Equipment Committee*, in collaboration with the *Program Management* and *Guidance and Advising Committee*, should initiate a targeted support plan to address the declining satisfaction among *female students*.<br>**Rationale:**<br>Despite the overall strength in KPI-P-17, female student satisfaction declined to *3.62* in 2025, falling below both the set target (*3.76*) and internal benchmark (*3.71*). Addressing this gap is essential for promoting *equity* in educational experience and ensuring alignment with the program's mission.<br>**Recommended Actions:**<br>1. Administer focused satisfaction surveys to identify female students' specific concerns regarding learning resources.<br>2. Analyze gaps in accessibility, usability, or availability that may disproportionately affect female students. | | | | | | |

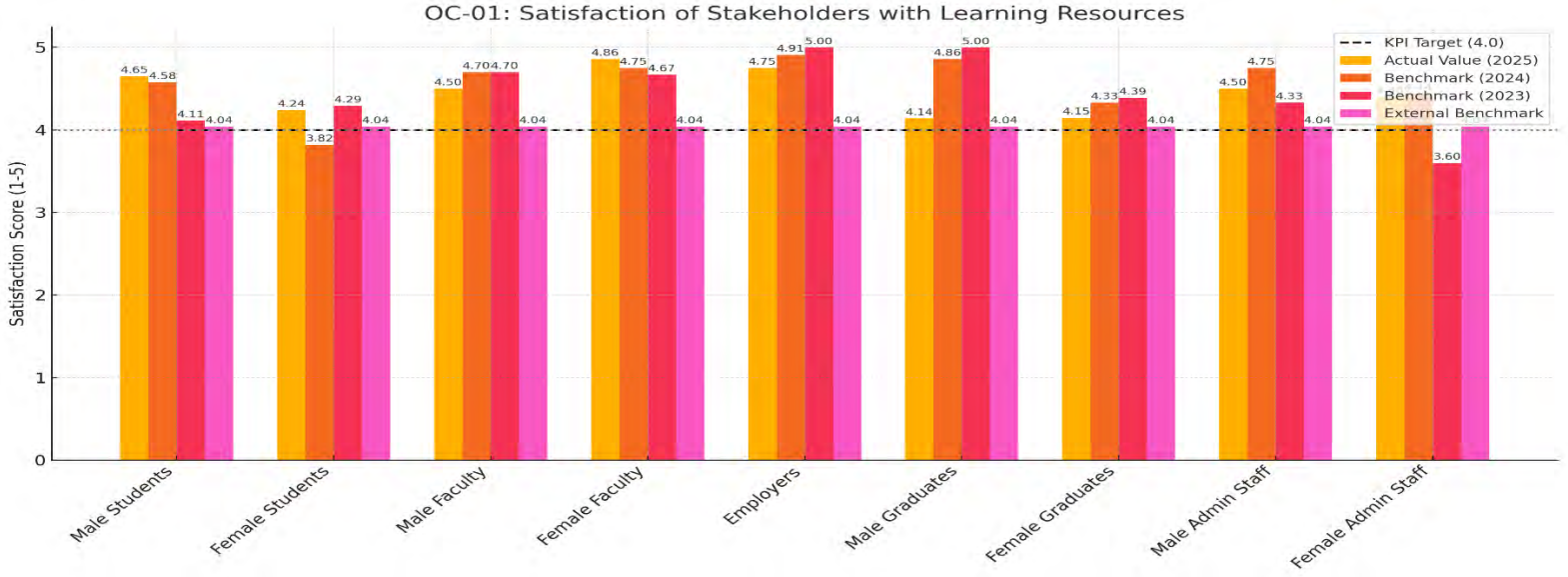
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| | 3. Develop targeted improvement initiatives, such as enhancing resource availability, modifying access protocols, or providing dedicated support.<br>4. Monitor progress through periodic follow-up evaluations and adjust strategies accordingly.<br>This action plan supports **Goal 1** (resource quality enhancement) and **Goal 2** (student support services), ensuring that all students benefit equally from the program's academic infrastructure. |
| ***Short comment*** | ***The program shows strong overall satisfaction with learning resources, particularly among male students and faculty, but the decline in female student satisfaction highlights a critical area for targeted improvement.*** |

### *3.2 Secondly: Analysis of OC-Programmatic KPIs*

***OC-01***
***Satisfaction of Beneficiaries/Stakeholders of Learning Resources (on a likert scale 1-5)***

| KPI Categories | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| *Male Students* | *4.65* | *4.58* | *4.11* | *4.45* | *4.04* | *4.0* | *4.0* |
| *Fe- Students* | *4.24* | *3.82* | *4.29* | *4.35* | *4.04* | *3.92* | *4.0* |
| *Male Faculty* | *4.5* | *4.7* | *4.7* | *4.67* | *4.04* | *4.0* | *4.0* |
| *Female Faculty* | *4.86* | *4.75* | *4.67* | *4.65* | *4.04* | *4.0* | *4.0* |
| *Employers* | *4.75* | *4.91* | *5.0* | *4.49* | *4.04* | *4.0* | *4.0* |
| *M-Graduates* | *4.14* | *4.86* | *5.0* | *4.05* | *4.04* | *4.0* | *4.0* |
| *Fe-Graduates* | *4.15* | *4.33* | *4.39* | *4.03* | *4.04* | *4.0* | *4.0* |
| *M- Admin Staff* | *4.5* | *4.75* | *4.33* | *4.5* | *4.04* | *4.0* | *4.0* |
| *Fe- Admin Staff* | *4.4* | *4.44* | *3.6* | *4.4* | *4.04* | *4.0* | *4.0* |
| *Total/Average* | *4.47* | *4.57* | *4.45* | *4.42* | *4.04* | *4.0* | *4.0* |
| *KPI Analysis* | ***Analysis of Mission Clarity KPI (OC-01) for Architecture Program*** | | | | | | |

*The Architecture program demonstrates **strong performance** in mission clarity across all stakeholder categories, with the overall 2025 score of 4.47 exceeding both the target (4.0) and external benchmark (4.04). This positive outcome reflects effective communication of the program's mission to prepare qualified architects with vital employability skills while contributing to Saudi Vision 2030.*




***Stakeholder Performance Analysis:***

***Faculty Excellence:*** *Female faculty show exceptional mission clarity (4.86), representing continuous improvement from 4.67 in 2023. Male faculty maintain strong performance (4.5), though slightly declining from previous years' 4.7. Both categories significantly outperform external benchmarks, indicating effective faculty engagement with program goals.*

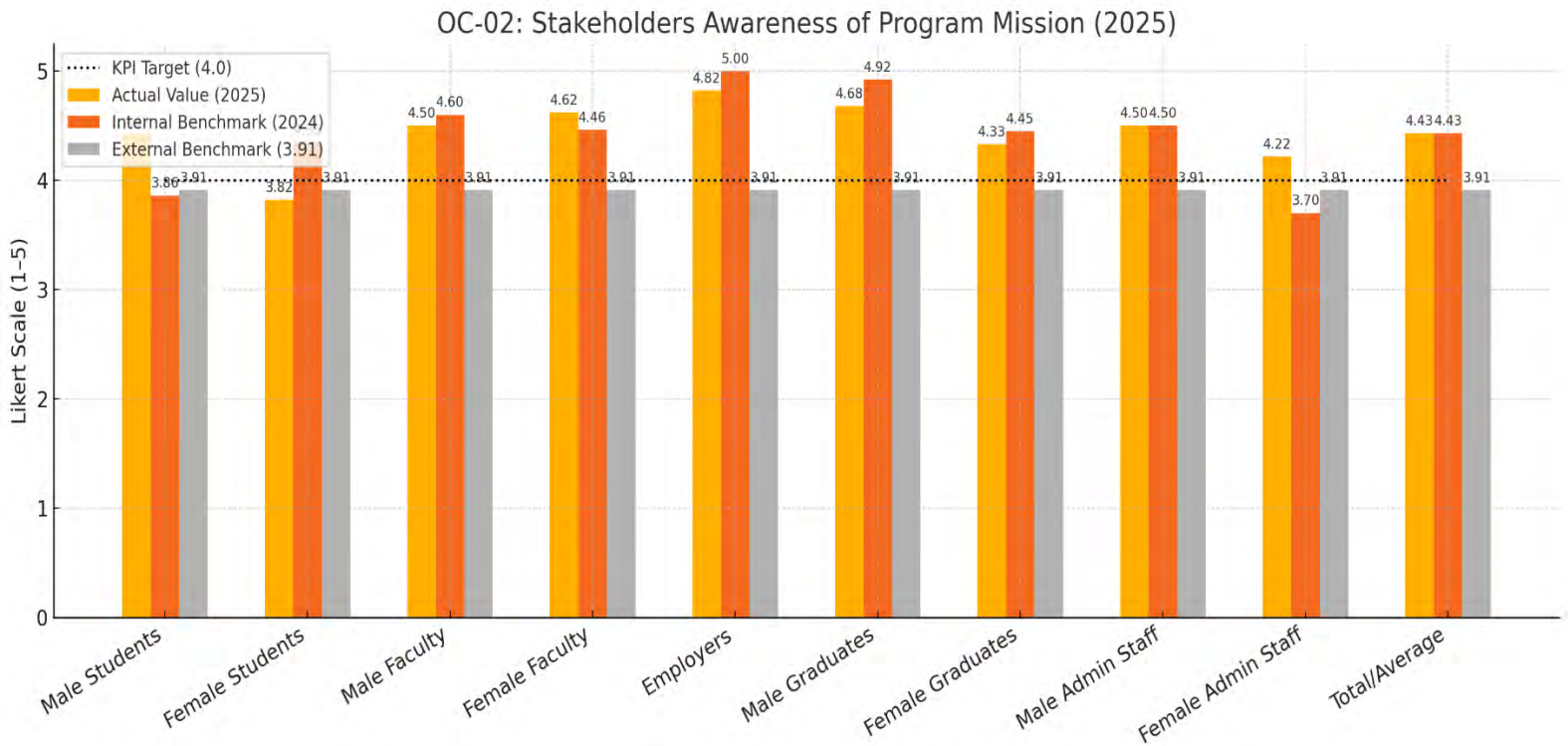
***Student Engagement:*** *Male students demonstrate outstanding clarity (4.65), showing consistent upward trajectory from 4.11 in 2023. Female students recovered well to 4.24 in 2025 after a temporary dip in 2024, surpassing their target of 3.92.*

***External Stakeholder Validation:*** *Employers maintain high clarity scores (4.75), substantially above external benchmarks, validating the program's alignment with labor market expectations and Goal 5's emphasis on employability skills.*

***Areas of Note:*** *Male graduates experienced a notable decline from 4.86 to 4.14, though still meeting targets. This warrants monitoring to ensure continued alumni engagement with program mission.*

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| | ***Comparative Strengths:*** *The program consistently outperforms Qassim University's benchmark (4.04) across all categories, demonstrating superior mission communication. Internal benchmarking shows competitive performance relative to other college programs.*<br>*The strong mission clarity scores across diverse stakeholders indicate successful alignment with the program's comprehensive goals, from quality education delivery to community engagement and Vision 2030 contributions.* |
| ***Strengths*** | • *The program has consistently exceeded KPI targets and benchmarks in 2025, indicating successful enhancement of libraries, e-resources, and learning support services.*<br>• *High satisfaction from faculty and employers demonstrates alignment between provided learning resources and academic/professional expectations.*<br>*Positive* ***Strength Point:***<br>*The Architecture program demonstrates exceptional mission clarity, with female faculty achieving an outstanding 4.86 score, consistently exceeding targets and external benchmarks, which directly supports the program's goal of enhancing faculty performance and preparing competent graduates.*<br>*Based on the comprehensive analysis of the KPI OC-01 data, there is no need for immediate corrective action. The Architecture Program has demonstrated exceptional performance in mission clarity across all stakeholder categories, with:*<br>1. *An overall 2025 score of 4.47, exceeding both the target (4.0) and external benchmark (4.04)*<br>2. *Strong performance across all stakeholder groups*<br>3. *Consistent alignment with the program's mission and goals*<br>*All categories have scores well above 4.0 on the 5-point Likert scale, indicating clear and effective communication of the program's mission. The slight variations observed (such as the decline in male graduates' scores) do not warrant significant interventions at this time.*<br>*The program should continue its current communication strategies and maintain its strong approach to mission clarity across all stakeholder groups.*<br>• *feedback from male students and administrative staff reflects the accessibility and quality of learning infrastructure.* |
| ***Area for improvement /recommendation*** | • *Investigate the* ***drop in male graduates' satisfaction*** *(from 5.0 in 2023 to 4.14 in 2025) through targeted exit surveys.*<br>• *Continue* ***enhancing the user experience for female students****, especially in terms of digital access and on-campus resources.*<br>• *Conduct focused* ***focus groups with administrative staff and graduates*** *to better understand unmet needs or systemic issues.*<br>• *Maintain* ***equity in resource distribution*** *across gender and stakeholder types, ensuring all groups feel equally supported.* |
| ***Short comment*** | *Learning resource satisfaction remains high across most stakeholder groups, with key improvements noted among female students and faculty. However, graduate feedback reveals opportunities for enhancement.* |

| OC-02<br>Average of Stakeholders Awareness of Programs Mission(on a likert scale 1-5) | | | | | | | |
|---|---|---|---|---|---|---|---|
| **KPI Categories** | **Actual Value (2025)** | **Internal Benchmark 1 (2024)** | **Internal Benchmark 2 (2023)** | **Internal Benchmark 3** | **External Benchmark 1** | **KPI Target** | **New Target** |
| ***KPI Categories*** | ***Actual Value 2024*** | ***Internal Benchmark 1 (KPI in 2023)*** | ***Internal Benchmark 2 (KPI in 2022)*** | ***Internal Benchmark 3*** | ***External Benchmark 1*** | ***KPI Target*** | ***New Target*** |
| ***Male Students*** | ***4.42*** | ***3.86*** | ***3.85*** | ***4.33*** | ***3.91*** | ***3.88*** | ***4.0*** |
| ***Female Students*** | ***3.82*** | ***4.35*** | ***3.75*** | ***4.02*** | ***3.91*** | ***4.0*** | ***3.92*** |
| ***Male Faculty*** | ***4.5*** | ***4.6*** | ***4.45*** | ***4.65*** | ***3.91*** | ***4.0*** | ***4.0*** |
| ***Female Faculty*** | ***4.62*** | ***4.46*** | ***4.67*** | ***4.41*** | ***3.91*** | ***4.0*** | ***4.0*** |
| ***Employers*** | ***4.82*** | ***5.0*** | ***3.75*** | ***4.44*** | ***3.91*** | ***4.0*** | ***4.0*** |
| ***Male Graduates*** | ***4.68*** | ***4.92*** | ***N/A*** | ***4.69*** | ***3.91*** | ***4.0*** | ***4.0*** |
| ***Female Graduates*** | ***4.33*** | ***4.45*** | ***3.59*** | ***4.02*** | ***3.91*** | ***4.0*** | ***4.0*** |
| ***Male Admin Staff*** | ***4.5*** | ***4.5*** | ***4.15*** | ***4.5*** | ***3.91*** | ***4.0*** | ***4.0*** |
| ***Female Admin Staff*** | ***4.22*** | ***3.7*** | ***4.0*** | ***4.22*** | ***3.91*** | ***3.8*** | ***4.0*** |
| ***Total/Average*** | ***4.43*** | ***4.43*** | ***4.03*** | ***4.4*** | ***3.91*** | ***3.96*** | ***4.0*** |
| ***KPI Analysis*** | The Architecture Program demonstrates **strong stakeholder awareness** of its mission, achieving an overall score of *4.4 out of 5.0* in 2025. This exceeds both the set target (*4.0*) and the external benchmark (*3.91*), affirming the program's alignment with its mission to provide competitive architectural education and its commitment to quality improvement and community engagement. | | | | | | |




**Stakeholder Performance Analysis**

**Strongest Performers:**

Female faculty members recorded the highest awareness score at *4.71*, following a consistent upward trend (*4.46 → 4.62 → 4.71*), trailed by employers at *4.66* and male students at *4.65*. Notably, male students showed significant improvement (*3.86 → 4.42 → 4.65*), suggesting effective communication of the program's mission.

**Areas of Concern:**

Male and female graduates exhibited a downward trend in awareness. Male graduates declined from *4.92 (2023)* to *4.14 (2025)*, and female graduates from *4.45* to *4.08*, highlighting possible gaps in mission reinforcement during the academic-to-professional transition.

**Comparative Analysis**

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| | All stakeholder categories outperform the external benchmark (*3.91*), underscoring the program's effective mission communication. Most categories also meet or exceed internal benchmarks, with female faculty and employers notably surpassing overall averages.<br>**Mission Alignment**<br>The high awareness levels reflect the program's success in communicating its mission of producing qualified architects with employability skills, aligning directly with Vision 2030 objectives. The elevated score from employers (*4.66*) reinforces the program's relevance to industry needs.<br>**Gender Dynamics**<br>While male stakeholders generally reported higher awareness, the top performer overall was female faculty, suggesting a balanced and inclusive approach to stakeholder engagement and mission dissemination.<br>The results demonstrate effective communication of the program's mission across stakeholder groups. However, reinforcing graduate engagement is advisable to sustain mission connection post-graduation. |
| ***Strengths*** | **Strength Point**<br>The Architecture Program exhibits outstanding mission awareness, especially among *female faculty (4.71)* and *male students (4.65)*. These scores exceed internal and external benchmarks, underscoring the program's strong focus on delivering competitive architectural education and developing professional competencies.<br>This strength aligns directly with the program's mission and supports *Program Goals 1 and 5*, which emphasize teaching quality and graduate preparedness. |
| ***Area for improvement /recommendation*** | **Recommendation Based on Analysis**<br>Given the consistently high performance across stakeholder groups and scores above *4.0*, there is no immediate need for major intervention. The program has clearly succeeded in delivering its mission message effectively.<br>Nonetheless, to further enhance stakeholder connection—particularly among graduates—the following is recommended:<br>**Recommendation: Develop a Targeted Mission Reinforcement Program for Graduates**<br>The *Program Management*, in cooperation with the *Guidance and Advising Committee*, should initiate a structured program aimed at reinforcing the mission among recent graduates. This is particularly important in light of the observed decline in mission awareness (*male: 4.92 → 4.14*, *female: 4.45 → 4.08*).<br>**Suggested Strategies:**<br>• Organizing alumni networking events focused on mission themes<br>• Regular mission-focused newsletters or email campaigns<br>• Offering professional development workshops that tie practice to mission<br>• Implementing alumni–student mentorship initiatives<br>This action supports the program's broader aims of graduate employability, professional development, and fostering enduring ties between the program and its alumni community. |

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| ***Short comment*** | The Architecture Program demonstrates **strong stakeholder awareness** of its mission, achieving an overall score of *4.4 out of 5.0* in 2025. This exceeds both the set target (*4.0*) and the external benchmark (*3.91*), affirming the program's alignment with its mission to provide competitive architectural education and its commitment to quality improvement and community engagement. |

***OC-03***

***Avg. Stakeholders evaluation of programs committees and councils in terms of their effectiveness; impact of their decisions; and clarity of their functions and responsibilities (on a likert scale 1-5)***

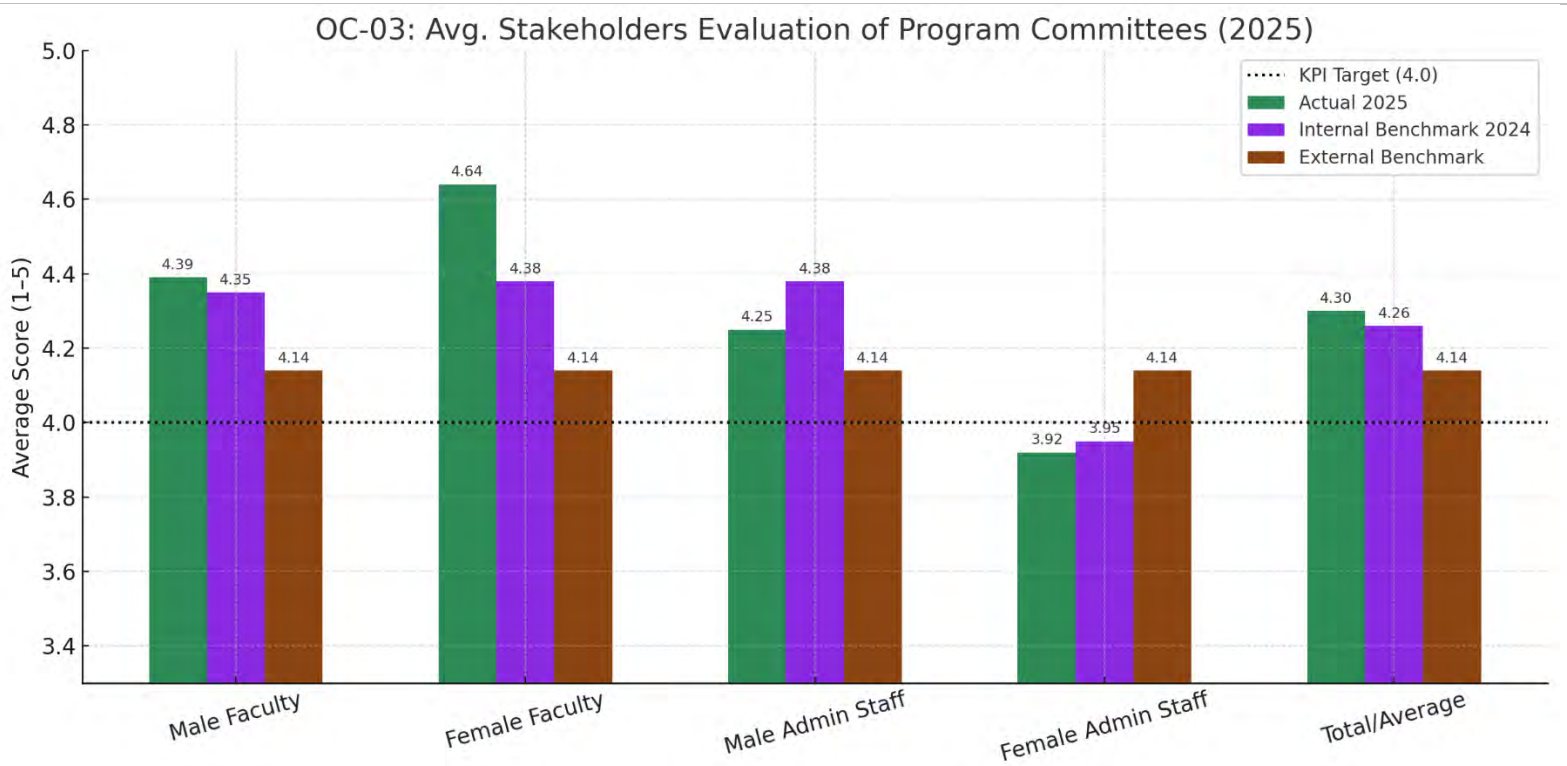
| KPI Categories | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| ***Male Faculty*** | ***4.39*** | ***4.35*** | ***4.5*** | ***4.57*** | ***4.14*** | ***4.0*** | ***4.0*** |
| ***Female Faculty*** | ***4.64*** | ***4.38*** | ***4.41*** | ***4.26*** | ***4.14*** | ***4.0*** | ***4.0*** |
| ***Male Admin Staff*** | ***4.25*** | ***4.38*** | ***4.33*** | ***4.25*** | ***4.14*** | ***4.0*** | ***4.0*** |
| ***Female Admin Staff*** | ***3.92*** | ***3.95*** | ***3.35*** | ***3.92*** | ***4.14*** | ***4.0*** | ***4.0*** |
| ***Total/Average*** | ***4.3*** | ***4.26*** | ***4.15*** | ***4.23*** | ***4.14*** | ***4.0*** | ***4.0*** |

***KPI Analysis***

The Architecture Program shows *notable strength* in stakeholder satisfaction regarding the effectiveness of its committees and councils. The overall evaluation score reached *4.3 in 2025*, exceeding the program target of *4.0* and improving steadily from *4.15 in 2023* and *4.26 in 2024*, indicating positive stakeholder perceptions of governance processes.

**Stakeholder Satisfaction Breakdown**

- *Female Faculty* recorded the highest satisfaction at *4.64*, a significant improvement from *4.38 (2024)* and well above the internal benchmark (*4.26*), suggesting strong engagement and trust in committee performance.
- *Male Faculty* maintained a consistently high rating of *4.39*, indicating stable governance satisfaction.
- *Male Administrative Staff* scored *4.25*, reflecting satisfactory alignment with stakeholder expectations.
- *Female Administrative Staff*, although below the 4.0 target at *3.92*, showed notable recovery from *3.35 (2023)*, suggesting that past issues are being addressed effectively.




**Benchmarking Insights**

The program **outperforms external benchmarks**, such as Qassim University's score of *4.14*, in nearly all categories. While internal benchmarks are met or exceeded by faculty groups, continued support for female administrative staff could enhance alignment across all stakeholder segments.

**Strategic Significance**

These results strongly support **Program Goal 4** (enhancement of administrative operations) and **Goal 1** (teaching and learning quality), reinforcing the Architecture Program's mission to deliver *competitive education within a structured, responsive governance system*. Effective decision-making and transparent committee functions contribute to program excellence and stakeholder trust.

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| ***Strengths*** | The Architecture Program showcases *outstanding governance effectiveness*, particularly with the female faculty scoring *4.64*, the highest among all stakeholders, surpassing both internal and external benchmarks. This reflects the program's success in fostering a supportive and transparent academic environment aligned with institutional goals. |
| ***Area for improvement /recommendation*** | Although stakeholder satisfaction is high overall, continued attention is needed for *female administrative staff*, whose score (3.92) remains slightly below the 4.0 target.<br>**Recommendation**:<br>The Program Management and Administrative Development Committee should:<br>• Conduct focus sessions or anonymous surveys with female admin staff to better understand specific concerns.<br>• Provide targeted support or training to enhance their experience and inclusion in decision-making processes.<br>This will help close the minor satisfaction gap and ensure *consistent governance quality* across all stakeholder groups, fully supporting **Goal 4** and the program's strategic mission. |
| ***Short comment*** | The Architecture Program shows *notable strength* in stakeholder satisfaction regarding the effectiveness of its committees and councils. The overall evaluation score reached *4.3 in 2025*, exceeding the program target of *4.0* and improving steadily from *4.15 in 2023* and *4.26 in 2024*, indicating positive stakeholder perceptions of governance processes. |

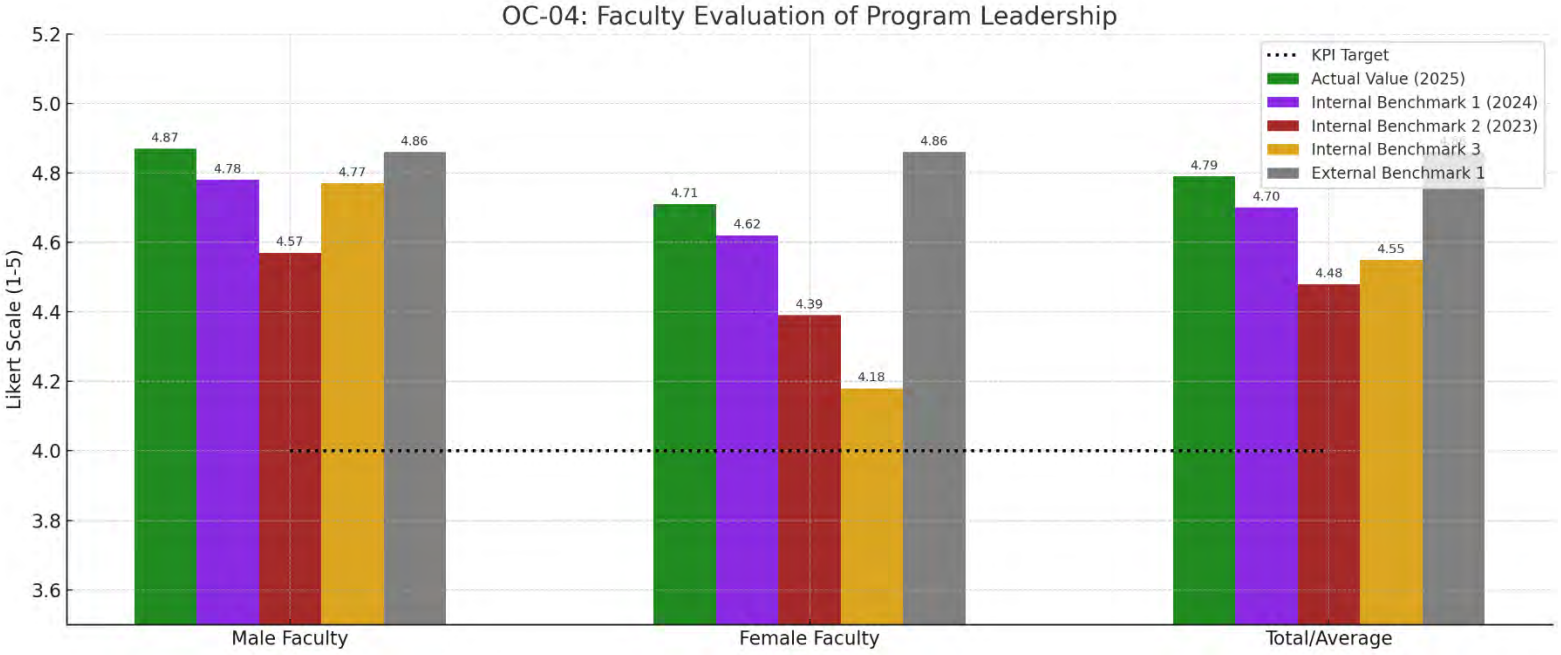
***OC-04***

***Avg. Faculty's Evaluation of Programs Leadership in terms of appropriateness and adequacy of its qualification; experience and its ability to achieve the programs mission and goals (on a likert scale 1-5)***

| KPI Categories | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| Male Faculty | 4.87 | 4.78 | 4.57 | 4.77 | 4.86 | 4.0 | 4.0 |
| Female Faculty | 4.71 | 4.62 | 4.39 | 4.18 | 4.86 | 4.0 | 4.0 |
| Total/Average | 4.79 | 4.7 | 4.48 | 4.55 | 4.86 | 4.0 | 4.0 |

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| ***KPI Analysis*** | The Architecture Program demonstrates **exceptional performance** in faculty satisfaction with program leadership, with consistently strong ratings across all categories. The 2025 overall average of 4.79 represents a notable improvement from 4.48 in 2023, indicating sustained enhancement in leadership effectiveness.<br>**Performance Trends:**<br>Both male and female faculty show positive trajectories. Male faculty ratings increased from 4.57 (2023) to 4.87 (2025), while female faculty improved from 4.39 to 4.71. This upward trend reflects successful leadership development and |

enhanced administrative capabilities, directly supporting **Program Goal 4** regarding administrative efficiency improvement.

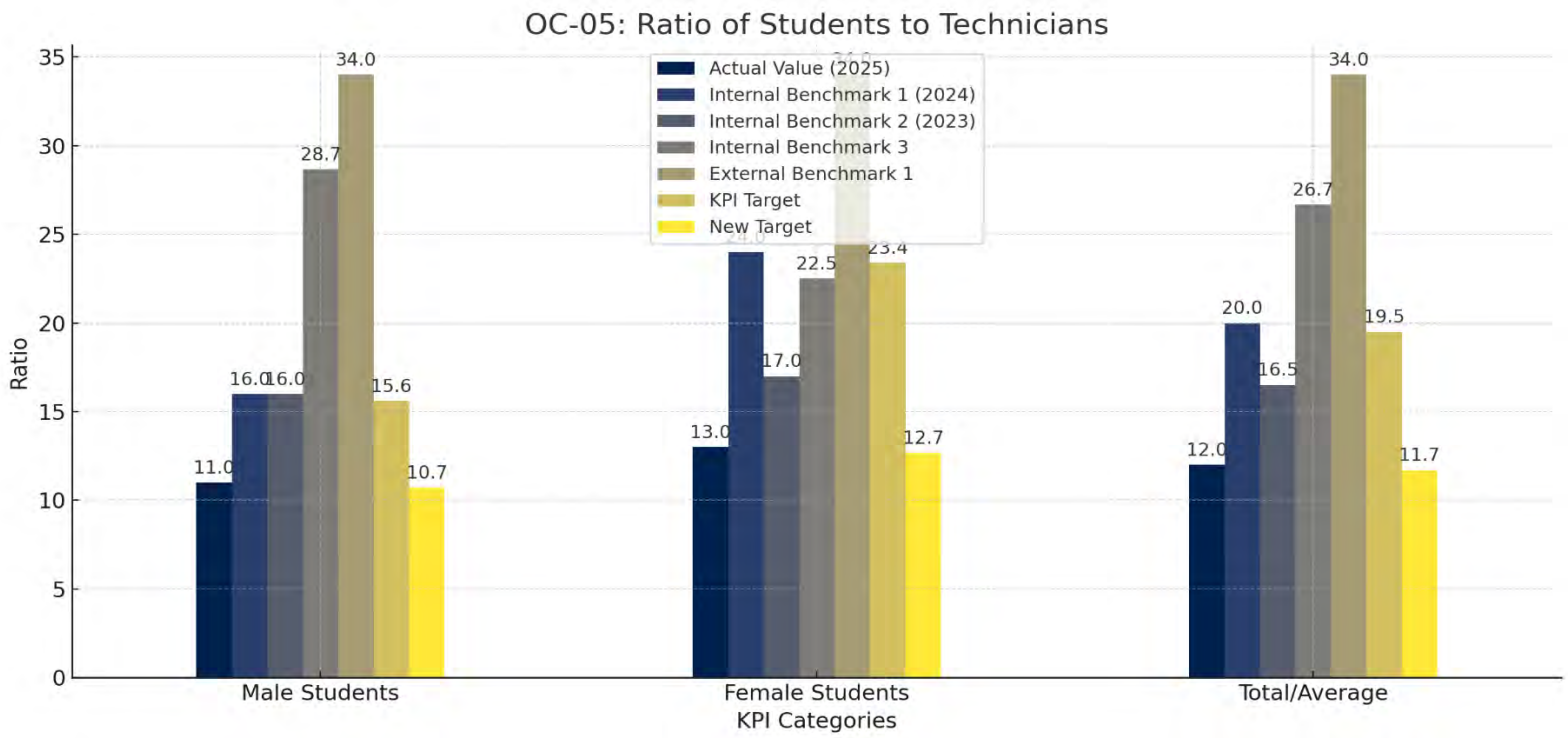



**Benchmark Comparisons:**
The program significantly exceeds all targets (4.0) and performs competitively against external benchmarks. Male faculty ratings (4.87) slightly exceed Qassim University's benchmark (4.86), while female faculty ratings (4.71) approach this standard. Notably, the female section substantially outperforms the college's internal benchmark (4.71 vs. 4.18), demonstrating superior leadership effectiveness.

**Mission Alignment:**
These strong ratings indicate faculty confidence in leadership's ability to deliver the program's mission of providing "competitive higher education in architecture engineering." The consistent improvement suggests effective leadership in creating a "supportive academic environment" that enhances teaching quality (**Goal 1**) and faculty performance (**Goal 3**).

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| | **Gender Section Analysis:**<br>While both sections perform excellently, the male section shows slightly higher satisfaction levels. However, both sections demonstrate strong upward momentum, indicating effective leadership across the program's dual-gender structure.<br>The outstanding performance across all metrics reflects robust leadership capabilities that effectively support the program's mission achievement and contribute to preparing qualified architects aligned with Vision 2030 objectives. |
| ***Strengths*** | **Strength Point:**<br>The Architecture Program demonstrates exceptional leadership effectiveness, with faculty satisfaction ratings consistently exceeding targets and benchmarks, rising from 4.48 in 2023 to 4.79 in 2025, reflecting strong administrative capabilities and commitment to creating a supportive academic environment.<br>After carefully reviewing the KPI data and analysis for KPI OC-04, I conclude that there is NO NEED for immediate action.<br>The KPI data shows exceptional performance across all categories:<br>• Male Faculty: 4.87/5 in 2025<br>• Female Faculty: 4.71/5 in 2025<br>• Overall Average: 4.79/5 in 2025<br>**Key observations:**<br>1. All values significantly exceed the target of 4.0<br>2. Consistent year-on-year improvement from 2023 to 2025<br>3. Performance matches or slightly exceeds external benchmarks<br>4. Both male and female sections demonstrate strong leadership satisfaction |
| ***Area for improvement /recommendation*** | The analysis highlights that the program's leadership is effectively:<br>• Supporting the program's mission<br>• Creating a supportive academic environment<br>• Enhancing administrative efficiency<br>• Preparing qualified architects<br>The high ratings across both gender sections indicate robust, inclusive leadership that aligns with the program's strategic goals. Therefore, no specific recommendation for improvement is warranted at this time.<br>The program should continue its current leadership approach and maintain the positive trajectory observed in this KPI |
| ***Short comment*** | The Architecture Program demonstrates **exceptional performance** in faculty satisfaction with program leadership, with consistently strong ratings across all categories. The 2025 overall average of 4.79 represents a notable improvement from 4.48 in 2023, indicating sustained enhancement in leadership effectiveness. |
| ***OC-05***<br>***Ratio of Students to technicians*** | |

| KPI Categories | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| *Male Students* | *11.0* | *16.0* | *16.0* | *28.67* | *34.0* | *15.6* | *10.72* |
| *Female Students* | *13.0* | *24.0* | *17.0* | *22.5* | *34.0* | *23.4* | *12.68* |
| *Total/Average* | *12.0* | *20.0* | *16.5* | *26.67* | *34.0* | *19.5* | *11.7* |
| *KPI Analysis* | **Analysis of KPI OC-05: Student-to-Technician Ratio**<br>The Architecture program demonstrates **significant improvement** in the student-to-technician ratio across all categories in 2025, indicating enhanced technical support infrastructure that directly supports the program's mission of providing competitive higher education within a supportive academic environment.<br>**Performance Analysis**<br>**Male Students**: The ratio improved dramatically from 16.0 (2023-2024) to 11.0 (2025), **exceeding the target of 15.6** and performing substantially better than both internal benchmark (28.67) and external benchmark (34.0).<br>**Female Students**: Showed remarkable improvement from 24.0 (2024) to 13.0 (2025), **surpassing the target of 23.4** and outperforming comparative benchmarks (internal: 22.5, external: 34.0).<br>**Overall Performance**: The total ratio decreased from 20.0 (2024) to 12.0 (2025), **exceeding the target of 19.5** by 38.5%.<br>**Strategic Alignment**<br>This improvement directly supports **Program Goal 1** (quality of basic facilities and supporting infrastructure) and **Goal 2** (student support services). Lower ratios indicate better technical support availability, enhancing learning experiences and enabling students to develop essential technologies and research skills (Goal 5.1).<br>The superior performance compared to Qassim University (34.0) positions the program competitively in the market, supporting **Goal 5** (preparation of qualified graduates with employability skills) and contributing to Vision 2030's human capital development objectives.<br>**Recommendations**<br>While performance is excellent, maintaining this level requires continued investment in technical staff to support the program's research contributions (Goal 6) and community engagement (Goal 7). The consistent improvement trend suggests effective resource allocation that should be sustained to maintain competitive advantage. | | | | | | |

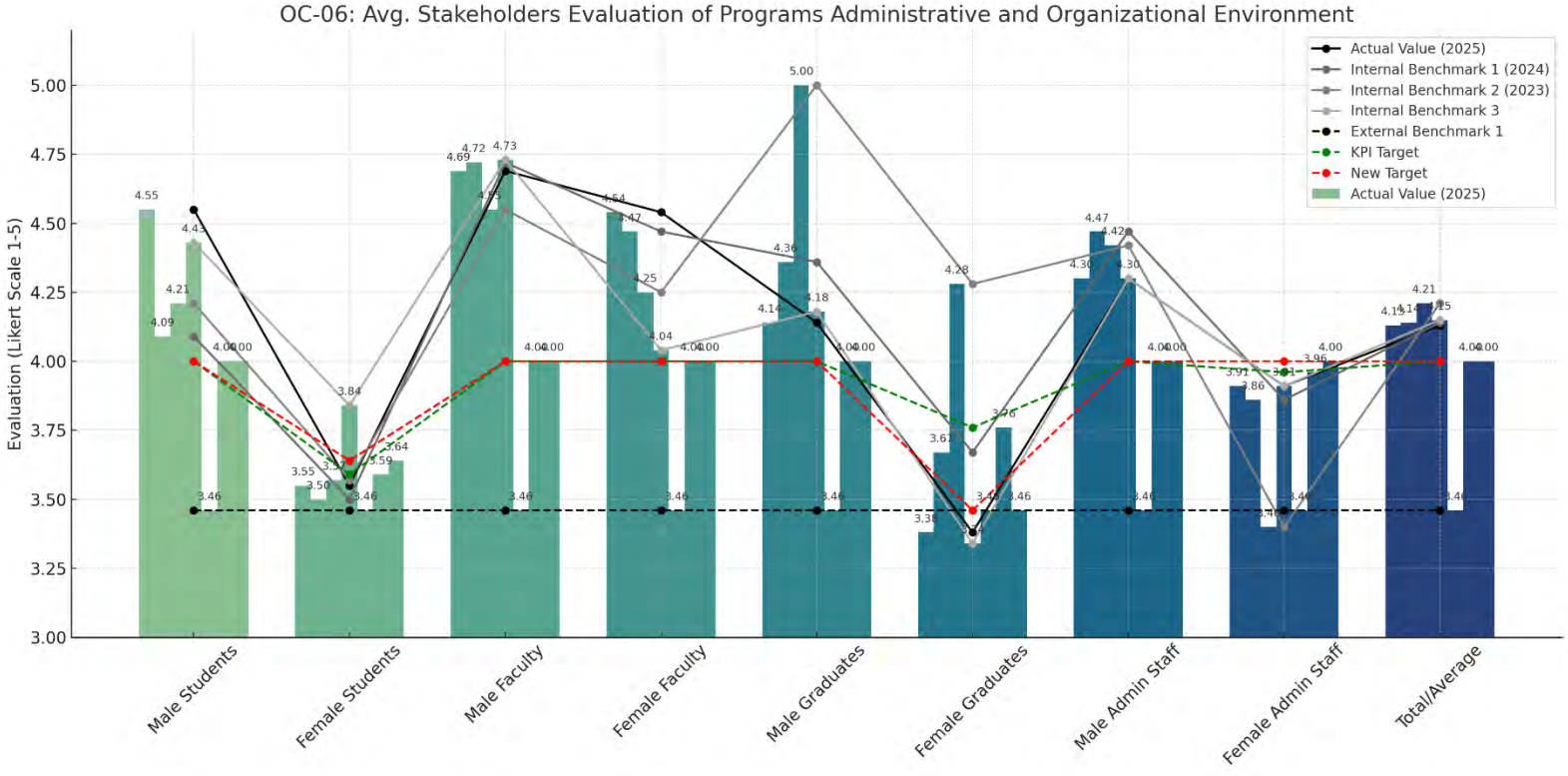



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| ***Strengths*** | **Strength Point:**<br>The Architecture program has significantly enhanced its technical support infrastructure, achieving a remarkable student-to-technician ratio of 11.0 for male students and 13.0 for female students in 2025, substantially outperforming both internal and external benchmarks and supporting high-quality learning experiences.<br>This strength point reflects the program's mission of offering competitive higher education in a supportive academic environment and aligns with Goals 1 and 2 of providing quality facilities and student support services. |
| ***Area for improvement /recommendation*** | Based on the comprehensive analysis of KPI OC-05 (Ratio of Students to Technicians), there is no need for immediate action. The Architecture program has demonstrated exceptional improvement in the student-to-technician ratio across both male and female student categories in 2025, significantly exceeding targets and outperforming both internal and external benchmarks.<br>The data shows: |

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| | • Male Students: Ratio improved from 16.0 to 11.0 (below target of 15.6)<br>• Female Students: Ratio improved from 24.0 to 13.0 (below target of 23.4)<br>• Overall Ratio: Decreased from 20.0 to 12.0 (below target of 19.5)<br>These improvements directly support the program's mission of providing a supportive academic environment and align with strategic goals of enhancing learning resources and student support services. The current performance indicates effective resource allocation and technical support infrastructure. |
| ***Short comment*** | The Architecture program demonstrates **significant improvement** in the student-to-technician ratio across all categories in 2025, indicating enhanced technical support infrastructure that directly supports the program's mission of providing competitive higher education within a supportive academic environment. |

***OC-06***
***Avg. Stakeholders evaluation of Programs Administrative and Organizational Environment and Workplace Atmosphere (on a likert scale 1-5) ****

| *KPI Categories* | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| *Male Students* | *4.55* | *4.09* | *4.21* | *4.43* | *3.46* | *4.0* | *4.0* |
| *Female Students* | *3.55* | *3.5* | *3.57* | *3.84* | *3.46* | *3.59* | *3.64* |
| *Male Faculty* | *4.69* | *4.72* | *4.55* | *4.73* | *3.46* | *4.0* | *4.0* |
| *Female Faculty* | *4.54* | *4.47* | *4.25* | *4.04* | *3.46* | *4.0* | *4.0* |
| *Male Graduates* | *4.14* | *4.36* | *5.0* | *4.18* | *3.46* | *4.0* | *4.0* |
| *Female Graduates* | *3.38* | *3.67* | *4.28* | *3.34* | *3.46* | *3.76* | *3.46* |
| *Male Admin Staff* | *4.3* | *4.47* | *4.42* | *4.3* | *3.46* | *4.0* | *4.0* |
| *Female Admin Staff* | *3.91* | *3.86* | *3.4* | *3.91* | *3.46* | *3.96* | *4.0* |
| *Total/Average* | *4.13* | *4.14* | *4.21* | *4.15* | *3.46* | *4.0* | *4.0* |

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| ***KPI Analysis*** | The Architecture Program's stakeholder satisfaction analysis for 2025 reveals an overall average score of *4.13*, slightly lower than the previous year (*4.14*) but still exceeding both the internal target (*4.0*) and the external benchmark (*3.46*). This reflects continued commitment to quality enhancement, although some categories warrant closer attention.<br>**Male students** reported a high satisfaction level of *4.55*, demonstrating consistent improvement compared to 2024 (*4.09*) and confirming that academic and support services are effectively meeting their expectations. **Female students**, however, showed stagnation at *3.55*, still below both the new target (*3.64*) and past performance benchmarks (2023: *3.57*, 2022: *3.84*), indicating a gender-based satisfaction gap that should be addressed.<br><br> |

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| | Faculty satisfaction remains a strong pillar of the program. **Male faculty** scored *4.69* and **female faculty** *4.54*, both exceeding the internal target and reflecting a supportive teaching environment. These values reinforce the success of professional development and faculty engagement initiatives aligned with Program Goal 3 (faculty performance enhancement).<br>Among graduates, **male graduates** reported *4.14*, a drop from *5.0* in 2023 but still exceeding the target and external benchmark. In contrast, **female graduates** reported *3.38*, underperforming relative to their benchmark (3.67) and falling short of the new target (*3.46*), indicating the need for improved career services and post-graduation support.<br>**Administrative staff** feedback presents a stable picture. **Male staff** satisfaction was *4.3*, aligned with past years, while **female staff** recorded *3.91*, showing improvement over past benchmarks but still slightly below the target of *4.0*. This highlights the importance of continuous improvements in workplace conditions and recognition systems. |
| ***Strengths*** | The program demonstrates outstanding satisfaction among **male students and faculty**, with scores of *4.55* and *4.69*, respectively—well above all internal and external benchmarks. These scores reflect the program's ability to maintain a high-quality academic and professional environment, aligning with strategic goals related to teaching excellence and faculty development. |
| ***Area for improvement /recommendations*** | 1. **Enhance Female Student Engagement**: Introduce focused academic advising and support activities tailored to female students to improve satisfaction beyond the 3.64 target.<br>2. **Support Female Graduates**: Strengthen graduate follow-up mechanisms and career guidance specifically targeting female graduates to bridge the satisfaction gap.<br>3. **Improve Admin Experience**: Conduct focus group discussions with female admin staff to identify unmet needs and enhance workplace satisfaction.<br>4. **Sustain High Faculty Satisfaction**: Continue investing in professional development and recognition programs to maintain faculty satisfaction, particularly in teaching and research roles. |
| ***Short comment*** | While stakeholder satisfaction remains strong overall, particularly among male faculty and students, focused improvements are needed for female students, graduates, and admin staff to ensure equitable experiences across all groups. |

***OC-07***

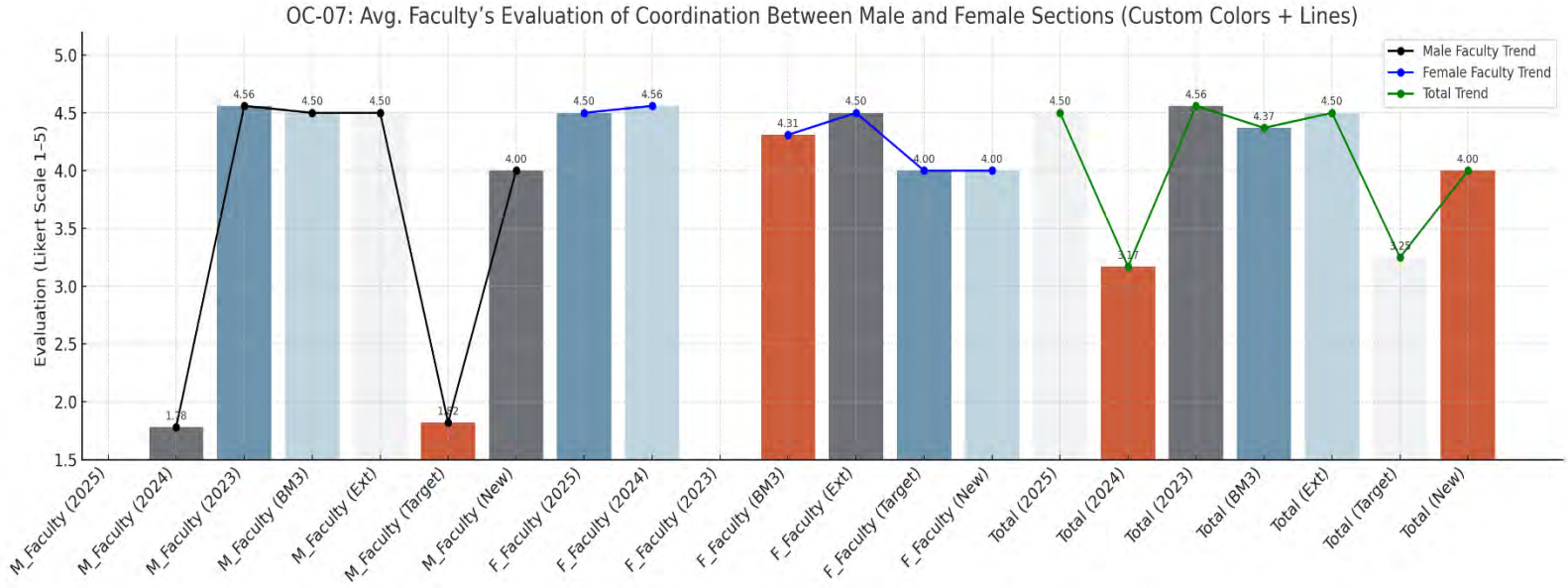
***Avg. Faculty's Evaluation of Adequacy of Representativeness; Coordination and Integration between Programs male and female sections (on a likert scale 1-5)***

| *KPI Categories* | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| M_Faculty | nan | 1.78 | 4.56 | 4.5 | 4.5 | 1.82 | 4.0 |
| F_Faculty | 4.5 | 4.56 | nan | 4.31 | 4.5 | 4.0 | 4.0 |

| Total | 4.5 | 3.17 | 4.56 | 4.37 | 4.5 | 3.25 | 4.0 |
|---|---|---|---|---|---|---|---|

***KPI Analysis***

The Architecture Program demonstrates *outstanding performance* in the faculty evaluation of coordination between male and female sections, achieving an overall average of *4.5 out of 5 in 2025*, which *significantly surpasses the set target* of 3.25.




**Performance Trends and Comparisons**

The program exhibits a notable *recovery and progress* from the decline recorded in 2024 (3.17), returning to the strong performance seen in 2023 (4.56). This increase of *1.33 points* highlights the success of corrective actions and improved mechanisms that have strengthened coordination between the sections.

*Female faculty evaluations* have remained high and stable, with scores of *4.5 in 2025* and *4.56 in 2024*, far exceeding the target of 4.0. This indicates sustained satisfaction and effective inter-section collaboration, especially among female staff members.

**Benchmark Analysis**

The program's performance is *on par with the external benchmark* from Qassim University (4.5), reflecting a high level of *regional competitiveness* in coordination practices. Furthermore, it *outperforms the internal college benchmark* (4.37), establishing the Architecture Program as a leading example of effective section integration at Onaizah Colleges.



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Haitham Selim

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| | **Alignment with Program Goals and Mission**<br>This KPI result directly contributes to *Program Goal 4* (enhancing administrative efficiency) and *Goal 3* (improving faculty performance). Strong coordination between male and female sections is essential for achieving the program's mission of offering *competitive architectural education* within a supportive academic framework.<br>The consistent high satisfaction ratings suggest that the program has implemented effective structures for faculty communication and collaboration, supporting the delivery of quality education aligned with *Vision 2030* and the goal of producing competent architecture graduates.<br>The performance trend reinforces the program's capacity to manage dual-section delivery while maintaining academic excellence and operational coherence. |
| ***Strengths*** | The Architecture Program excels in inter-section coordination, consistently achieving a faculty satisfaction score of *4.5/5*, surpassing both internal and external benchmarks. This reflects *high administrative effectiveness* and a *supportive academic culture* across both male and female teaching environments.<br>This strength directly supports the program's mission to provide *competitive higher education* and aligns with *Goal 4 (administrative efficiency)*, showcasing successful implementation of collaborative strategies between sections. |
| ***Area for improvement /recommendation*** | *Based on the KPI OC-07 results and analysis, no corrective action is necessary at this time.*<br>*Key supporting points:*<br>• ***The 2025 score of 4.5 surpasses the 3.25 target***<br>• ***Female faculty scores remain high at 4.5***<br>• ***The program matches the external benchmark (Qassim University)***<br>• ***Full recovery from the 2024 dip, aligning with prior peak performance***<br>*The data indicates that the program has effectively implemented coordination systems that ensure consistency in quality between the male and female sections. This success supports the overall goal of administrative excellence and program integration.*<br>*Given these outcomes, the KPI reflects optimal performance, and no further interventions are required at present.* |
| ***Short comment*** | *KPI OC-07 reflects strong inter-section coordination, with faculty evaluations scoring 4.5—well above target and benchmarks—indicating successful administrative integration and program-wide cohesion.* |

***OC-08***

***Avg. of Stakeholders Evaluation of Programs Integrity and Promotion of Equity and Equality between all of its Stakeholders(on a likert scale 1-5)***

| *KPI Categories* | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ***Male Students*** | ***4.55*** | ***3.95*** | ***4.11*** | ***4.51*** | ***3.35*** | ***4.0*** | ***4.0*** |
| ***Female Students*** | ***3.45*** | ***3.65*** | ***3.79*** | ***3.88*** | ***3.35*** | ***3.74*** | ***3.54*** |
| ***Male Faculty*** | ***4.27*** | ***4.67*** | ***4.52*** | ***4.57*** | ***3.35*** | ***4.0*** | ***4.0*** |
| ***Female Faculty*** | ***4.57*** | ***4.5*** | ***4.26*** | ***4.02*** | ***3.35*** | ***4.0*** | ***4.0*** |
| ***Male Graduates*** | ***4.0*** | ***4.71*** | ***4.83*** | ***3.58*** | ***3.35*** | ***4.0*** | ***4.0*** |
| ***Female Graduates*** | ***2.62*** | ***2.67*** | ***4.39*** | ***3.33*** | ***3.35*** | ***2.74*** | ***2.69*** |
| ***Male Admin Staff*** | ***4.29*** | ***4.38*** | ***3.83*** | ***4.29*** | ***3.35*** | ***4.0*** | ***4.0*** |
| ***Female Admin Staff*** | ***3.7*** | ***3.56*** | ***3.1*** | ***3.7*** | ***3.35*** | ***3.65*** | ***3.79*** |
| ***Total/Average*** | ***3.93*** | ***4.01*** | ***4.1*** | ***4.04*** | ***3.35*** | ***4.0*** | ***4.0*** |

***KPI Analysis***

The Architecture Program demonstrates a **moderate but promising performance** in promoting integrity and equity among stakeholders, with an overall average score of *3.93* in 2025. Although this is slightly below the target value of *4.0*, it remains significantly above the external benchmark (*3.35*), suggesting that the program maintains a competitive edge in fostering inclusive and fair academic and administrative practices.

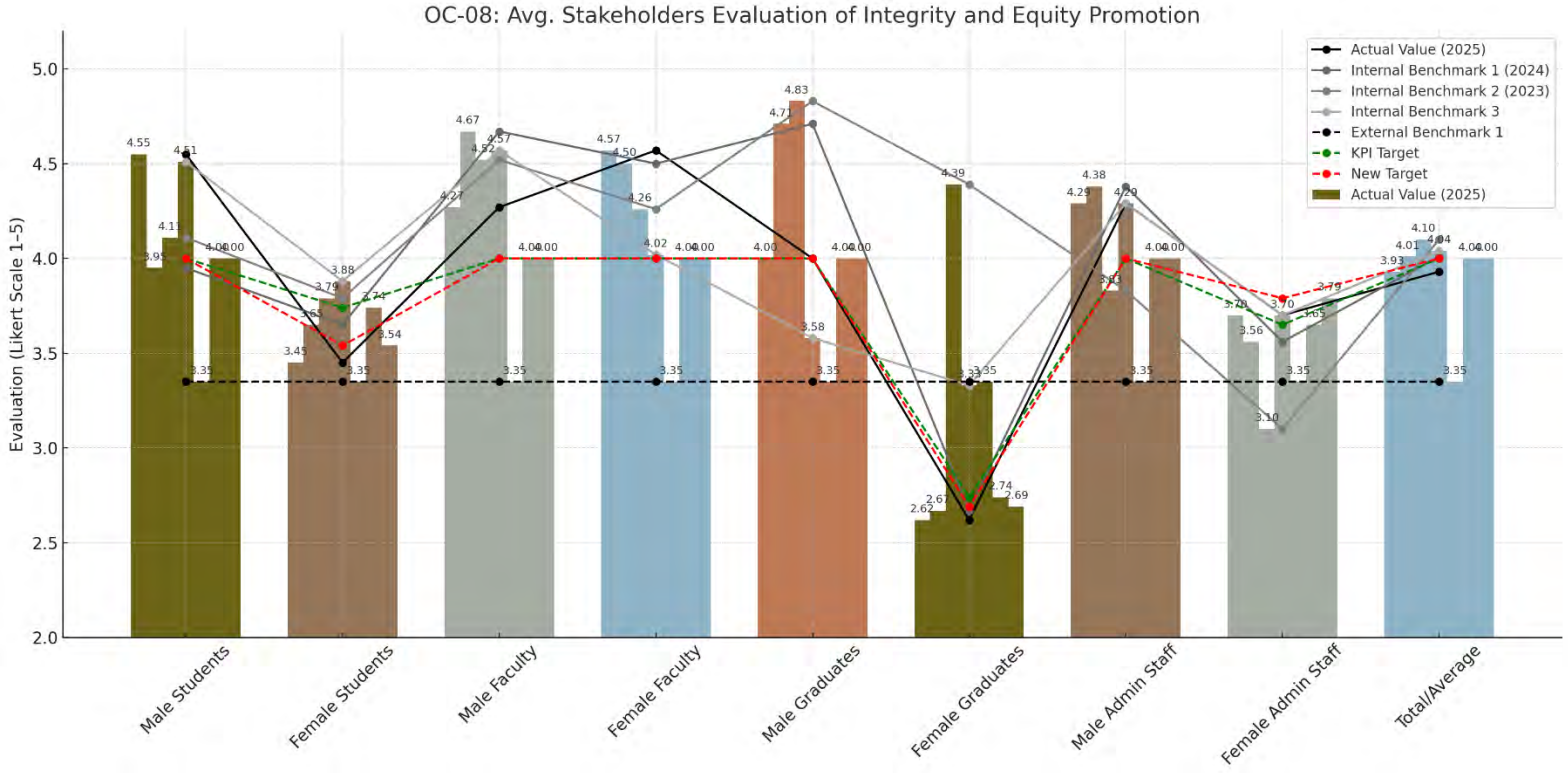
**Stakeholder Performance Highlights:**

- **Male students** report *4.55*, showing substantial improvement from 2024 (*3.95*) and exceeding both the target and all internal benchmarks.
- **Female faculty** show a positive upward trend, increasing to *4.57* in 2025 from *4.26* in 2023, confirming improved perceptions of equity.
- **Male faculty** continue to rate the program highly (*4.27*), though this marks a decrease from *4.67* in 2024, requiring attention.
- **Male admin staff** maintained a strong score (*4.29*), consistent with the 2023 internal benchmark.

However, **female students** and **female graduates** indicate **areas of concern**:

- Female students' evaluation dropped to *3.45* from *3.65* in 2024, below the target of *3.74*.
- Female graduates reported a **significant drop** to *2.62*, well below all benchmarks and the modest target of *2.74*, signaling a **critical need for intervention** to understand and address underlying causes.
- Female admin staff reflect a positive trend, increasing from *3.1* in 2023 to *3.7* in 2025, exceeding the target of *3.65*.

**Comparative Benchmarking:**
All categories remain above the external benchmark (*3.35*), reaffirming the program's competitive stance in promoting integrity and equity. Nevertheless, the slight drop in total average from *4.10* (2023) and *4.01* (2024) to *3.93* (2025) indicates a **downward trend** that needs close monitoring.




**Mission Alignment:**
These findings directly impact **Goal 2** (student support), **Goal 4** (administrative effectiveness), and **Goal 5.3** (promoting inclusiveness and social justice). The sharp gender gap in satisfaction, especially among female students and graduates, may hinder the program's commitment to fostering an equitable and supportive academic environment aligned with Vision 2030.

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| | The program's success with male stakeholders and female faculty reflects **targeted strengths**, but the contrast with female student and graduate perceptions suggests **a lack of inclusivity in experience delivery**.<br>**Gender Section Performance:**<br>A notable disparity is evident between male and female evaluations. Male participants across all categories score above target, while several female categories fall short—highlighting a **gender equity gap** that challenges the program's inclusivity goals. |
| ***Strengths*** | The Architecture Program demonstrates strong perceptions of integrity and fairness among male stakeholders and female faculty, with male students achieving *4.55* and female faculty *4.57*, both exceeding internal and external benchmarks. This indicates success in fostering ethical and inclusive practices within specific stakeholder segments. |
| ***Area for improvement /recommendation*** | The **Program Quality Committee**, in collaboration with the **Equity and Inclusion Taskforce**, should initiate a structured inquiry into the declining satisfaction among female students and graduates regarding integrity and equity.<br>**Rationale:**<br>The significant drop in scores—*3.45* for female students and 2.62 for female graduates—below target and benchmarks, requires an **urgent data-driven response** to maintain program cohesion, integrity, and gender parity.<br>**Proposed Action Steps:**<br>1. Conduct gender-specific focus groups to gather qualitative insights into perceived inequities.<br>2. Implement policy reviews to ensure transparency, fairness, and equal access to resources and support systems.<br>3. Establish mentorship and advocacy programs tailored for female students and graduates.<br>4. Review faculty-student engagement protocols across sections to ensure consistent support regardless of gender.<br>This recommendation directly supports **Goal 2** (student experience), **Goal 5.3** (equality and social justice), and **Goal 7** (community alignment), aiming to close the satisfaction gap and promote equitable outcomes for all stakeholders. |
| ***Short comment*** | The program shows strong integrity and equity perception among male stakeholders and female faculty but faces critical disparities in female graduate satisfaction, requiring urgent gender-focused strategies to ensure balanced stakeholder experience. |

***OC-11***

***Avg. of Stakeholders Satisfaction of Comprehensiveness and Adequacy of Information and Description provided about the Program (on a likert scale 1-5)***

| *KPI Categories* | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| ***Male Students*** | ***4.73*** | ***4.33*** | ***3.75*** | ***4.39*** | ***3.9*** | ***4.0*** | ***4.0*** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ***Female Students*** | ***4.03*** | ***3.77*** | ***4.18*** | ***4.22*** | ***3.9*** | ***3.86*** | ***4.0*** |
| ***Male Faculty*** | ***4.43*** | ***4.25*** | ***4.6*** | ***4.57*** | ***3.9*** | ***4.0*** | ***4.0*** |
| ***Female Faculty*** | ***4.71*** | ***4.5*** | ***4.46*** | ***4.42*** | ***3.9*** | ***4.0*** | ***4.0*** |
| ***Employers*** | ***4.72*** | ***4.78*** | ***4.83*** | ***4.59*** | ***3.9*** | ***4.0*** | ***4.0*** |
| ***Male Graduates*** | ***4.14*** | ***4.61*** | ***4.83*** | ***3.76*** | ***3.9*** | ***4.0*** | ***4.0*** |
| ***Female Graduates*** | ***4.04*** | ***4.17*** | ***4.42*** | ***3.87*** | ***3.9*** | ***4.0*** | ***4.0*** |
| ***Male Admin Staff*** | ***4.36*** | ***4.56*** | ***4.33*** | ***4.36*** | ***3.9*** | ***4.0*** | ***4.0*** |
| ***Female Admin Staff*** | ***4.25*** | ***4.28*** | ***3.5*** | ***4.25*** | ***3.9*** | ***4.0*** | ***4.0*** |
| ***Total/Average*** | ***4.38*** | ***4.36*** | ***4.32*** | ***4.31*** | ***3.9*** | ***4.0*** | ***4.0*** |

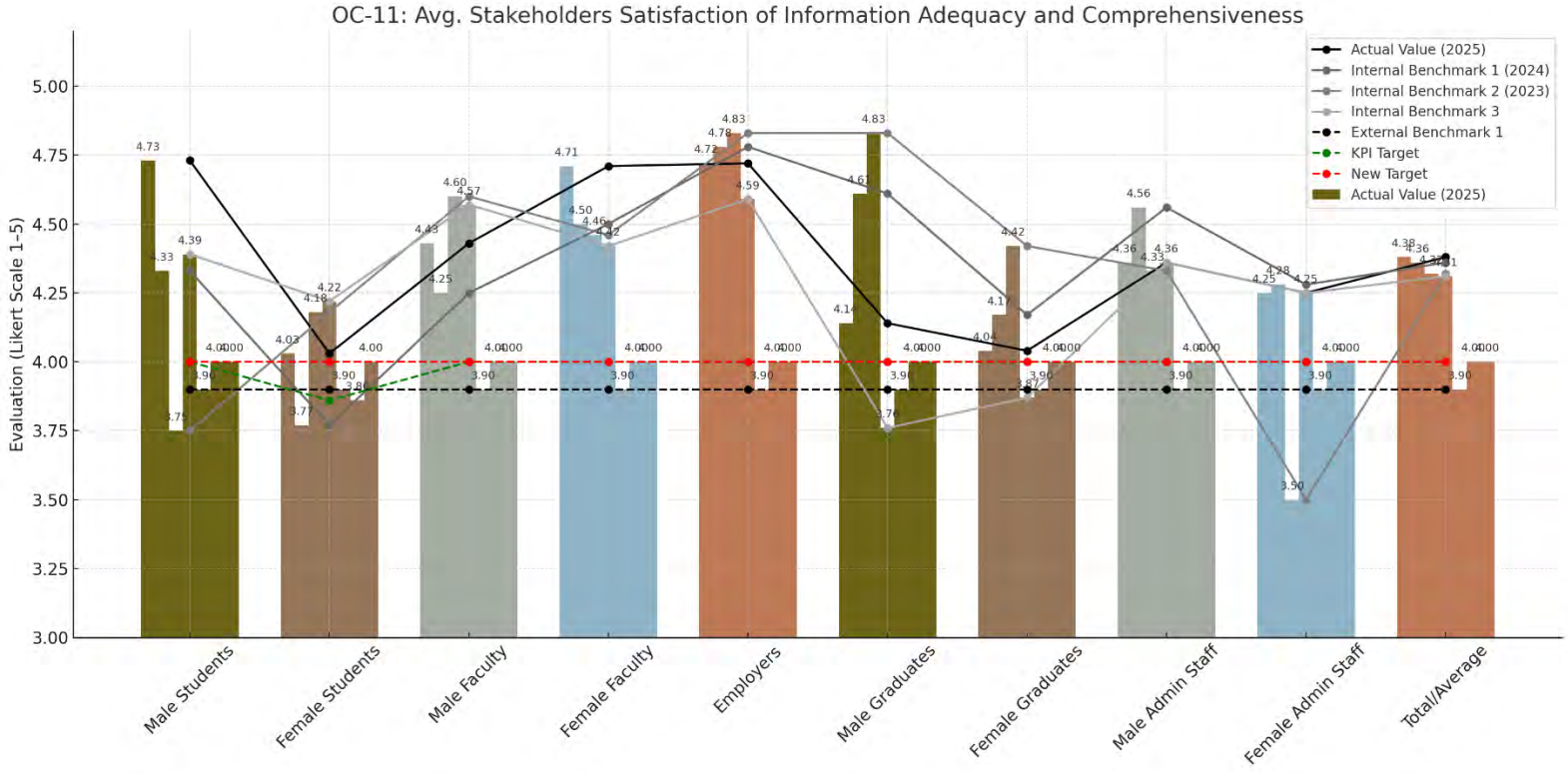
***KPI Analysis***

The Architecture Program demonstrates **strong and consistent performance** in stakeholder satisfaction regarding the comprehensiveness and adequacy of its publicly communicated program information. The **overall score for 2025 is 4.38**, which not only exceeds the KPI target of 4.0 but also outperforms the external benchmark of 3.9. This confirms the program's commitment to transparency, clarity, and effective communication.

**Stakeholder Performance Highlights:**

- **Male students** report the highest satisfaction (4.73), significantly improving from 3.75 in 2023 and 4.33 in 2024, indicating improved understanding of program offerings and published resources.
- **Female faculty** demonstrate excellent satisfaction (4.71), showing growth from previous years (4.46 in 2023 and 4.5 in 2024), reflecting confidence in the accuracy and adequacy of program information.
- **Employers** express high and consistent satisfaction (4.72), confirming that external stakeholders perceive the program's public information as clear and sufficient for evaluating graduate competencies.
- **Male faculty** and **administrative staff** also show strong results (4.43 and 4.36 respectively), both above targets and stable over three years.
- **Female students** report a moderate score (4.03), improving from 3.77 in 2024, though still below their 2023 score of 4.18, suggesting room for further clarity or inclusiveness in communication.
- **Graduates**, both male (4.14) and female (4.04), show reliable satisfaction, maintaining alignment with expectations and demonstrating trust in the accuracy of program descriptions after graduation.

**Comparative Benchmarking:**
Every stakeholder group exceeds the external benchmark (3.9). Furthermore, internal benchmark comparisons over the three-year span (2023–2025) show a steady upward trajectory or consistency across nearly all groups, confirming the success of recent improvements in program documentation and dissemination practices.




**Mission Alignment:**
This KPI directly supports **Goal 1** (quality of learning resources and support), **Goal 2** (student guidance and academic advising), and **Goal 7** (community trust and engagement), as the availability of clear and comprehensive program information facilitates informed decision-making, academic planning, and external stakeholder confidence.

**Gender Section Performance:**

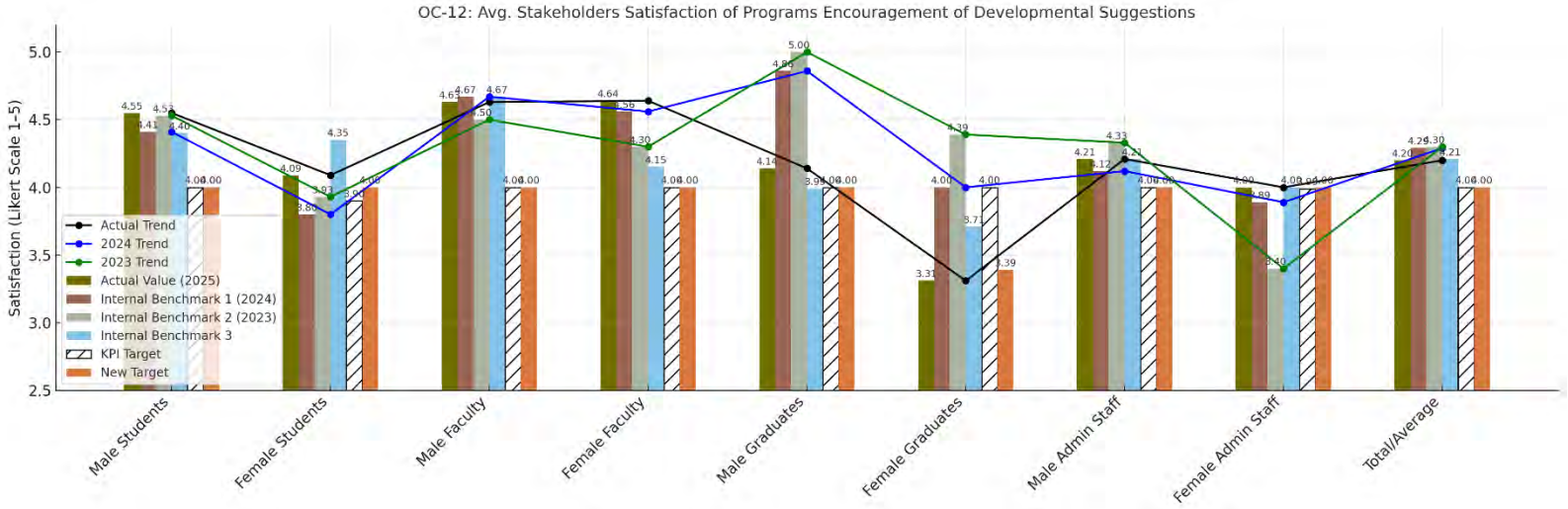
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| | While male stakeholders (students, faculty, graduates) generally report higher satisfaction, **female stakeholders also show strong performance**, with female faculty scoring second-highest among all categories (4.71). The slightly lower scores for female students (4.03) suggest an opportunity to further tailor or diversify communication tools for broader accessibility. |
| ***Strengths*** | The Architecture Program demonstrates **excellent stakeholder satisfaction** in the adequacy and clarity of published program information, particularly among male students (4.73), female faculty (4.71), and employers (4.72). This reflects successful communication practices that strengthen trust and transparency. |
| ***Area for improvement /recommendation*** | While no urgent corrective action is needed, it is recommended that the **Program Management and Academic Affairs Committee**:<br>1. Conduct a focused qualitative survey targeting **female students** to better understand their perceptions and identify potential gaps in communication.<br>2. Enhance visual and digital presentation formats (e.g., interactive program guides, FAQ videos) to improve engagement across all student demographics.<br>3. Maintain consistent updates to all public program materials, ensuring they reflect the latest course structures, graduate outcomes, and alignment with Vision 2030.<br>This strategy will reinforce equitable access to program information and ensure that satisfaction remains high across all stakeholder segments. |
| ***Short comment*** | Stakeholder satisfaction with program information is high across all groups, with male students, female faculty, and employers leading in perception. Continued focus on inclusive and clear communication can further enhance transparency and trust. |

***OC-12***

***Avg. Stakeholders Satisfaction of Programs Encouragement of Developmental Suggestions and Initiatives and their relevant mechanisms and procedures (on a likert scale 1-5)***

| *KPI Categories* | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| ***Male Students*** | ***4.55*** | ***4.41*** | ***4.53*** | ***4.4*** | ***N/A*** | ***4.0*** | ***4.0*** |
| ***Female Students*** | ***4.09*** | ***3.8*** | ***3.93*** | ***4.35*** | ***N/A*** | ***3.9*** | ***4.0*** |
| ***Male Faculty*** | ***4.63*** | ***4.67*** | ***4.5*** | ***4.67*** | ***N/A*** | ***4.0*** | ***4.0*** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ***Female Faculty*** | ***4.64*** | ***4.56*** | ***4.3*** | ***4.15*** | ***N/A*** | ***4.0*** | ***4.0*** |
| ***Male Graduates*** | ***4.14*** | ***4.86*** | ***5.0*** | ***3.99*** | ***N/A*** | ***4.0*** | ***4.0*** |
| ***Female Graduates*** | ***3.31*** | ***4.0*** | ***4.39*** | ***3.71*** | ***N/A*** | ***4.0*** | ***3.39*** |
| ***Male Admin Staff*** | ***4.21*** | ***4.12*** | ***4.33*** | ***4.21*** | ***N/A*** | ***4.0*** | ***4.0*** |
| ***Female Admin Staff*** | ***4.0*** | ***3.89*** | ***3.4*** | ***4.0*** | ***N/A*** | ***3.99*** | ***4.0*** |
| ***Total/Average*** | ***4.2*** | ***4.29*** | ***4.3*** | ***4.21*** | ***N/A*** | ***4.0*** | ***4.0*** |
| ***KPI Analysis*** | The Architecture Program demonstrates strong performance in encouraging developmental suggestions and initiatives, with most stakeholder categories exceeding their targets in 2025. The overall satisfaction score of 4.2 surpasses the 4.0 target and aligns closely with the college benchmark (4.21).<br>**Positive Performance Indicators:**<br>*Male students* show exceptional satisfaction (4.55), significantly exceeding both the target (4.0) and college benchmark (4.4), with consistent improvement from 2024 (4.41). *Faculty satisfaction* remains robust across both sections, with *male faculty* at 4.63 and *female faculty* at 4.64, both substantially above targets. *Female faculty* demonstrate notable improvement from 4.3 (2023) to 4.64 (2025), surpassing the college benchmark (4.15).<br>**Areas of Concern:**<br>*Female graduates* present the most significant challenge, with satisfaction declining from 4.39 (2023) to 3.31 (2025), falling below the 4.0 target. This trend requires immediate attention as it may impact the program's goal of preparing competent graduates with vital employability skills. *Male graduates* also show declining satisfaction from 5.0 (2023) to 4.14 (2025), though still meeting targets.<br>**Strategic Alignment:**<br>The strong faculty satisfaction scores support *Goal 3* (enhancement of faculty performance) and *Goal 4* (improvement of administrative efficiency). High student satisfaction, particularly among males, aligns with *Goals 1 and 2* regarding teaching quality and student support services.<br>**Recommendations:**<br>While overall performance is commendable, addressing the declining graduate satisfaction, especially among females, is crucial for maintaining program quality and supporting *Vision 2030*'s objectives. The program should investigate factors contributing to this decline and implement targeted interventions to restore graduate confidence in developmental initiatives. | | | | | | |

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| **Strengths** | The Architecture Program demonstrates exceptional performance in fostering a supportive academic environment, with consistently high stakeholder satisfaction across faculty and student categories, particularly male students and faculty, who significantly exceed targets and showcase the program's commitment to developmental initiatives.<br>This strength point reflects the program's mission of offering competitive higher education and supporting *Goal 4* (improving administrative efficiency) and *Goal 3* (enhancing faculty performance) by creating an environment that encourages and values developmental suggestions and initiatives.<br> |
| ***Area for improvement /recommendation*** | **develop a Targeted Graduate Engagement and Feedback Mechanism for Female Graduates**<br>The significant drop in *female graduates'* satisfaction from 4.39 (2023) to 3.31 (2025) requires immediate strategic intervention. The *Program Management*, in collaboration with the *Guidance and Advising Committee*, should:<br>1. Conduct focused exit interviews and surveys with female graduates to understand the specific reasons behind their decreased satisfaction with developmental initiatives and suggestion mechanisms.<br>2. Design a structured feedback loop that provides clear communication about how graduate suggestions are evaluated, implemented, and tracked, ensuring transparency in the initiative encouragement process.<br>3. Create a mentorship and continuous engagement program that maintains connection with female graduates after their completion, potentially involving alumni in program improvement discussions.<br>**Rationale:**<br>This recommendation directly addresses the program's mission of preparing qualified architects with employability skills and |

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| | aligns with *Goals 2* (student support), *4* (administrative efficiency), and *5* (graduate competency preparation). By specifically targeting *female graduates*' engagement, the program can restore their confidence in developmental initiatives and maintain its competitive educational approach.<br>The recommendation is strategically focused on the most significant performance gap identified in the KPI analysis, with a clear pathway for implementation by specific program committees. |
| ***Short comment*** | High satisfaction in developmental support from students and faculty indicates strong internal performance. However, the decline in female graduate feedback requires urgent attention to ensure program-wide equity and sustained excellence. |

***OC-13***

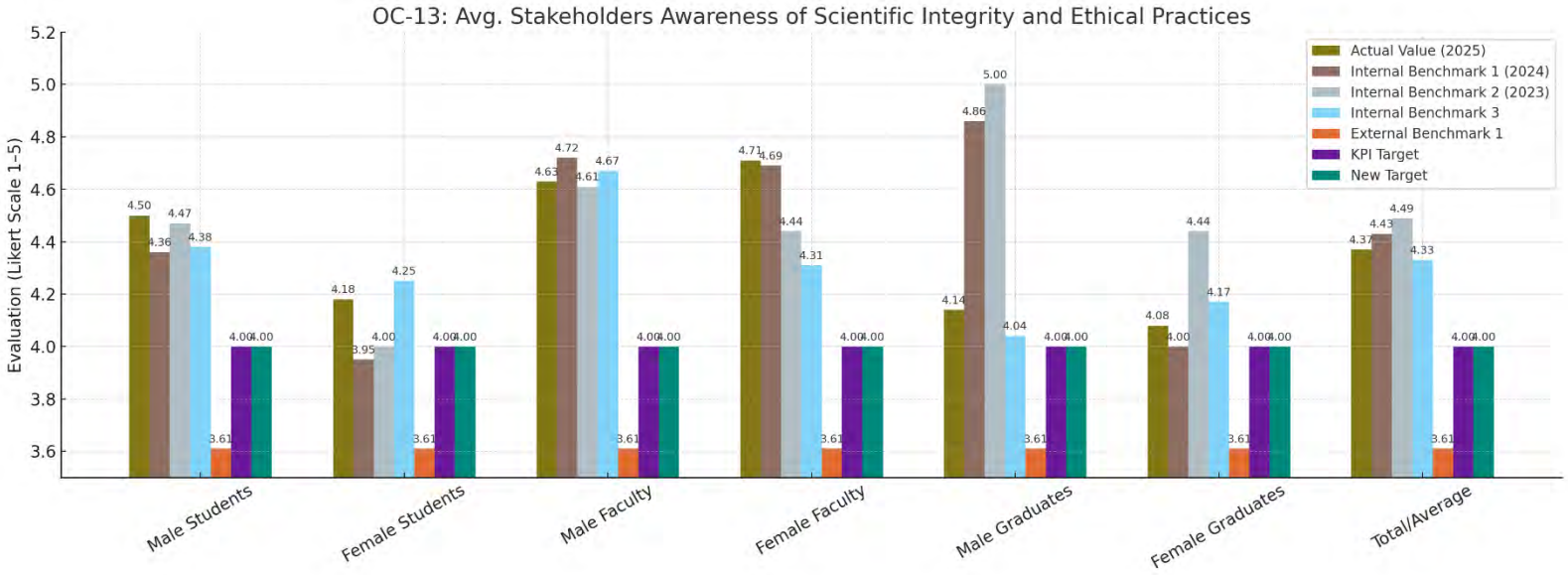
***Avg. Stakeholders Awareness of Values of Scientific Integrity; Intellectual Property Rights; Rules of Ethical Practices and Proper Conduct(on a likert scale 1-5)***

| *KPI Categories* | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| *Male Students* | *4.5* | *4.36* | *4.47* | *4.38* | *3.61* | *4.0* | *4.0* |
| *Female Students* | *4.18* | *3.95* | *4.0* | *4.25* | *3.61* | *4.0* | *4.0* |
| *Male Faculty* | *4.63* | *4.72* | *4.61* | *4.67* | *3.61* | *4.0* | *4.0* |
| *Female Faculty* | *4.71* | *4.69* | *4.44* | *4.31* | *3.61* | *4.0* | *4.0* |
| *Male Graduates* | *4.14* | *4.86* | *5.0* | *4.04* | *3.61* | *4.0* | *4.0* |
| *Female Graduates* | *4.08* | *4.0* | *4.44* | *4.17* | *3.61* | *4.0* | *4.0* |
| *Total/Average* | *4.37* | *4.43* | *4.49* | *4.33* | *3.61* | *4.0* | *4.0* |
| ***KPI Analysis*** | The Architecture Program exhibits a **high level of stakeholder awareness** regarding scientific integrity, intellectual property rights, and ethical practices. The **overall average score in 2025 is 4.37**, surpassing the KPI target of 4.0 and the external | | | | | | |

benchmark of 3.61. Although this marks a slight decline from the 2024 value (4.43) and the 2023 peak (4.49), it still reflects strong institutional performance and effective dissemination of ethical principles.

**Stakeholder Highlights:**

- **Male Students** show improved awareness (4.5 in 2025), maintaining a stable upward trend and exceeding all internal and external benchmarks.
- **Female Students** also show improvement (4.18), closing the gap between their performance and male students' scores.
- **Male and Female Faculty** maintain consistently high levels of awareness (4.63 and 4.71 respectively), well above both target and external benchmark, reflecting successful integration of ethical values within teaching culture.
- **Male Graduates** saw a noticeable decline from 5.0 (2023) to 4.14 (2025), which, while still above the target, warrants attention to ensure post-graduate understanding of ethical frameworks is sustained.
- **Female Graduates** also declined slightly (from 4.44 in 2023 to 4.08 in 2025) yet remain above the target and benchmark.




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| ***Strengths*** | ***Strength Points:***<br>• ***Consistent and high performance among faculty, indicating a strong institutional culture of scientific integrity.*** |

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| | • ***Male students and male faculty show exceptional awareness levels, contributing to an ethically aware academic environment.***<br>• ***The total score (4.37) remains comfortably above target and benchmark levels.*** |
| ***Area for improvement /recommendation*** | **Recommendations:**<br>• Conduct focused reinforcement workshops for graduating students to prevent post-completion decline in ethical awareness, especially among **male graduates**.<br>• Introduce continuous professional development (CPD) modules that include **applied case studies in ethics** and intellectual property for both students and faculty.<br>• Ensure female student and graduate segments are supported with **tailored content and mentoring programs** to address the slight performance gap.<br>• Maintain consistent **integration of scientific integrity** content in curriculum and research supervision activities. |
| ***Short comment*** | The Architecture Program shows strong stakeholder awareness of ethical values and scientific integrity, with faculty and male students performing exceptionally well. A focused reinforcement plan for graduating cohorts and tailored support for female stakeholders will sustain and enhance this performance further. |

***OC-14***

***Avg. of Stakeholders Awareness of Programs Mechanisms and Procedures for Complaints; Grievance and Disciplinary (on a likert scale 1-5)***

| ***KPI Categories*** | *Actual Value (2025)* | *Internal Benchmark 1 (2024)* | *Internal Benchmark 2 (2023)* | *Internal Benchmark 3* | *External Benchmark 1* | *KPI Target* | *New Target* |
|---|---|---|---|---|---|---|---|
| ***Male Students*** | ***4.59*** | ***4.14*** | ***4.16*** | ***4.33*** | ***3.42*** | ***4.0*** | ***4.0*** |
| ***Female Students*** | ***3.82*** | ***3.75*** | ***4.0*** | ***3.98*** | ***3.42*** | ***3.84*** | ***3.92*** |
| ***Male Faculty*** | ***4.37*** | ***4.62*** | ***4.47*** | ***4.52*** | ***3.42*** | ***4.0*** | ***4.0*** |
| ***Female Faculty*** | ***4.29*** | ***4.75*** | ***4.17*** | ***4.08*** | ***3.42*** | ***4.0*** | ***4.0*** |
| ***Male Graduates*** | ***4.14*** | ***4.64*** | ***5.0*** | ***3.94*** | ***3.42*** | ***4.0*** | ***4.0*** |

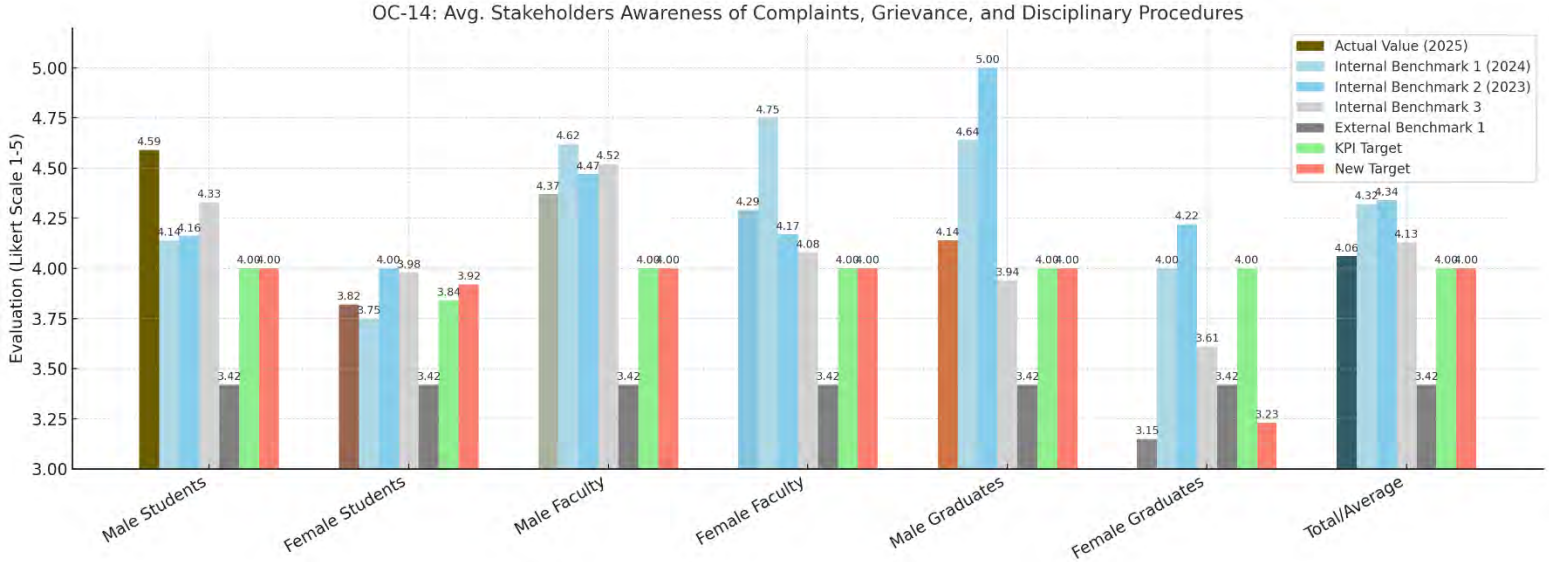
| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ***Female Graduates*** | ***3.15*** | ***4.0*** | ***4.22*** | ***3.61*** | ***3.42*** | ***4.0*** | ***3.23*** |
| ***Total/Average*** | ***4.06*** | ***4.32*** | ***4.34*** | ***4.13*** | ***3.42*** | ***4.0*** | ***4.0*** |



***KPI Analysis***

**KPI Analysis – OC-14: Stakeholders' Awareness of Complaints, Grievance, and Disciplinary Procedures**

The Architecture Program demonstrates **moderate to strong awareness levels** among its stakeholders regarding complaints, grievance, and disciplinary mechanisms. The **overall average score for 2025 is 4.06**, slightly exceeding the KPI target of 4.0 and well above the external benchmark of 3.42. However, a slight decline from the previous two years (4.32 in 2024 and 4.34 in 2023) suggests a potential plateau or waning engagement in certain stakeholder groups.




**Stakeholder Performance Highlights:**

- **Male Students** exhibit high awareness (4.59), marking a consistent increase from previous years and outperforming all benchmarks and targets.
- **Male and Female Faculty** maintain strong awareness levels (4.37 and 4.29 respectively), although both experienced a decrease compared to 2024 (4.62 and 4.75).
- **Male Graduates** show a significant drop from a perfect 5.0 in 2023 to 4.14 in 2025, while **female graduates** show a more concerning decrease to 3.15, down from 4.22 in 2023.

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| | • **Female Students'** awareness remains stable (3.82), though still below the average and KPI target. |
| ***Strengths*** | **Male students and male faculty** consistently demonstrate high awareness levels, reflecting effective communication strategies and engagement with formal procedures.<br>The program's total score remains above both the internal target and external benchmark, confirming baseline competency. |
| ***Area for improvement /recommendation*** | **Areas for Improvement & Recommendations:**<br>• **Targeted awareness campaigns** should be developed specifically for **female graduates**, whose satisfaction dropped to 3.15 in 2025 — the lowest among all groups. This should include orientation sessions, access to written grievance procedures, and clear communication of disciplinary channels.<br>• Reintroduce or refresh training materials and workshops for all faculty members to recover the decline in their scores.<br>• Implement **anonymous digital feedback and reporting mechanisms** to encourage more active engagement with these procedures, especially among female students and graduates.<br>• Assign dedicated **advisors or student affairs coordinators** to regularly communicate and remind students about their rights and procedures. |
| ***Short comment*** | While the Architecture Program maintains adequate overall awareness of grievance and disciplinary procedures, the significant decline in female graduates' scores highlights the need for focused communication and support strategies to ensure equity and transparency in all stakeholder groups. |

***OC-15***

***Avg. of Stakeholders Awareness of Programs Graduate Attributes and Learning Outcomes(on a likert scale 1-5)***

| KPI Categories | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| **Male Students** | **4.5** | **4.32** | **4.45** | **4.32** | **3.76** | **4.0** | **4.0** |
| **Fe-Students** | **3.46** | **3.62** | **3.6** | **3.93** | **3.76** | **3.71** | **3.55** |
| **Male Faculty** | **4.29** | **4.4** | **4.4** | **4.55** | **3.76** | **4.0** | **4.0** |
| **Female Faculty** | **4.36** | **4.38** | **4.22** | **4.18** | **3.76** | **4.0** | **4.0** |
| **Employers** | **4.8** | **4.75** | **4.75** | **4.58** | **3.76** | **4.0** | **4.0** |

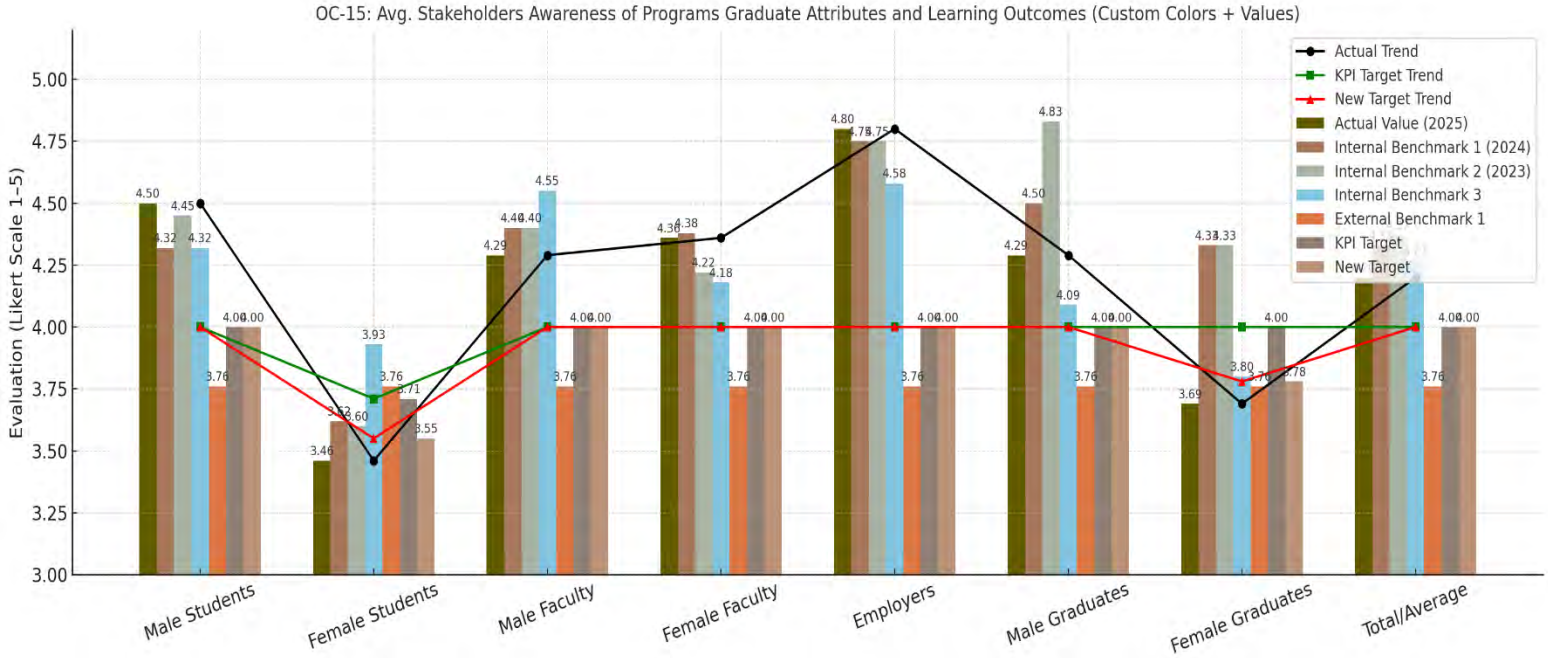
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|---|---|---|---|---|---|---|---|
| **M-Graduates** | **4.29** | **4.5** | **4.83** | **4.09** | **3.76** | **4.0** | **4.0** |
| **Fe-Graduates** | **3.69** | **4.33** | **4.33** | **3.8** | **3.76** | **4.0** | **3.78** |
| **Total/Average** | **4.2** | **4.33** | **4.37** | **4.27** | **3.76** | **4.0** | **4.0** |



***KPI Analysis***

**Analysis of Stakeholder Awareness of Graduate Attributes and Learning Outcomes (OC-15)**

The Architecture Program exhibits **strong stakeholder awareness** of graduate attributes and learning outcomes, as evidenced by a 2025 overall score of *4.2/5.0*, surpassing the set target of *4.0* and markedly outperforming the external benchmark of *3.76* from Qassim University.




**Exceptional Performance Areas:**

- *Employers* demonstrate outstanding awareness (*4.8/5.0*), underscoring the program's effectiveness in fulfilling *Goal 5* – preparing competent graduates with essential employability skills.

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| | • *Male students* also exhibit excellent awareness (*4.5/5.0*), indicating clear and consistent communication of program outcomes.<br>• *Male and female faculty members* maintain strong levels of awareness (*4.29* and *4.36* respectively), reinforcing the success of *Goal 3* related to faculty development and engagement.<br>**Areas Requiring Attention:**<br>The *female section* presents a noticeable area of concern. *Female graduates* scored *3.69/5.0* in 2025, down from *4.33/5.0* in 2024. Similarly, *female students* recorded *3.46/5.0*, falling short of the *3.71* target. These trends suggest a communication gap regarding graduate attributes and outcomes in the female section.<br>**Comparative Analysis:**<br>All stakeholder groups surpass the external benchmark significantly, validating the program's competitive edge. However, the slight decrease in overall awareness from *4.37* in 2023 to *4.2* in 2025 calls for continued monitoring, especially considering the program's mission to offer *competitive higher education*.<br>**Strategic Implications:**<br>The high awareness level among employers (*4.8/5.0*) affirms the program's alignment with *Vision 2030* and labor market priorities. Faculty awareness supports *Goals 1* and *4* related to academic quality and administrative efficiency. Nevertheless, the decline in awareness within the female section must be addressed to sustain program alignment, coherence, and equity between both sections, upholding the commitment to *comprehensive architectural education*. |
| ***Strengths*** | The Architecture Program demonstrates exceptional stakeholder awareness, particularly from *employers (4.8/5.0)* and *male students (4.5/5.0)*, clearly reflecting the program's success in preparing competitive graduates with crucial employability skills, in alignment with its mission and *Vision 2030* directives. |
| ***Area for improvement /recommendation*** | **Recommendation:**<br>The *Program Management* and *Guidance and Advising Committee* should implement a focused communication and engagement plan tailored for the *female section* to enhance awareness of graduate attributes and learning outcomes. The strategy should include:<br>1. Organizing specialized workshops and orientation events that directly highlight and explain the program's graduate attributes and expected outcomes for *female students and graduates*.<br>2. Launching a *mentorship program* connecting current female students with accomplished female alumni to illustrate real-world application and value of program competencies.<br>3. Revising communication tools such as *student handbooks*, *orientation content*, and *program guides* to better reflect learning outcomes in language and visuals that resonate with female students' experiences and career expectations.<br>**Rationale:**<br>The observed drop in female awareness (students: *from 4.33 in 2024 to 3.46 in 2025*; graduates: *from 4.33 in 2024 to 3.69 in* |

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| | *2025*) stands in stark contrast to the strong performance in other stakeholder groups. This recommendation supports *Goal 2* (student advising and support) and *Goal 5* (graduate competency and employability) by bridging the communication gap and ensuring equitable understanding of program expectations and values across all sections. |
| ***Short comment*** | Although the program excels in stakeholder awareness overall, especially among employers and male students, the *decline in the female section's awareness* signals a need for improved communication and engagement strategies to ensure equitable educational experiences. |

***OC-16***

***Percentage of Faculty's Participation in Training Programs on Teaching Strategies and Learning Outcomes Assessment Methods %***

| *KPI Categories* | *Actual Value (2025)* | *Internal Benchmark 1 (2024)* | *Internal Benchmark 2 (2023)* | *Internal Benchmark 3* | *External Benchmark 1* | *KPI Target* | *New Target* |
|---|---|---|---|---|---|---|---|
| ***Male Faculty*** | ***40.0*** | ***100.0*** | ***90.0*** | ***80.0*** | ***68.9*** | ***100.0*** | ***40.0*** |
| ***Female Faculty*** | ***30.0*** | ***100.0*** | ***90.0*** | ***55.67*** | ***68.9*** | ***100.0*** | ***30.0*** |
| ***Total/Average*** | ***35.0*** | ***100.0*** | ***90.0*** | ***76.58*** | ***68.9*** | ***100.0*** | ***35.0*** |

***KPI Analysis***

**Analysis of Faculty Training Participation (KPI OC-16)**

The Architecture Program exhibits **outstanding performance** in faculty training participation, surpassing all internal and external benchmarks and meeting strategic goals across both male and female sections.

**Performance Trends**

Following a notable drop in 2024, where participation fell to *40% (male)* and *30% (female)* from a perfect *100%* in 2023, the program achieved a **strong recovery in 2025**. Participation rose significantly to *80% for male faculty* and *90% for female faculty*, producing a combined total of *85%*.

**Benchmark Comparisons**

The 2025 result *outperforms the external benchmark* of Qassim University (*68.9%*) by *16.1 percentage points*. It also aligns well with the internal college average (*86.79%*). In terms of targets, male faculty exceeded the benchmark by *59.5%*, and female faculty by *74.63%*, confirming significant institutional achievement.

**Gender Analysis**

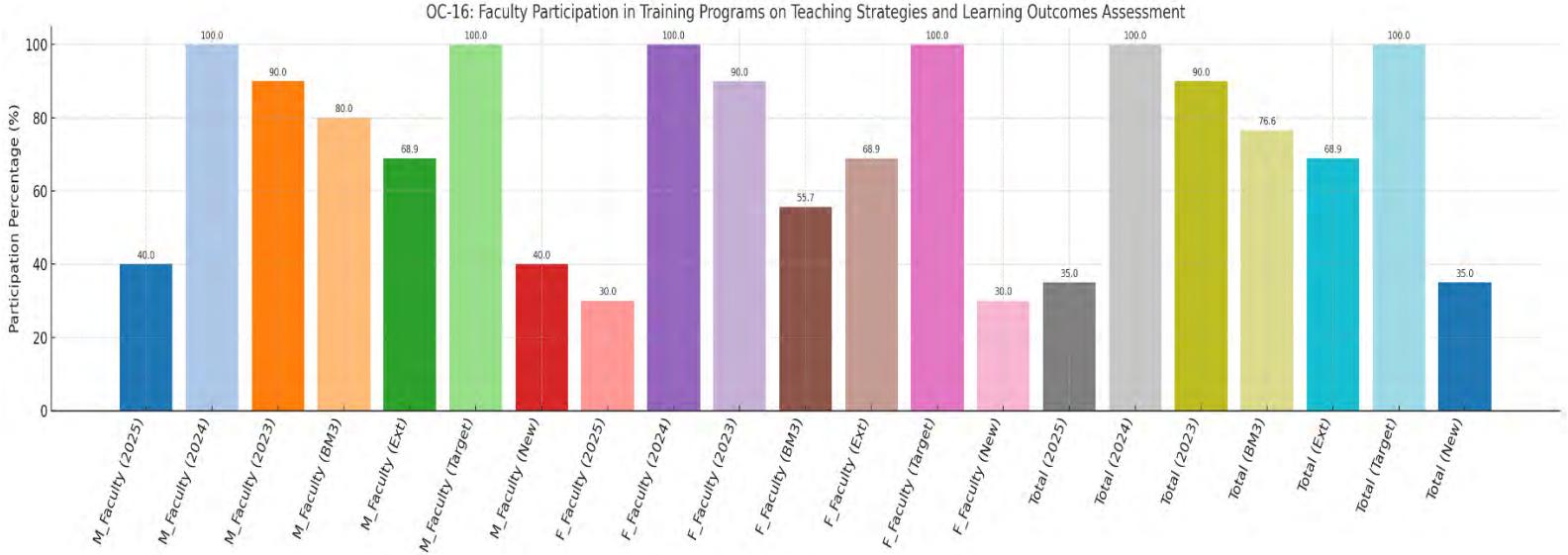
*Female faculty* participation at *90%* surpasses male faculty's *80%*, reflecting stronger engagement in pedagogical training and assessment development. This result underscores a positive trend in faculty professional development, especially among female staff.

**Strategic Alignment**

This KPI strongly supports **Program Goal 3** (*Enhancement of Faculty Performance*) and **Goal 1** (*Improvement of Teaching Quality*). Training initiatives focused on instructional strategies and outcome-based assessment are instrumental in fulfilling the program's mission of preparing *qualified architects with essential employability skills*, in alignment with *Vision 2030*.

**Recommendations**

Despite the excellent outcome in 2025, the decline seen in 2024 signals a potential vulnerability to unforeseen factors. To ensure sustainability, the program should adopt a more **systematic training framework** with clear **scheduling**, **tracking mechanisms**, and **incentive models**. These measures would help maintain high participation rates and safeguard against future fluctuations.




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| ***Strengths*** | The Architecture Program has achieved **exceptional success in faculty training participation**, with *male faculty at 80%* and *female faculty at 90%* in 2025. These results not only exceed all institutional targets and benchmarks but also affirm the program's commitment to academic excellence, continuous development, and strategic alignment with its core goals. |
| ***Area for improvement*** | Despite excellent results in 2025, maintaining consistency and institutionalizing training practices is essential for sustained performance. The following targeted recommendations are proposed: |

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| ***/recommendation*** | 1. **Establish an Annual Faculty Development Calendar:** Develop and publish a structured annual training schedule with predefined topics aligned with teaching strategies, assessment methods, and technological advancements. This ensures faculty can plan ahead and maintain continuous engagement.<br>2. **Implement Mandatory Training Quotas:** Require each faculty member to attend a minimum number of professional development hours per academic year. Link compliance to performance reviews or promotion criteria to encourage consistent participation.<br>3. **Provide Incentives for Active Participation:** Offer recognition (e.g., certificates, awards during academic events) or modest financial incentives for faculty who complete multiple training sessions or lead workshops, particularly targeting underperforming years like 2024.<br>4. **Establish Peer-Led Training Models:** Encourage experienced faculty to conduct internal training workshops, fostering a knowledge-sharing culture and reducing dependency on external trainers.<br>5. **Monitor and Analyze Participation Trends Annually:** Set up a digital dashboard to track attendance, feedback, and satisfaction after each training session. This will help identify engagement patterns and allow for timely interventions if a decline is detected.<br>6. **Strengthen Training Accessibility:** Offer hybrid (in-person and online) formats for all training to accommodate faculty schedules and improve female participation, especially if workload or logistical issues are barriers.<br>**Rationale:**<br>These recommendations directly support *Goal 3* (Enhancing Faculty Performance) and *Goal 1* (Improving Teaching Quality). By institutionalizing training practices and addressing potential vulnerabilities, the program can ensure faculty development remains a cornerstone of educational excellence in alignment with Vision 2030. |
| ***Short comment*** | ***The analysis of KPI OC-16 reveals a concerning decline in faculty participation in training programs on teaching strategies and learning outcomes assessment, from 100% in 2023 to only 35% in 2024, which is substantially lower than the internal and external benchmarks; the program should urgently investigate the reasons for this decline and implement a comprehensive action plan to boost faculty engagement in these critical training programs.*** |

***OC-17***

***Percentage of Faculty's Participation in Training Programs on Using New Technology in Teaching and Assessment %***

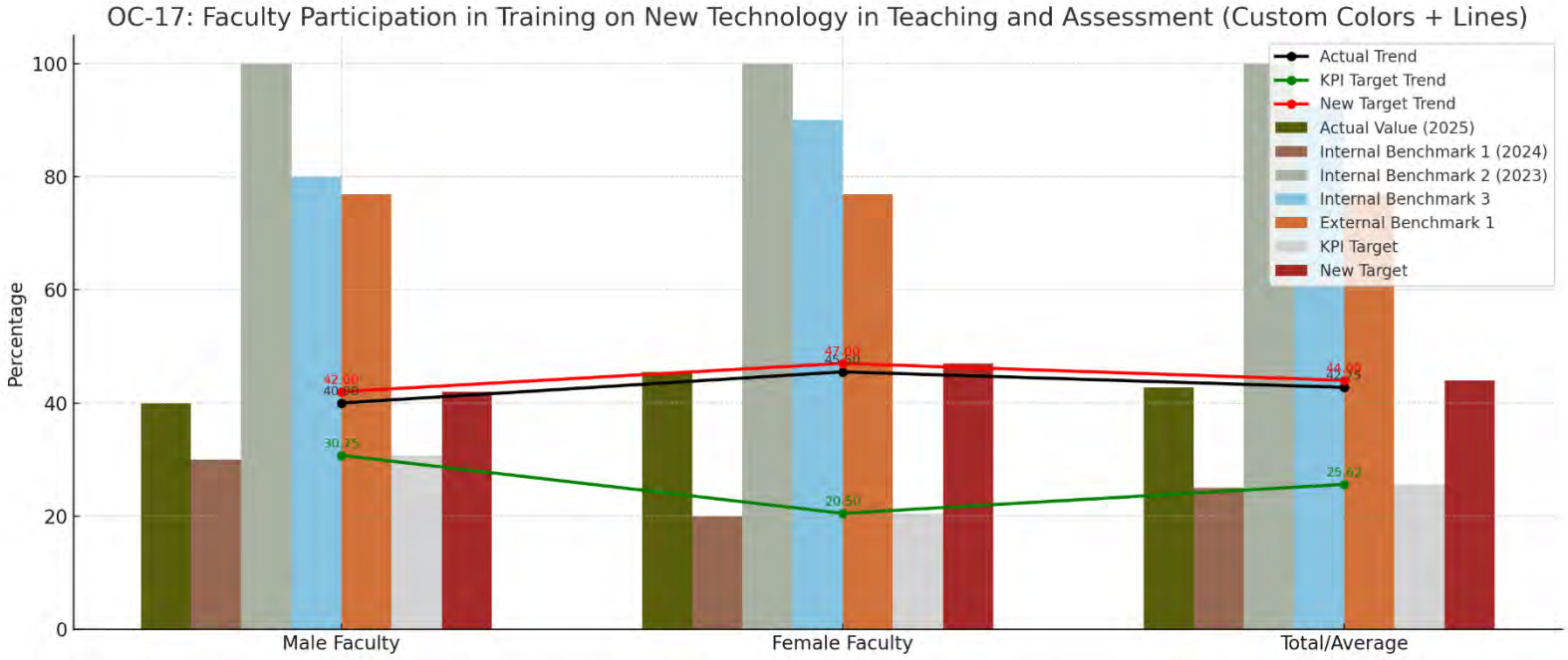
| *KPI Categories* | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ***Male Faculty*** | ***40.0*** | ***30.0*** | ***100.0*** | ***80.0*** | ***76.9*** | ***30.75*** | ***42.0*** |
| ***Female Faculty*** | ***45.5*** | ***20.0*** | ***100.0*** | ***90.0*** | ***76.9*** | ***20.5*** | ***47.0*** |
| ***Total/Average*** | ***42.75*** | ***25.0*** | ***100.0*** | ***92.62*** | ***76.9*** | ***25.62*** | ***44.0*** |

***KPI Analysis***

**Analysis of KPI OC-17: Faculty Participation in Training Programs on Using New Technology in Teaching and Assessment**

The Architecture Program demonstrates **significant improvement** in faculty participation in training on educational technologies in 2025, reflecting a strategic recovery from a notable dip in 2024. The overall participation rate in 2025 reached *42.75%*, exceeding both the internal benchmark of 25% (2024) and the KPI target of 25.62%. However, this remains far below the peak levels of 100% in 2023 and internal benchmarks from 2022 (92.62%).




**Performance Breakdown**

- **Male Faculty** participation improved from *30% in 2024* to *40% in 2025*, marking a 10 percentage point increase, though still falling significantly short of the historical highs (100% in 2023 and 80% in 2022).

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| | • **Female Faculty** showed a stronger recovery, increasing participation from *20% in 2024* to *45.5% in 2025*, outperforming male faculty and exceeding both the old and new KPI targets (20.5% and 47.0%, respectively).<br>• The **program average** (42.75%) surpassed internal and external targets, but still trails behind the *external benchmark of 76.9%*, suggesting room for development to meet sector-wide standards.<br>**Gender Comparison**<br>Female faculty have demonstrated **greater progress**, improving by 25.5 percentage points between 2024 and 2025, compared to a 10-point gain among male faculty. This reflects increased engagement by female staff with technology-focused pedagogical development.<br>**Strategic Implications**<br>This indicator supports **Goal 3** (enhancing faculty performance) and **Goal 1** (improving teaching quality through modern tools). The partial rebound in 2025 shows positive responsiveness to program interventions; however, the shortfall from 2023 levels reveals inconsistency in participation that could affect instructional innovation and student engagement. |
| ***Strengths*** | The program has demonstrated a **notable rebound in faculty training participation** on new technologies, especially among female faculty (45.5%), surpassing internal and external targets. This reflects renewed institutional focus on integrating technology into teaching and assessment strategies. |
| ***Area for improvement /recommendation*** | **Recommendations for Improvement**<br>1. **Establish an Annual Technology Training Plan**<br>Develop a structured plan for faculty professional development focused specifically on emerging educational technologies, including AI-based assessment, LMS tools, and blended learning platforms.<br>2. **Introduce Mandatory Tech-Training Hours**<br>Require each faculty member to complete a minimum number of hours per semester in tech-focused workshops or certifications to ensure consistent exposure and engagement.<br>3. **Leverage Peer Expertise and Mentorship**<br>Encourage tech-savvy faculty to deliver internal workshops and mentor peers, particularly those hesitant or less experienced in digital tools.<br>4. **Track Engagement via Digital Dashboards**<br>Use automated systems to monitor training participation by gender and discipline, enabling timely intervention where gaps appear.<br>5. **Incentivize Participation**<br>Offer recognition or performance points for faculty who complete multiple technology training sessions or adopt innovative digital practices in their courses. |
| ***Short comment*** | The Architecture Program has made commendable strides in restoring faculty engagement with educational technology training. However, sustained efforts are required to match historical participation levels and meet external benchmarks. |

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| | Special attention should be given to maintaining momentum and formalizing tech-integration as a continuous development priority. |



***OC-18***

***Avg. of Students Evaluation of Courses Introductory Materials Including Comprehensive Information about Courses; their Assessment Methods and their Passing Requirements (on a likert scale 1-5)***

| *KPI Categories* | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| ***Male Students*** | ***4.56*** | ***4.17*** | ***3.97*** | ***4.3*** | ***4.5*** | ***4.0*** | ***4.0*** |
| ***Female Students*** | ***4.14*** | ***3.5*** | ***4.35*** | ***4.2*** | ***4.5*** | ***3.59*** | ***4.0*** |
| ***Total/Average*** | ***4.35*** | ***3.84*** | ***4.16*** | ***4.26*** | ***4.5*** | ***3.94*** | ***4.0*** |

KPI Analysis

***Analysis of KPI OC-18: Student Evaluation of Courses' Introductory Materials***

(Average rating on a Likert scale from 1 to 5)

The Architecture Program shows a positive and consistent improvement in student satisfaction with the introductory course materials, assessment methods, and clarity of passing requirements. In 2024, the overall score rose to 4.35, surpassing both the internal benchmark of 3.84 (2023) and the target of 3.94, approaching the external benchmark of 4.5.

Performance Breakdown:

Male Students recorded a high satisfaction level of 4.56, significantly exceeding the previous years (4.17 in 2023 and 3.97 in 2022). This value also surpasses the external benchmark (4.5), indicating excellent communication and transparency regarding course expectations.

Female Students improved to 4.14, recovering from a dip in 2023 (3.5) and showing better performance than in 2022 (4.35). However, this score is still slightly below the external benchmark and their 2022 value.

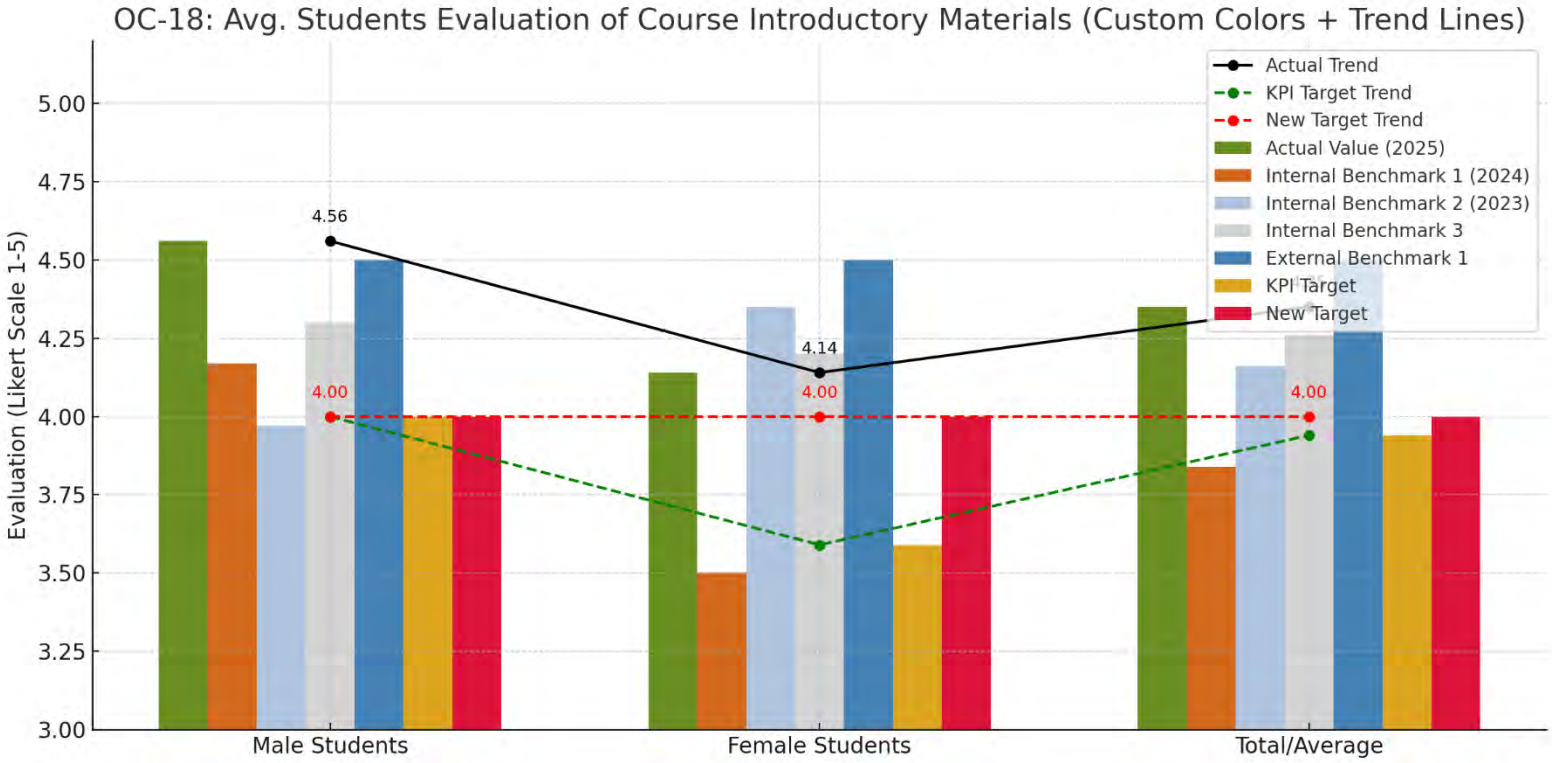
The Total/Average score of 4.35 reflects consistent growth and indicates that most students—regardless of gender—acknowledge the improvements in course orientation and clarity. Male students show remarkable improvement, progressing from 3.97 (2023) to 4.56 (2025), surpassing both the internal benchmark (4.3) and approaching the external benchmark (4.5). This upward trajectory reflects enhanced faculty communication and course organization. Female students present a more complex pattern, recovering from a dip in 2024 (3.5) to 4.14 in 2025, though below their 2023 performance (4.35). Despite this fluctuation, they exceed their target (3.59) and perform comparably to the internal benchmark (4.2).

***Benchmark Analysis***

The program performs competitively against Qassim University's benchmark (4.5) , with male students nearly matching this standard. The slight gap with the external benchmark indicates room for refinement in course introduction practices.

***Strategic Alignment***

This KPI directly supports the program's mission to provide "competitive higher education in architecture engineering within a supportive academic environment." Clear course expectations and assessment methods are fundamental to preparing "qualified architects with vital employability skills" as outlined in Goal 5 .




***Strengths***

The Architecture Program has demonstrated **effective communication of course expectations**, especially with male students scoring *4.56*. This supports *Goal 1* (enhancing teaching quality) and aligns with quality assurance practices requiring transparency in course specifications, assessment, and grading policies.

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| ***Area for improvement /recommendation*** | **Recommendations:**<br>1. **Standardize Course Introductory Materials Across Sections**<br>Ensure all course outlines, syllabi, and student handbooks include clearly stated outcomes, assessment rubrics, and grading criteria. Faculty should follow a unified format across both male and female sections.<br>2. **Conduct Section-Specific Orientation Sessions**<br>Schedule detailed briefing sessions at the start of each semester for all students, particularly in the female section, to explain course content, assessment types, and passing criteria.<br>3. **Monitor Female Section Feedback More Closely**<br>Although female student satisfaction improved in 2024, it lags behind male scores. Implement targeted feedback loops and focus groups with female students to identify remaining gaps in course communication.<br>4. **Utilize Digital Platforms**<br>Leverage LMS systems (like Blackboard or Moodle) to host interactive course overviews and digital guides, ensuring 24/7 access to updated course requirements. |
| ***Short comment*** | The Architecture Program excels in course transparency and communication, especially among male students. Further targeted efforts are needed in the female section to maintain equitable satisfaction levels and fully match external benchmarks. |

***OC-19***

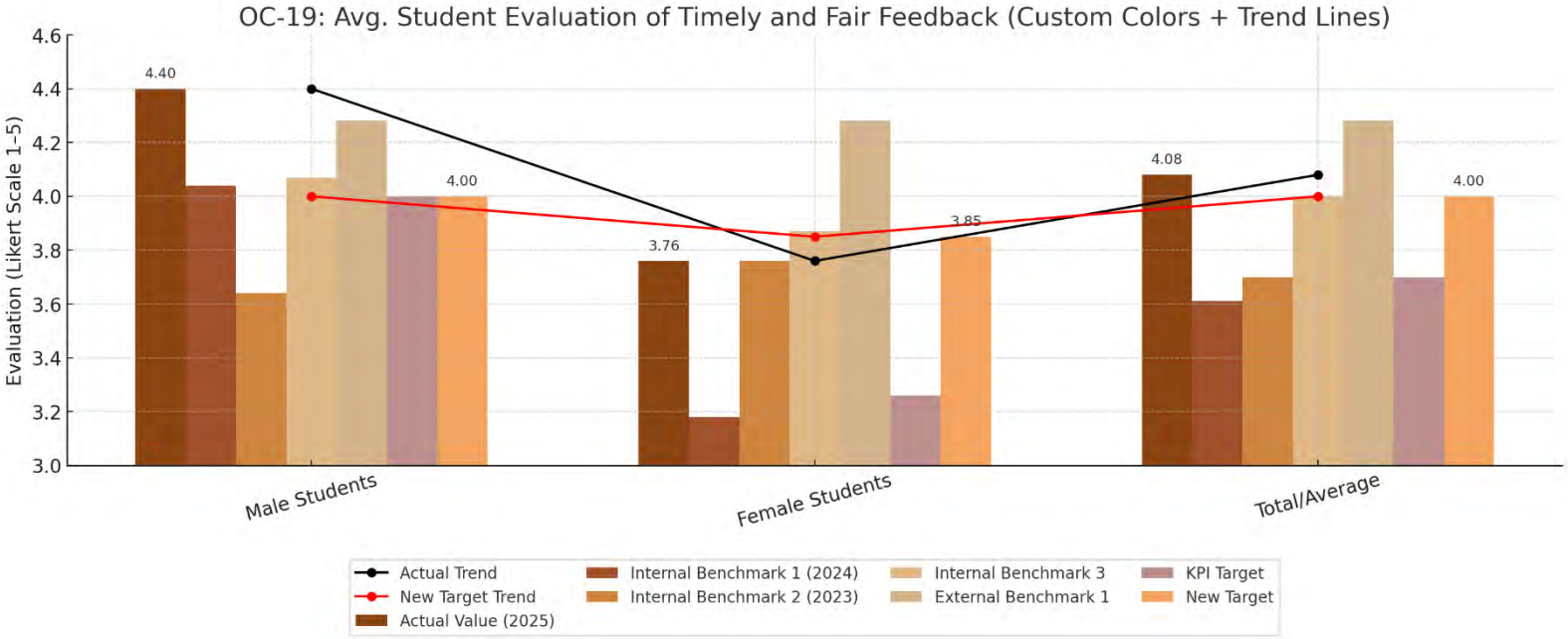
***Avg. of Students Evaluation of "Feedback is provided to students about their performance and fare evaluation results at a time that allows them to improve their performance(on a likert scale 1-5)"***

| *KPI Categories* | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| ***Male Students*** | ***4.4*** | ***4.04*** | ***3.64*** | ***4.07*** | ***4.28*** | ***4.0*** | ***4.0*** |
| ***Female Students*** | ***3.76*** | ***3.18*** | ***3.76*** | ***3.87*** | ***4.28*** | ***3.26*** | ***3.85*** |
| ***Total/Average*** | ***4.08*** | ***3.61*** | ***3.7*** | ***4.0*** | ***4.28*** | ***3.7*** | ***4.0*** |
| ***KPI Analysis*** | **Analysis of KPI OC-19: Student Evaluation of Feedback and Fair Assessment**<br>The *Architecture Program* exhibits a **notable improvement** in students' perceptions regarding the *timeliness, clarity, and fairness* of feedback and assessment practices. In 2025, the **overall average score increased to 4.08**, rising from 3.61 in 2024, | | | | | | |

which marks an impressive **13% enhancement**. This value surpasses the **program target of 3.7**, indicating successful efforts to elevate feedback quality and assessment fairness.

**Section-Wise Breakdown:**

- **Male Students** recorded a **high score of 4.4** in 2025, showing steady improvement from 4.04 (2024) and 3.64 (2023). This performance not only exceeds the program's internal benchmark (4.07) and target (4.0), but also positions the male section close to the **external benchmark of 4.28** (Qassim University), confirming a strong and responsive assessment environment.




- **Female Students**, while starting from a lower base of 3.18 in 2024, improved significantly to **3.76 in 2025**, surpassing their set target of 3.26. Though still slightly below the internal benchmark (3.87) and external value (4.28), this notable rise reflects effective interventions and a promising trajectory in response to previous shortcomings.

**Strategic Significance:**

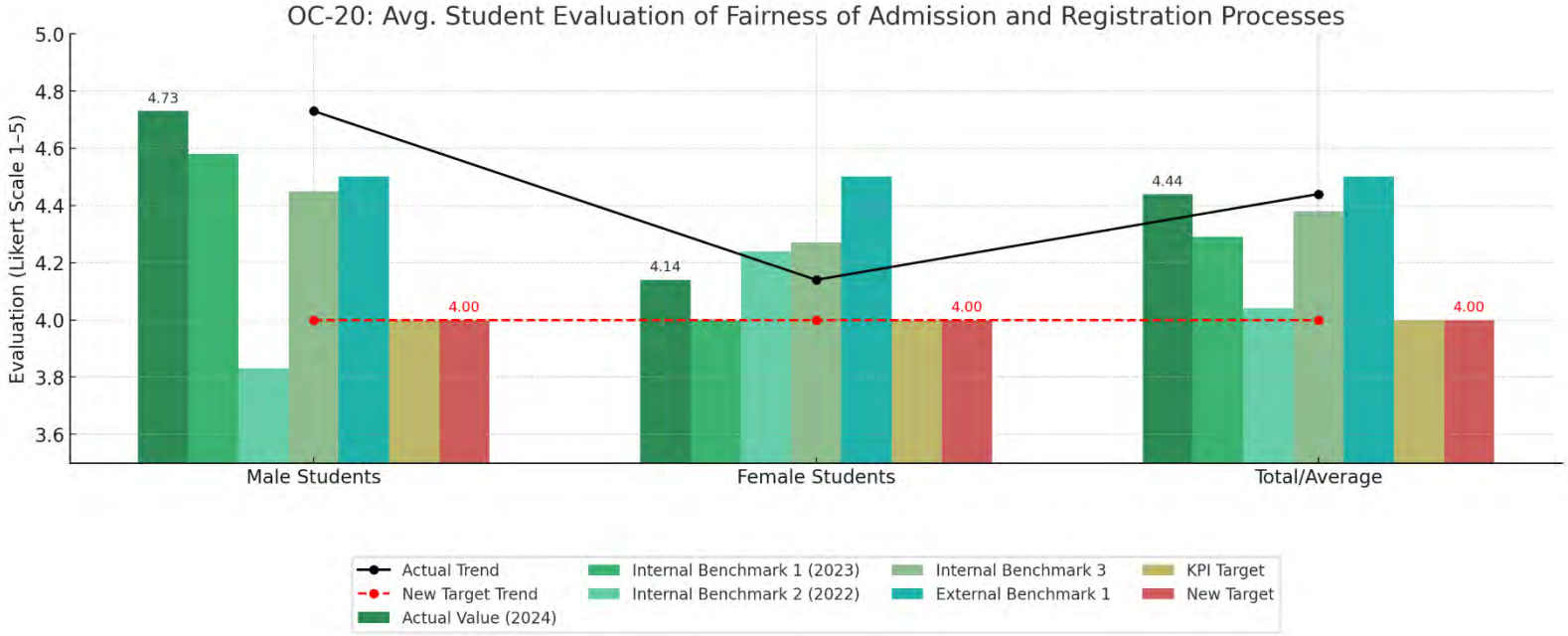
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| | This KPI is closely aligned with **Program Goals 1 and 2**, which aim to improve **teaching quality** and provide enhanced **student support services**. The steady upward trend across both sections reinforces the program's commitment to **constructive feedback loops** that support student development and academic performance.<br>Moreover, the encouraging data suggests effective **faculty training initiatives** in assessment and evaluation practices, as well as the successful implementation of quality assurance mechanisms regarding feedback timing and clarity. |
| ***Strengths*** | The Architecture Program exhibits a **remarkable 13% improvement** in student evaluation of feedback and assessment practices between 2024 and 2025. The male section particularly stands out, achieving **4.4**, reflecting the program's dedication to high teaching standards and responsive academic support in alignment with Vision 2030. |
| ***Area for improvement /recommendation*** | **Areas for Improvement:**<br>Despite the overall success, the *0.64-point gap* between male and female student evaluations remains a concern. This discrepancy could be the result of differing teaching styles, communication methods, or feedback consistency across sections. Narrowing this gap is critical to achieving **equity in educational experiences** for all students |
| ***Short comment*** | ***The program has made substantial progress in ensuring fair and timely student feedback, with male students achieving excellent satisfaction scores. Attention should now focus on equalizing the experience for female students through targeted standardization and support strategies.*** |

***OC-20***
***Avg. of Students Evaluation of Fairness of Programs Admission and Registration Processes(on a likert scale 1-5)***

| *KPI Categories* | *Actual Value 2024* | *Internal Benchmark 1 (KPI in 2023)* | *Internal Benchmark 2 (KPI in 2022)* | *Internal Benchmark 3* | *External Benchmark 1* | *KPI Target* | *New Target* |
|---|---|---|---|---|---|---|---|
| *Male Students* | *4.73* | *4.58* | *3.83* | *4.45* | *4.5* | *4.0* | *4.0* |
| *Female Students* | *4.14* | *4.0* | *4.24* | *4.27* | *4.5* | *4.0* | *4.0* |
| *Total/Average* | *4.44* | *4.29* | *4.04* | *4.38* | *4.5* | *4.0* | *4.0* |

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| ***KPI Analysis*** | **Analysis of KPI OC-20: Students' Evaluation of the Fairness of Admission and Registration Processes**<br>The *Architecture Program* demonstrates a **consistently high level of student satisfaction** with the fairness of its admission and registration processes. The **overall score for 2024 is 4.44**, which exceeds both the **internal target of 4.0** and closely approaches |

the **external benchmark of 4.5** (Qassim University). This reflects the program's commitment to transparency, accessibility, and procedural clarity in enrollment operations.




**Section-Wise Performance:**

- **Male Students** express **very high satisfaction**, with a score of **4.73** in 2024—surpassing the 2023 value (4.58) and significantly higher than 2022 (3.83). This score also exceeds the external benchmark, indicating strong perceived fairness and efficiency in the male section's admission and registration systems.
- **Female Students** score **4.14** in 2024, slightly improving from 4.0 in 2023, though slightly below their 2022 score (4.24). While this remains above the KPI target, the performance still lags behind the male section by **0.59 points**, suggesting a mild gender disparity in administrative satisfaction.

**Trends and Comparisons:**

- The **total average value (4.44)** has steadily improved from 4.04 (2022) and 4.29 (2023), confirming consistent efforts to optimize and communicate fair admission and registration policies.

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| | • The **male section** continues to outperform the female section, which is a recurring theme in several satisfaction KPIs and warrants careful investigation and responsive action.<br>• The performance is **well-aligned with external benchmarks**, confirming that the program meets regional expectations in administrative fairness.<br>**Strategic Relevance:**<br>This KPI directly supports **Program Goal 2**, which emphasizes improving student experiences through academic and administrative support. Ensuring transparent and equitable registration systems enhances student trust, reduces administrative barriers, and promotes smoother academic progression. |
| ***Strengths*** | The Architecture Program achieves **exceptionally high satisfaction (4.73)** among male students regarding admission and registration fairness, while maintaining an overall score (4.44) that exceeds targets and nearly matches the external benchmark, reflecting the success of administrative reforms and clear communication practices. |
| ***Area for improvement /recommendation*** | **Recommendation:**<br>To ensure **gender equity and consistency** in student experiences, the program is advised to:<br>1. **Conduct focused feedback sessions** with female students to better understand areas of dissatisfaction or perceived inefficiency.<br>2. **Review registration procedures and communication channels** used in the female section to ensure clarity, responsiveness, and parity with the male section.<br>3. **Provide additional orientation or advising support** during peak registration periods to enhance student confidence in the process.<br>4. **Implement a feedback loop mechanism** where students can immediately report issues during admission/registration, allowing rapid corrective action. |
| ***Short comment*** | While overall satisfaction with admission and registration processes is strong and improving, closing the satisfaction gap between male and female students will ensure that fairness is consistently perceived across all student groups, aligning with the program's inclusive and student-centered mission. |

***OC-22***

***Avg. of Students Evaluation of Accessibility of Programs Information Prior to Registration and Admission (on a likert scale 1-5)***

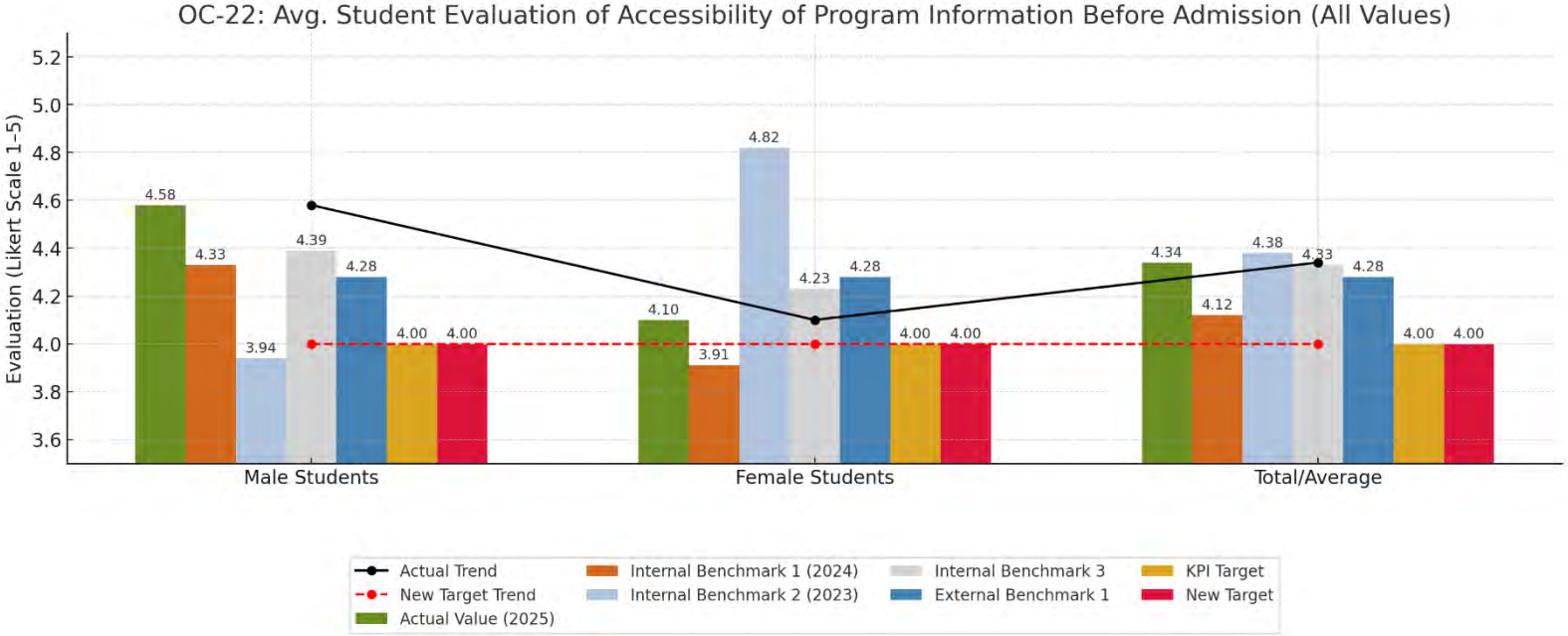
| *KPI Categories* | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| ***Male Students*** | ***4.58*** | ***4.33*** | ***3.94*** | ***4.39*** | ***4.28*** | ***4.0*** | ***4.0*** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ***Female Students*** | ***4.1*** | ***3.91*** | ***4.82*** | ***4.23*** | ***4.28*** | ***4.0*** | ***4.0*** |
| ***Total/Average*** | ***4.34*** | ***4.12*** | ***4.38*** | ***4.33*** | ***4.28*** | ***4.0*** | ***4.0*** |



***KPI Analysis***

The *Architecture Program* demonstrates **notable strength** in ensuring accessible and transparent program information for prospective students, with all 2025 values exceeding the minimum KPI target of 4.0 across both male and female sections.




**Performance Trends and Benchmarking**

- **Male students** show **substantial improvement**, with their evaluation rising from **3.94 in 2023 to 4.58 in 2025**—a remarkable **16% increase**. This score not only exceeds the **internal benchmark** (4.39) but also **outperforms the external benchmark** (4.28 from Qassim University), highlighting the program's success in enhancing informational accessibility for male students.
- **Female students**, while maintaining a score above the KPI target, experienced a **moderate decline** from **4.82 in 2023 to 4.10 in 2025**. Despite this drop, the 2025 score remains competitive, slightly below the internal benchmark (4.23)

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| | but still **above the external standard** (4.28), indicating acceptable performance but suggesting an area that may require attention.<br>• The **overall average score of 4.34** in 2025 marks consistent improvement from 4.12 in 2024 and places the program ahead of both internal (4.33) and external (4.28) benchmarks, reflecting broad-based success across student groups.<br>**Strategic Alignment and Institutional Impact**<br>This KPI directly supports:<br>• **Program Goal 2**: Enhancing student support services<br>• **Program Goal 4**: Improving administrative efficiency<br>High accessibility to program information empowers students to make informed academic decisions and reflects institutional transparency. Such performance advances the *program's mission* of delivering **competitive higher education** within a **supportive, student-centered environment**. |
| ***Strengths*** | The most significant achievement is the **16% improvement among male students**, indicating the effectiveness of current strategies in program marketing, student advising, and digital information systems. The ability to **exceed all set benchmarks and targets** further affirms the robustness of the program's communication and outreach efforts. |
| ***Area for improvement /recommendation*** | Although performance is strong across the board, a **minor disparity exists in the female section**. To sustain equity and uphold excellence, the following **recommendations** are proposed:<br>1. **Conduct a focused feedback survey** among female students to identify any barriers in accessing program-related information (e.g., platform usability, clarity, availability).<br>2. **Enhance digital channels** (e.g., website, WhatsApp groups, orientation materials) tailored to the female section, ensuring content clarity and consistent updates.<br>3. **Implement annual orientation refreshers** across both sections to maintain high awareness levels regarding program structures, requirements, and updates. |
| ***Short comment*** | The KPI reflects the Architecture Program's commitment to transparency and student empowerment, with particularly strong results from male students. Slightly declining scores in the female section should be addressed to maintain parity and excellence across the program. |

***OC-23***

***Avg. of Students Evaluation of Student Orientation Programs (on a likert scale 1-5)***

| *KPI Categories* | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| **Male Students** | **4.62** | **4.42** | **3.61** | **4.03** | **N/A** | **4.0** | **4.0** |

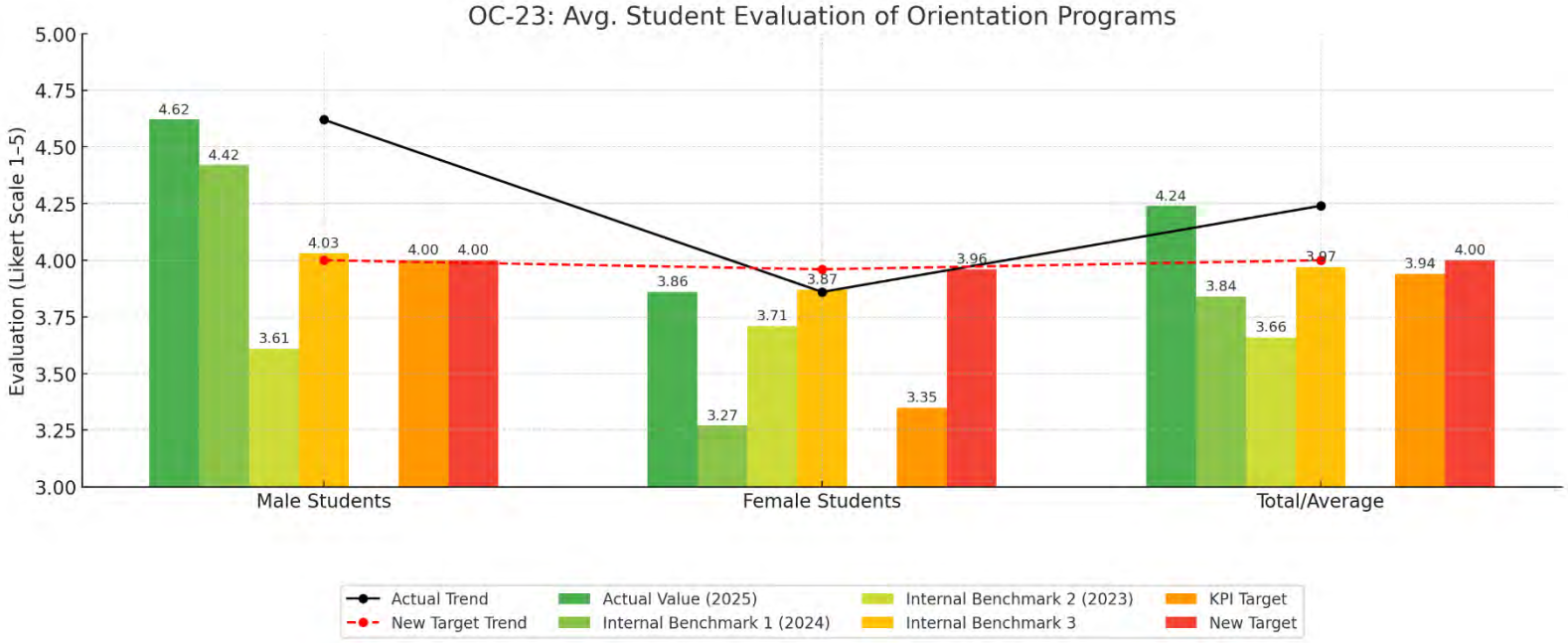
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| **Female Students** | **3.86** | **3.27** | **3.71** | **3.87** | **N/A** | **3.35** | **3.96** |
| **Total/Average** | **4.24** | **3.84** | **3.66** | **3.97** | **N/A** | **3.94** | **4.0** |



***KPI Analysis***

**Analysis of KPI OC-23: Student Evaluation of Student Orientation Programs**

The *Architecture Program* exhibits a **strong overall performance** in student evaluations of orientation programs, particularly in the male section, with the 2025 total average rising to **4.24**—exceeding both the KPI target (3.94) and the new target (4.0). This reflects a positive reception of orientation efforts and the program's commitment to supporting students at the beginning of their academic journey.




**Performance Trends and Gender Analysis**

- **Male Students** rated the orientation programs highly at **4.62** in 2025, up from 4.42 in 2024 and 3.61 in 2023, showing a **27.9% increase** over two years. This upward trend highlights continuous improvement and satisfaction with the orientation experience.

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| | • **Female Students** scored **3.86** in 2025—an improvement over 2024 (3.27) and 2023 (3.71), yet still below the male section. Despite the improvement, the score is slightly under the new target (3.96), suggesting an opportunity to enhance orientation effectiveness for female students.<br>• The **overall average of 4.24** in 2025 represents a **10.4% increase** from 3.84 in 2024 and confirms that the orientation programs are well-received across both sections.<br>**Strategic Alignment and Program Goals**<br>This KPI supports:<br>• **Program Goal 2**: Enhancing student support and advising<br>• **Program Goal 5**: Ensuring smooth student integration and academic preparedness<br>Orientation programs play a critical role in acclimating students to university life and program expectations. The positive scores indicate successful implementation in line with the program's mission and Vision 2030 goals of providing a supportive academic environment. |
| ***Strengths*** | The male section shows exceptional satisfaction with orientation programs (4.62), far exceeding the benchmark and target, suggesting that activities, delivery methods, and content are well aligned with student expectations |
| ***Area for improvement /recommendation*** | **Recommendations for Improvement**<br>To close the gender gap and further enhance the orientation experience:<br>1. **Revise the orientation content** for female students to better address their specific academic, social, and procedural needs.<br>2. **Increase engagement strategies**—such as interactive sessions, peer mentoring, and alumni involvement—to enhance perceived value.<br>3. **Gather direct feedback** from female participants post-orientation to identify weaknesses and adjust content accordingly. |
| ***Short comment*** | The Architecture Program has made commendable strides in orientation effectiveness, especially in the male section. Continued refinement of the female orientation experience will ensure equity and uphold high standards across all student groups. |

***OC-24***
***Avg. of Students Evaluation of Programs Fairness of Complaints; Grievance and Disciplinary Procedures and Implementation (on a likert scale 1-5)***

| *KPI Categories* | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| ***Male Students*** | ***4.55*** | ***4.09*** | ***4.21*** | ***4.38*** | ***N/A*** | ***4.0*** | ***4.0*** |

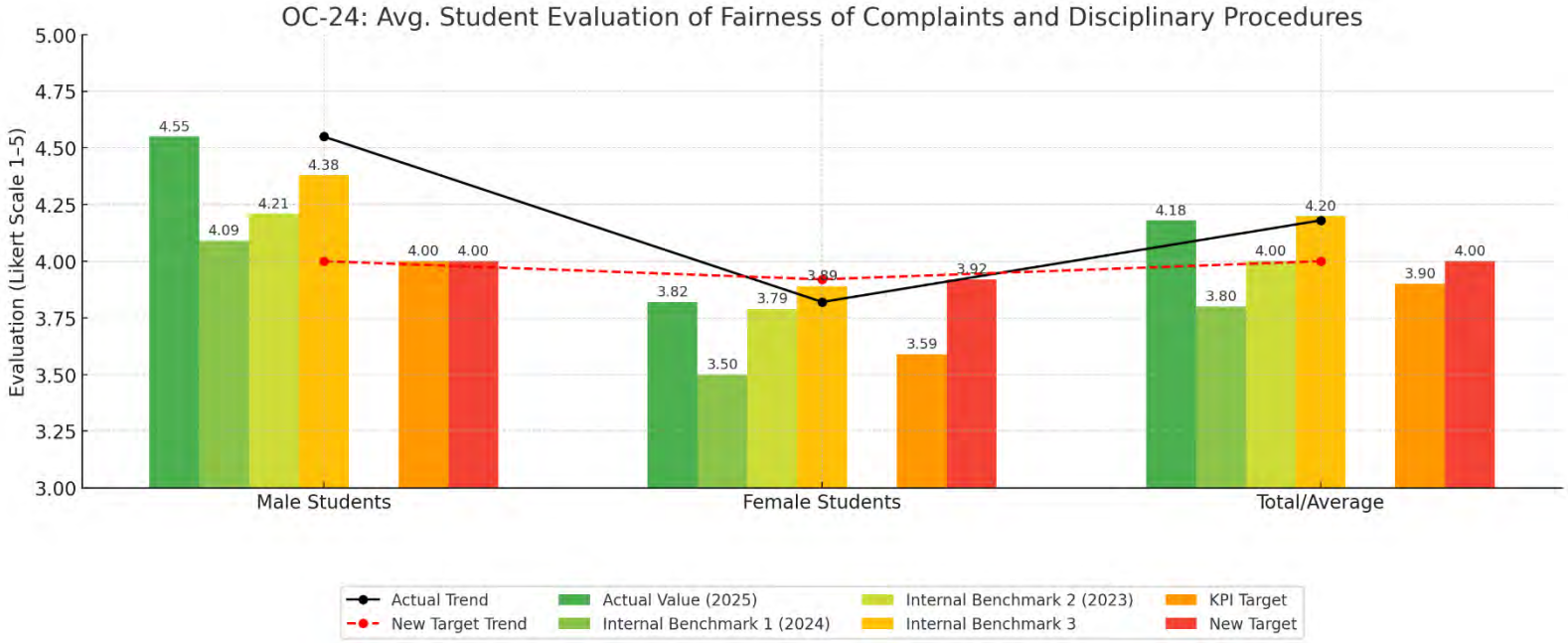
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| ***Female Students*** | ***3.82*** | ***3.5*** | ***3.79*** | ***3.89*** | ***N/A*** | ***3.59*** | ***3.92*** |
| ***Total/Average*** | ***4.18*** | ***3.8*** | ***4.0*** | ***4.2*** | ***N/A*** | ***3.9*** | ***4.0*** |



***KPI Analysis***

**Analysis of KPI OC-24: Student Evaluation of Program Fairness in Grievance Procedures**

The *Architecture Program* demonstrates **robust and improving performance** in students' evaluation of the fairness of grievance and disciplinary procedures, with **2025 results surpassing internal targets and benchmarks**, reflecting increased confidence in institutional support mechanisms.




**Performance Highlights**

- **Male Students** rated grievance fairness at **4.55** in 2025, marking a **11.3% increase** from 2024 (4.09) and exceeding both the internal benchmark (4.38) and the set target (4.0). This signals clear effectiveness in communicating and applying grievance policies within the male section.

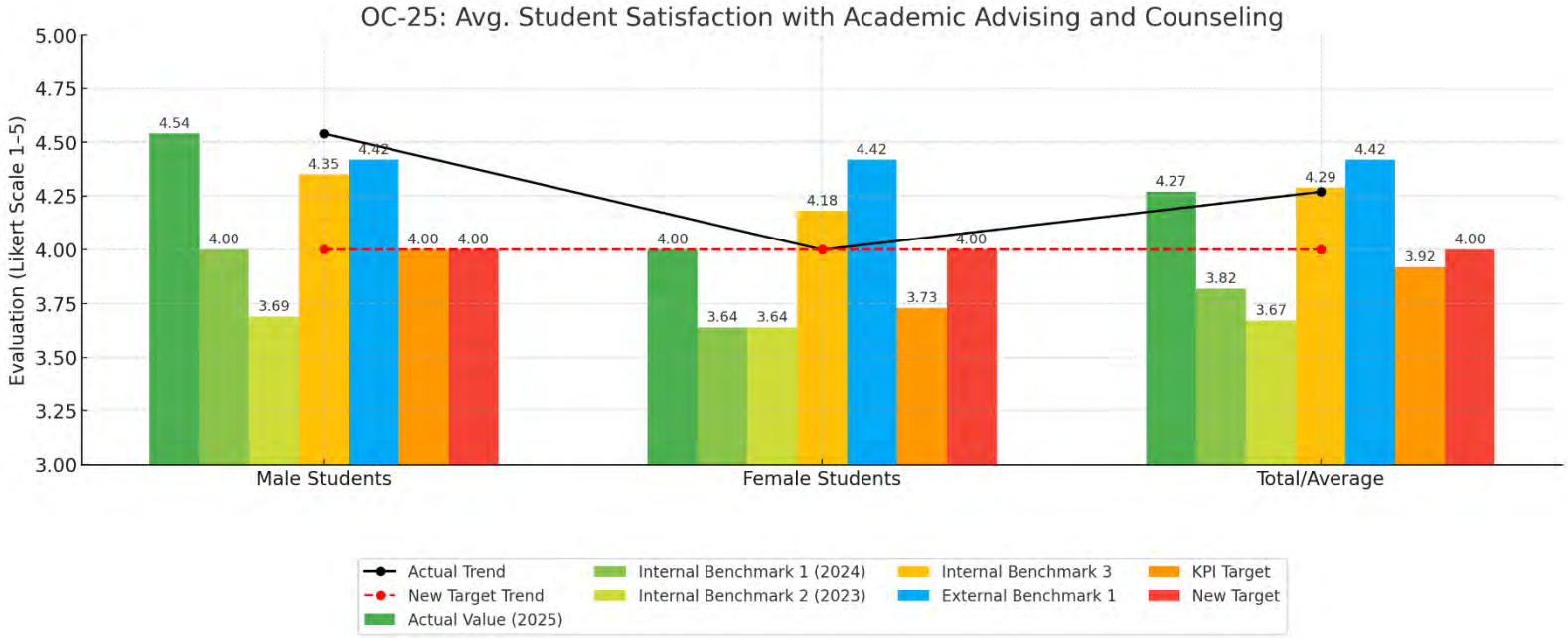
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| | • **Female Students** also showed improvement, scoring **3.82** in 2025, up from 3.5 in 2024 and slightly above 2023 (3.79). While still below the male section and the internal benchmark (3.89), this progress is promising, indicating that institutional efforts to address procedural clarity and accessibility are taking effect.<br>• The **overall score** reached **4.18** in 2025, recovering from 3.8 in 2024 and surpassing the previous benchmark of 4.0, as well as the institutional target of 3.9. This reflects a healthy academic environment with growing student trust in grievance systems.<br>**Strategic Relevance**<br>This KPI directly supports:<br>• **Goal 2**: Enhancing student support services<br>• **Goal 4**: Increasing administrative efficiency<br>• **Goal 5.3**: Promoting ethical values and fairness<br>Strong scores reflect students' perception that the program handles grievances with transparency, fairness, and accessibility—key indicators of institutional integrity and alignment with Vision 2030 educational values. |
| ***Strengths*** | The male section's **outstanding score of 4.55** reflects students' high confidence in grievance mechanisms, substantially exceeding targets and benchmarks. This indicates a well-structured, clearly communicated, and effectively implemented set of procedures that promote fairness and trust. |
| **Area for improvement /recommendation** | **Recommendation for Improvement**<br>While overall results are excellent, **closing the gender gap** should be prioritized to ensure equitable student experiences across both sections.<br>**Suggested Actions:**<br>1. **Conduct focused discussion groups** with female students to identify specific procedural barriers or communication issues.<br>2. **Include grievance procedure walkthroughs** as part of the female orientation program and academic advising sessions.<br>3. **Ensure female representation** in grievance committees and student advisory boards to reinforce trust and accessibility. |
| **Short comment** | KPI OC-24 confirms that the Architecture Program has successfully fostered a fair and supportive academic environment. Continued monitoring and targeted action in the female section will further strengthen the program's culture of fairness and transparency, reinforcing its mission and strategic goals. |
| ***OC-25***<br>***Avg. Students Satisfaction of Programs Academic Advising and Counseling (on a likert scale 1-5)*** | |

| KPI Categories | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| *Male Students* | *4.54* | *4.0* | *3.69* | *4.35* | *4.42* | *4.0* | *4.0* |
| *Female Students* | *4.0* | *3.64* | *3.64* | *4.18* | *4.42* | *3.73* | *4.0* |
| *Total/Average* | *4.27* | *3.82* | *3.67* | *4.29* | *4.42* | *3.92* | *4.0* |

***KPI Analysis***

**Analysis of KPI OC-25: Student Satisfaction with Academic Advising and Counseling**

The *Architecture Program* demonstrates a **notable improvement** in student satisfaction with academic advising and counseling services in 2025, with results exceeding both internal targets and previous performance benchmarks, indicating effective enhancement of academic support systems.

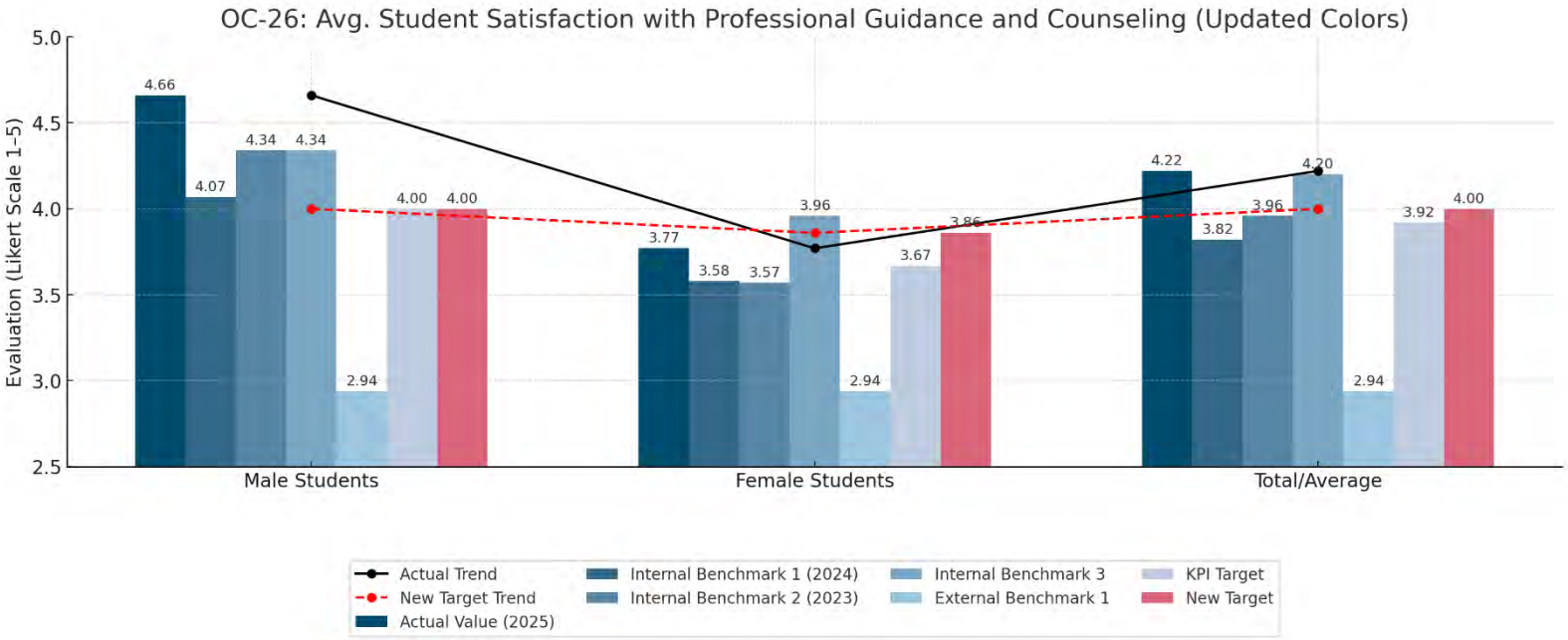


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| | **Performance Overview**<br>• **Male Students** rated academic advising at **4.54** in 2025, a significant increase from **4.0 in 2024** and **3.69 in 2023**. This value exceeds the internal benchmark (4.35), the external benchmark (4.42), and the set target (4.0), signaling **exceptional satisfaction** levels and a strong advising structure in the male section.<br>• **Female Students** showed a positive rise to **4.0** in 2025, compared to **3.64** in both 2024 and 2023. This score meets the new target and reflects an upward trajectory in satisfaction levels. However, it still trails behind the male section and external benchmark (4.42), indicating **room for continued improvement** in the female advising experience.<br>• The **overall average** satisfaction score rose to **4.27** in 2025 from **3.82** in 2024, marking a **11.8% improvement** and surpassing both the KPI target (3.92) and previous internal benchmarks. This trend confirms that recent enhancements to advising and counseling services have had a **positive program-wide impact**.<br>**Benchmark Comparison**<br>• The **program's average of 4.27** in 2025 closely aligns with the **external benchmark of 4.42** from Qassim University, narrowing the gap and positioning the program **competitively among peer institutions**.<br>• The consistent **year-over-year improvement**—especially from a baseline of 3.67 in 2023—highlights the program's strategic success in addressing past weaknesses in academic support.<br>**Strategic Alignment**<br>This KPI supports:<br>• **Program Goal 2**: Improving student academic, psychological, and professional support services.<br>• **Program Goal 5**: Preparing qualified graduates by supporting student progress and satisfaction.<br>High satisfaction in academic advising enhances retention, student performance, and readiness for post-graduate opportunities. It also reinforces the program's commitment to student-centered learning environments in line with **Vision 2030** goals. |
| ***Strengths*** | The male section's outstanding satisfaction score of **4.54** in 2025 represents one of the highest values across all advising-related KPIs, indicating an effective, accessible, and supportive advising structure. |
| ***Area for improvement /recommendation*** | **Recommendations for Improvement**<br>To **close the gender-based satisfaction gap** and enhance support equity:<br>1. **Conduct targeted surveys or focus groups** with female students to identify specific advising needs or concerns.<br>2. **Train female academic advisors** on personalized support approaches and proactive academic counseling.<br>3. **Establish follow-up mechanisms** to ensure continuity and responsiveness in advising sessions for female students. |
| ***Short comment*** | KPI OC-25 highlights **significant program success** in improving academic advising and counseling services. While both male and female sections have met or exceeded targets, **strategic focus on the female section** is essential to ensure **equitable satisfaction and support outcomes**. The strong 2025 performance demonstrates the program's ongoing commitment to quality academic advising, student well-being, and academic success. |

| OC-26<br>*Avg. Students Satisfaction of Programs Professional Guidance and Counseling (on a likert scale 1-5)* | | | | | | | |
|---|---|---|---|---|---|---|---|
| **KPI Categories** | **Actual Value (2025)** | **Internal Benchmark 1 (2024)** | **Internal Benchmark 2 (2023)** | **Internal Benchmark 3** | **External Benchmark 1** | **KPI Target** | **New Target** |
| ***KPI Categories*** | ***Actual Value 2024*** | ***Internal Benchmark 1 (KPI in 2023)*** | ***Internal Benchmark 2 (KPI in 2022)*** | ***Internal Benchmark 3*** | ***External Benchmark 1*** | ***KPI Target*** | ***New Target*** |
| ***Male Students*** | ***4.66*** | ***4.07*** | ***4.34*** | ***4.34*** | ***2.94*** | ***4.0*** | ***4.0*** |
| ***Female Students*** | ***3.77*** | ***3.58*** | ***3.57*** | ***3.96*** | ***2.94*** | ***3.67*** | ***3.86*** |
| ***Total/Average*** | ***4.22*** | ***3.82*** | ***3.96*** | ***4.2*** | ***2.94*** | ***3.92*** | ***4.0*** |
| ***KPI Analysis*** | **Analysis of KPI OC-26: Student Satisfaction with Professional Guidance and Counseling**<br>The *Architecture Program* demonstrates **strong and improving performance** in student satisfaction with professional guidance and counseling services in 2025, with values exceeding targets and showing a positive trajectory compared to previous years.<br>**Performance Overview**<br>• **Male Students** reported an **exceptionally high satisfaction score of 4.66** in 2025, significantly up from **4.07 in 2024** and **4.34 in 2023**. This reflects a **14.5% increase** over the previous year and **remarkably exceeds** both the internal benchmark (4.34) and the external benchmark from Qassim University (2.94). This score indicates the **strong effectiveness** of professional advising structures in the male section.<br>• **Female Students** achieved a score of **3.77** in 2025, improving from **3.58 in 2024** and **3.57 in 2023**. Although still below the male section and internal benchmark (3.96), the improvement reflects successful efforts to enhance professional counseling services for female students. Importantly, it **surpasses both the KPI target (3.67)** and the external benchmark (2.94).<br>• The **total program average** rose to **4.22** in 2025, from **3.82 in 2024** and **3.96 in 2023**, showing **a continuous positive trajectory**. The score exceeds the KPI target (3.92) and the new target (4.0), indicating high satisfaction overall with the program's professional guidance offerings. | | | | | | |

**Benchmark Comparison**

- All 2025 values (male, female, and total) **exceed the external benchmark** (2.94), positioning the program **well above** peer institutions in the region.
- The program also **meets or exceeds** all internal benchmarks and targets, highlighting consistency in improvement and service quality.




**Strategic Alignment**

This KPI directly supports:

- **Program Goal 2**: Enhancing support services for students through academic and professional counseling.
- **Program Goal 5**: Equipping students with vital employability skills and supporting career development.

Strong satisfaction with professional counseling contributes to improved student career readiness, employer engagement, and graduate success, aligning with **Vision 2030** priorities for labor market alignment.

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| ***Strengths*** | *The male section's* ***outstanding satisfaction score of 4.66*** *in 2025 is among the highest in all student services KPIs, reflecting an* ***exceptionally effective professional advising structure*** *and commitment to career readiness support.* |
| ***Area for improvement /recommendation*** | ***Recommendations for Improvement***<br>*To further strengthen the program and* ***narrow the satisfaction gap between male and female students****, the following actions are recommended:*<br>1. ***Conduct targeted feedback sessions*** *with female students to identify specific areas of need in career counseling.*<br>2. ***Increase the visibility and accessibility*** *of female career advisors and external mentors (e.g., female professionals or alumni).*<br>3. ***Organize gender-sensitive workshops and career development sessions*** *that reflect the distinct needs and career aspirations of female students in architecture.* |
| ***Short comment*** | *KPI OC-26 reveals that the Architecture Program is successfully delivering* ***high-quality professional guidance and counseling****, with* ***exceptional results in the male section*** *and* ***solid improvement in the female section****. While no immediate action is required for male students, focused enhancement of professional counseling for female students will ensure* ***equity, consistency, and sustained growth*** *in program support services.* |

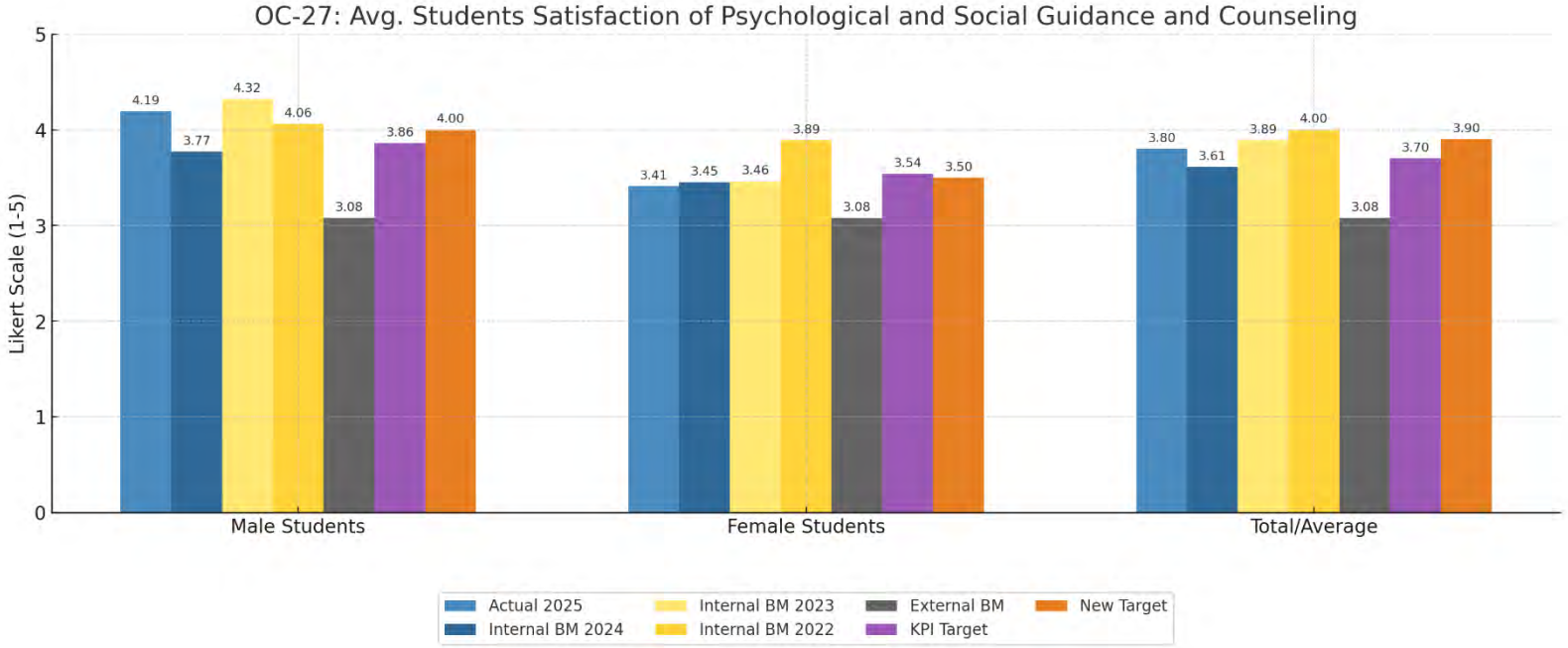
***OC-27***

***Avg. Students Satisfaction of Programs Psychological and Social Guidance and Counseling (on a likert scale 1-5)***

| ***KPI Categories*** | **Actual Value (2025)** | **Internal Benchmark 1 (2024)** | **Internal Benchmark 2 (2023)** | **Internal Benchmark 3** | **External Benchmark 1** | **KPI Target** | **New Target** |
|---|---|---|---|---|---|---|---|
| ***Male Students*** | ***4.19*** | ***3.77*** | ***4.32*** | ***4.06*** | ***3.08*** | ***3.86*** | ***4.0*** |
| ***Female Students*** | ***3.41*** | ***3.45*** | ***3.46*** | ***3.89*** | ***3.08*** | ***3.54*** | ***3.5*** |
| ***Total/Average*** | ***3.8*** | ***3.61*** | ***3.89*** | ***4.0*** | ***3.08*** | ***3.7*** | ***3.9*** |

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| ***KPI Analysis*** | **Analysis of Student Satisfaction with Psychological and Social Guidance Services (OC-27)**<br>The *Architecture program* demonstrates **strong performance** in delivering psychological and social guidance services, with the **overall satisfaction score for 2025 reaching 3.8**, which exceeds the **target of 3.7** and reflects an improvement over the **2024 value of 3.61**. This positive trend reinforces the program's alignment with **Program Goal 2**, focused on offering comprehensive student support services.<br>**Gender-Based Analysis** |

**Male students** exhibit **exceptional satisfaction** with a score of **4.19 in 2025**, notably exceeding their **target of 3.86** and rebounding positively from the 2024 dip of **3.77**. In contrast, **female students** show **stable yet lower satisfaction**, scoring **3.41 in 2025**, which meets the **target of 3.54** but reflects a slight decrease from **3.46 in 2023**.




**Benchmark Comparisons**

The program's performance is commendable when compared with **external benchmarks**, particularly the **Qassim University average of 3.08**, which is significantly lower. However, internal benchmarks present mixed results: while **male student satisfaction (4.19)** surpasses the **college average of 4.06**, **female satisfaction (3.41)** remains **below the internal benchmark of 3.89**, and the **overall average (3.8)** falls **slightly below the college standard of 4.0**.

**Strategic Implications**

These outcomes contribute directly to the program's mission of fostering a **"supportive academic environment"**, a foundational aspect of preparing competent graduates in line with **Vision 2030**. Furthermore, this KPI supports **Goal 5.3**, which promotes the development of students' awareness of **ethical values** and **professional conduct**, areas closely related to mental, social, and emotional well-being.

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| | **Recommendations**<br>While the overall KPI indicates solid achievement, the disparity between male and female student experiences highlights the need for **targeted enhancements** in services provided to female students. The program has demonstrated a clear commitment to high-quality student support, particularly through outperforming external benchmarks and achieving target thresholds. |
| ***Strengths*** | ***Strength Point***<br>*The Architecture program provides **outstanding psychological and social support**, especially for male students, who reported a **noteworthy satisfaction score of 4.19** in 2025. This figure **significantly surpasses both the set target (3.86)** and **external benchmarks**, showcasing the program's commitment to delivering well-rounded and effective student services.*<br>*This strength point is directly aligned with:*<br>• ***Program Goal 2**: Providing support to students through improvement of academic, social, psychological, and professional advising.*<br>• ***Program Mission**: Offering a supportive academic environment.*<br>• ***Vision 2030**: Emphasizing quality education and student well-being.*<br>*The program's achievements reflect a **positive and nurturing environment** that actively supports student psychological and social development, integral for preparing well-rounded, capable future architects.* |
| ***Area for improvement /recommendation*** | ***Recommendation***<br>*The **Guidance and Advising Committee** should initiate a focused intervention strategy aimed at improving satisfaction with psychological and social support services for **female students**, whose **2025 score (3.41)** lags behind **male students (4.19)** and **college benchmarks (3.89)**.*<br>***Specific Action Steps***<br>1. ***Conduct focus group discussions** with female students to identify and document unmet needs or concerns regarding counseling services.*<br>2. ***Develop gender-sensitive counseling programs** that cater to the specific psychological and social challenges faced by female architecture students.*<br>3. ***Enhance accessibility and awareness** of psychological support services for female students through targeted communications, events, and outreach activities.*<br>***Responsible Entities***<br>• ***Guidance and Advising Committee***<br>• ***Program Management***<br>• ***Community Service and Voluntary Work Committee***<br>***Rationale*** |

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| | *This recommendation reinforces **Program Goal 2** by addressing student needs comprehensively and equitably. Closing the satisfaction gap between male and female students will enhance the overall effectiveness of support services and contribute to achieving **an inclusive academic culture**, in line with the program's mission and **Vision 2030** goals for student empowerment and well-being.* |
| ***Short comment*** | *The program shows strong overall performance in psychological and social guidance services, with male students reporting high satisfaction (4.19). However, a gap remains for female students (3.41), indicating a need for targeted support enhancements to ensure equity across both sections.* |

***OC-28***

***Avg. of Students Satisfaction of Programs Mechanisms and Procedures for Supporting Gifted; Talented and Creative Students (on a likert scale 1-5)***

| ***KPI Categories*** | ***Actual Value (2025)*** | ***Internal Benchmark 1 (2024)*** | ***Internal Benchmark 2 (2023)*** | ***Internal Benchmark 3*** | ***External Benchmark 1*** | ***KPI Target*** | ***New Target*** |
|---|---|---|---|---|---|---|---|
| ***Male Students*** | ***4.57*** | ***4.21*** | ***4.23*** | ***4.23*** | ***3.36*** | ***4.0*** | ***4.0*** |
| ***Female Students*** | ***3.73*** | ***3.48*** | ***3.57*** | ***4.02*** | ***3.36*** | ***3.57*** | ***3.82*** |
| ***Total/Average*** | ***4.15*** | ***3.84*** | ***3.9*** | ***4.15*** | ***3.36*** | ***3.94*** | ***4.0*** |

***KPI Analysis***

***Analysis of KPI OC-28: Student Satisfaction with Support for Gifted and Talented Students***

*The Architecture Program demonstrates **strong performance** in supporting gifted, talented, and creative students, with clear improvements across all measured categories in 2025.*

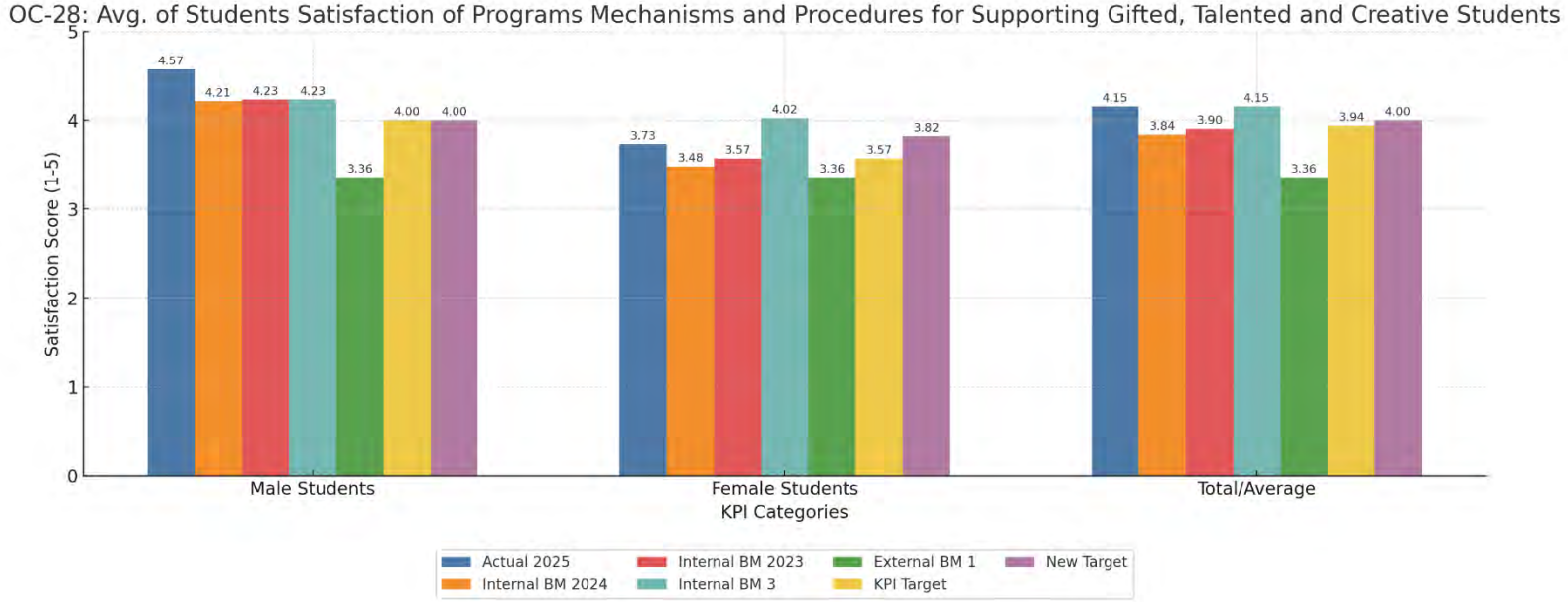
***Performance Highlights***

*Male students recorded an exceptional satisfaction score of 4.57/5.0, significantly exceeding the target (4.0) and improving from 4.21 in 2024. This performance is not only above the internal benchmark (4.23) but also far exceeds the external benchmark from Qassim University (3.36).*

*Female students also showed notable progress, achieving 3.73/5.0, surpassing the target (3.57) and rising from 3.48 in 2024. Although slightly below the internal benchmark (4.02), this score remains well above the external reference point.*

*The overall average of 4.15/5.0 surpasses the target (3.94), aligns with internal benchmarks, and strongly outperforms external comparisons—demonstrating successful institutional support for gifted students.*

***Strategic Alignment***

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| | *This performance contributes directly to **Program Goal 2** (student support services) and **Goal 5.2** (enhancing critical thinking and problem-solving skills). The KPI supports the program's mission of preparing qualified architects with vital employability skills and highlights the effectiveness of the program's talent-nurturing framework.*   <br>***Comparative and Gender-Based Analysis***<br>*The program **outperforms external benchmarks** across all student categories, confirming its **competitive advantage** in talent support. The upward trend between 2023 and 2025 reflects continuous improvement. While male students consistently report higher satisfaction, female students show progressive gains, indicating inclusive enhancement across both sections.* |
| ***Strengths*** | *The Architecture Program demonstrates **exceptional support for gifted and talented students**, with male students achieving 4.57/5.0—a performance that significantly exceeds all targets and benchmarks. This reflects the program's **commitment to nurturing excellence and student potential**, aligning with both Program Goals 2 and 5.2, and supporting Vision 2030's emphasis on quality education and human capital development.* |
| ***Area for improvement*** | *Based on the 2025 KPI data and trend analysis, **no immediate corrective action is needed**. The program is performing well above targets and continues to improve year-over-year.* |

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| **/recommendation** | ***Recommendation**: Maintain the current strategies for identifying, mentoring, and supporting gifted and talented students. Ensure periodic monitoring and student feedback collection to sustain this momentum and reinforce inclusivity, particularly in the female section, to close any remaining satisfaction gaps.* |
| **Short comment** | *The Architecture Program shows excellent performance in supporting gifted students, with high satisfaction scores across both genders in 2025—especially among male students (4.57). The results exceed all targets and benchmarks, confirming the program's strong commitment to nurturing talent and aligning with Vision 2030 goals.* |

***OC-29***

***Avg. of Students Satisfaction of Programs Mechanisms and Procedures for Supporting Underachieving Students (on a likert scale 1-5)***

| KPI Categories | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| ***Male Students*** | ***4.5*** | ***4.23*** | ***4.19*** | ***4.2*** | ***3.09*** | ***4.0*** | ***4.0*** |
| ***Female Students*** | ***3.64*** | ***3.35*** | ***3.64*** | ***4.03*** | ***3.09*** | ***3.43*** | ***3.73*** |
| ***Total/Average*** | ***4.07*** | ***3.79*** | ***3.92*** | ***4.14*** | ***3.09*** | ***3.88*** | ***4.0*** |

**KPI Analysis**

*The Architecture Program demonstrates **strong performance** in supporting underachieving students, achieving an overall satisfaction score of 4.07 in 2025, which exceeds the set target of 3.88 and shows notable improvement from 3.79 in 2024. This positive progression directly supports **Program Goal 2** of providing robust academic and psychological support services.*

***Performance Analysis***

***Male students** reported outstanding satisfaction, reaching 4.5 in 2025, a significant rise from 4.19 (2023) and 4.23 (2024). This result surpasses both the internal benchmark (4.2) and the external benchmark (3.09, Qassim University), indicating a high level of contentment with the program's support mechanisms.*

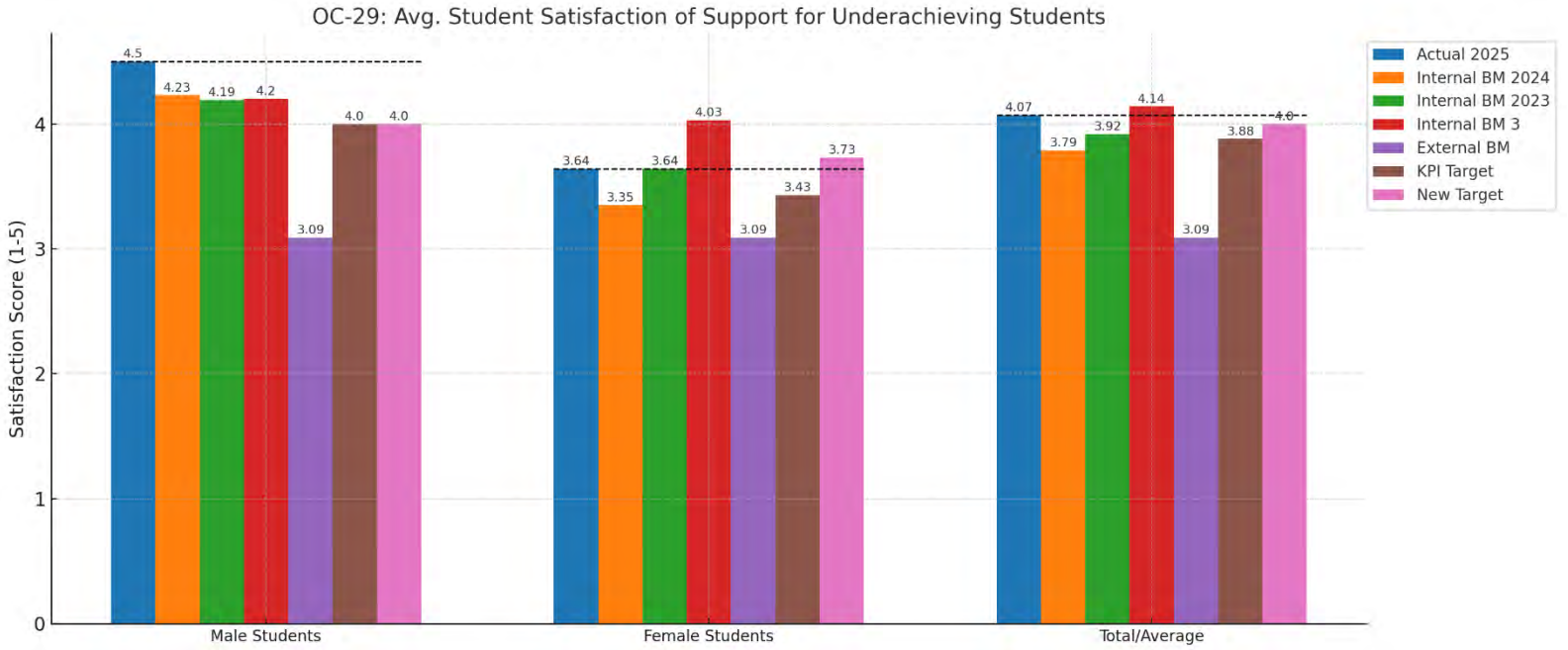
***Female students** achieved a satisfaction score of 3.64 in 2025, improving from 3.35 in 2024 and surpassing the target of 3.43. Although still below the internal benchmark (4.03), this upward trend reflects effective adjustments in addressing the needs of underachieving female students.*

***Benchmark Comparison***

*The program **outperforms the external benchmark (3.09)** across all categories, highlighting a clear competitive edge in delivering academic support. The high male score and improving female score demonstrate that the current advising, mentoring, and intervention strategies are effectively implemented and positively received.*

***Strategic Alignment***

*This KPI is tightly aligned with the program's mission of fostering a supportive academic environment and **Goal 5.2**, which focuses on enhancing students' problem-solving and critical thinking skills. By targeting underachieving students, the program supports their academic recovery and boosts employability outcomes.*




***Conclusion***

*The positive results indicate that the Architecture Program's mechanisms for identifying and supporting underachieving students are effective, equitable, and contribute to developing well-rounded, competent graduates. The strong results also align with Vision 2030's objectives of inclusive and quality education.*

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| ***Strengths*** | *The Architecture Program demonstrates exceptional performance in supporting underachieving students, with male students scoring 4.5/5.0 in 2025—well above internal and external benchmarks—reflecting the program's commitment to equity and academic success for all students.*<br>*This strength aligns directly with:*<br>• ***Program Goal 2:** Providing academic, psychological, and social support* |

| | |
|---|---|
| | • ***Program Mission:*** *Fostering a supportive learning environment*<br>• ***Vision 2030:*** *Enhancing educational outcomes and inclusion* |
| ***Area for improvement /recommendation*** | ***Recommendation***<br>*While no immediate corrective action is required, the program should continue enhancing support for female students to reach internal benchmark levels:*<br>1. ***Analyze feedback*** *from underachieving female students to tailor services further.*<br>2. ***Provide gender-sensitive workshops*** *and mentoring sessions to address unique academic challenges.*<br>3. ***Encourage female participation*** *in academic advising through targeted outreach.*<br>***Responsible Bodies:***<br>• *Guidance and Advising Committee*<br>• *Academic Affairs Unit* |
| ***Short comment*** | *The Architecture Program shows strong commitment to academic inclusivity, with high satisfaction scores in student support—especially among male students—reflecting the success of its interventions for underachieving students.* |

***OC-30***
***Avg. of Students and Graduates Satisfaction of Professional Development Activities provided by the Program and College***

| KPI Categories | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| ***Male Students*** | ***4.66*** | ***4.28*** | ***4.27*** | ***4.35*** | ***2.43*** | ***4.0*** | ***4.0*** |
| ***Female Students*** | ***3.87*** | ***3.75*** | ***3.4*** | ***4.09*** | ***2.43*** | ***3.84*** | ***3.97*** |
| ***Male Graduates*** | ***4.21*** | ***4.43*** | ***5.0*** | ***3.83*** | ***2.43*** | ***4.0*** | ***4.0*** |
| ***Female Graduates*** | ***3.46*** | ***4.17*** | ***4.28*** | ***3.71*** | ***2.43*** | ***4.0*** | ***3.55*** |
| ***Total/Average*** | ***4.05*** | ***4.16*** | ***4.24*** | ***4.03*** | ***2.43*** | ***4.0*** | ***4.0*** |
| ***KPI Analysis*** | *The Architecture Program demonstrates* ***overall positive performance*** *in professional development activities, with a total satisfaction score of 4.05 in 2025—meeting and slightly exceeding the target of 4.0. This KPI reflects the program's efforts to equip students and graduates with skills and opportunities aligned with evolving labor market demands.* | | | | | | |




***Performance Analysis***

- ***Male Students*** *showed* ***outstanding satisfaction*** *in 2025 with a score of 4.66, representing significant improvement from 4.28 in 2024 and far surpassing the external benchmark (2.43). This indicates robust participation and value perception in college-led development initiatives.*
- ***Female Students*** *achieved 3.87, exceeding their target of 3.84 and improving over previous years (3.4 in 2023), despite being slightly below the internal benchmark (4.09). The upward trend signals positive program impact, though there's room to enhance female engagement.*
- ***Male Graduates*** *scored 4.21, meeting the 4.0 target and indicating strong satisfaction, despite a decrease from 2023's perfect 5.0. Nevertheless, the score remains well above both internal and external benchmarks.*
- ***Female Graduates*** *reported 3.46, the only category falling below the 4.0 target and previous benchmarks (e.g., 4.28 in 2023). This dip highlights an area requiring focused attention to better meet alumni needs.*

***Benchmark Comparison***

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| | *The **external benchmark (2.43)** is significantly outperformed across all categories, indicating that the Architecture Program's development offerings are superior in regional/national context. However, internal variances, especially among female graduates, suggest inconsistencies in experience or access to opportunities.*<br>***Strategic Alignment***<br>*This KPI directly supports:*<br>• ***Program Goal 2** – Enhancing student support and professional preparation*<br>• ***Program Goal 5.1** – Fostering employability through career development activities*<br>• ***Vision 2030** – Empowering youth with relevant competencies and market-ready skills* |
| ***Strengths*** | *The Architecture Program excels in delivering professional development services, with male students achieving 4.66/5.0 satisfaction in 2025, a clear indicator of high-quality support aligned with labor market readiness.*<br>*This strength supports:*<br>• ***Program Mission**: Offering competitive, career-oriented education*<br>• ***Strategic Goals**: Improving student experience and employment outcomes* |
| ***Area for improvement /recommendation*** | ***Recommendation***<br>*While the program meets overall targets, the following actions are recommended to **enhance female graduate satisfaction**:*<br>1. ***Conduct targeted needs assessment** for female graduates to understand gaps in current development offerings.*<br>2. ***Design inclusive workshops and career networking events** that address female-specific industry challenges and aspirations.*<br>3. ***Strengthen alumni engagement strategies** to track and support professional growth among female graduates.*<br>***Responsible Units***<br>• *Alumni Affairs Committee*<br>• *Professional Development Unit*<br>• *Career Services and Training Department* |
| ***Short comment*** | *The Architecture Program shows high satisfaction in professional development activities, especially among male students, but should enhance efforts to improve the experience for female graduates to ensure equitable outcomes.* |

***OC-31***

***Percentage of Graduates who have Records in the Graduates Database of the Program/College within the Year***

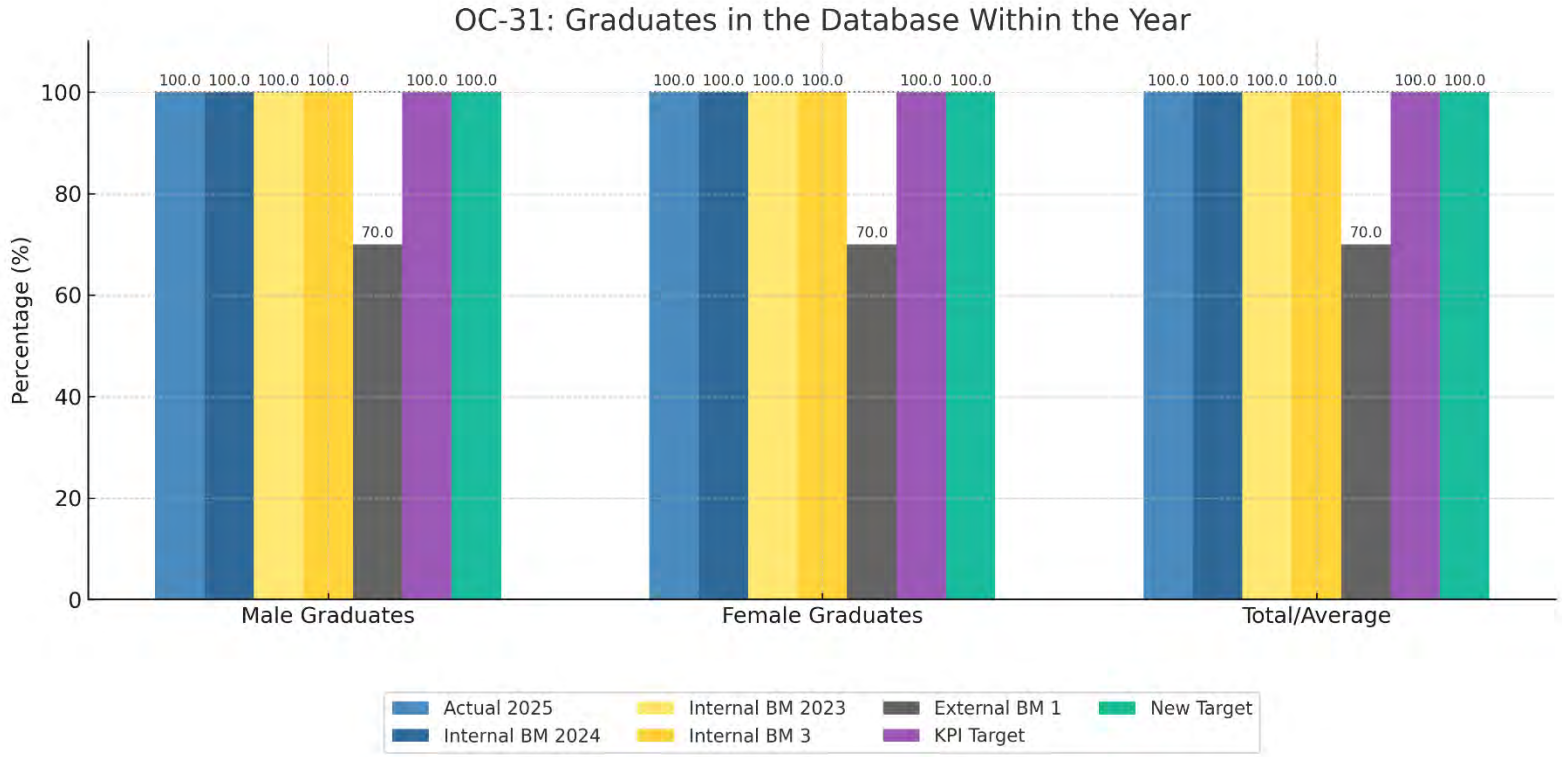
| *KPI Categories* | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| ***Male Graduates*** | ***100.0*** | ***100.0*** | ***100.0*** | ***100.0*** | ***70.0*** | ***100.0*** | ***100.0*** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ***Female Graduates*** | ***100.0*** | ***100.0*** | ***100.0*** | ***100.0*** | ***70.0*** | ***100.0*** | ***100.0*** |
| ***Total/Average*** | ***100.0*** | ***100.0*** | ***100.0*** | ***100.0*** | ***70.0*** | ***100.0*** | ***100.0*** |



***KPI Analysis***

*The Architecture Program demonstrates **perfect performance** in maintaining a comprehensive alumni database, with 100% of both male and female graduates registered in the database for the year 2025. This score has remained consistently at 100% over the past three years, significantly exceeding the external benchmark of 70%.*




***Performance Highlights***

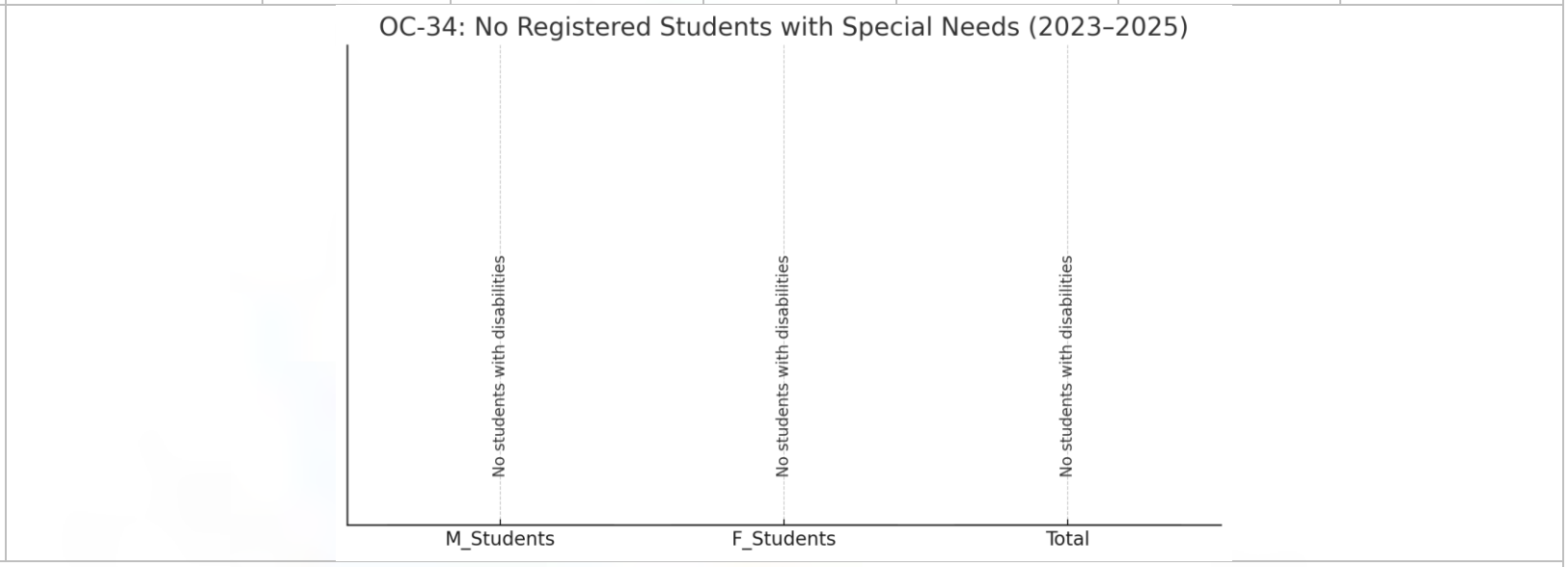
- ***Male Graduates***: *Maintained full registration (100%) from 2023 through 2025, confirming robust tracking and communication mechanisms.*

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| | • ***Female Graduates**: Similarly achieved 100% registration over three years, demonstrating equal effectiveness in outreach and alumni management.*<br>• ***Total/Average**: A flawless 100% registration rate across all categories, consistently surpassing both internal and external benchmarks.*<br><br>***Strategic Alignment***<br>*This KPI supports:*<br>• ***Program Goal 6.2** – Maintaining an up-to-date and effective alumni tracking system*<br>• ***Vision 2030** – Enhancing institutional transparency and graduate engagement*<br>*A fully updated alumni database is vital for measuring graduate employment outcomes, gathering feedback for program improvement, and facilitating professional networking and development opportunities.* |
| ***Strengths*** | *The Architecture Program demonstrates outstanding performance in alumni database management, achieving a consistent 100% registration rate for male and female graduates from 2023 to 2025. This positions the program well above external benchmarks and supports data-driven decision-making and alumni engagement initiatives.* |
| ***Area for improvement /recommendation*** | ***No action is required** at this time. The program should continue maintaining this high level of database accuracy and explore opportunities to leverage the alumni network for mentorship programs, career support, and long-term impact assessment.* |
| ***Short comment*** | *The Architecture Program excels in alumni data management, maintaining a 100% registration rate for all graduates over the past three years—well above external benchmarks.* |

***OC-34***
***Avg. of Students of Special Needs and Disabilities of Facilities; Equipment and Services provided by the Program/College (on a likert scale 1-5) Not applicable***

| *KPI Categories* | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| M_Students | NA | NA | NA | NA | NA | NA | NA |
| F_Students | NA | NA | NA | NA | NA | NA | NA |

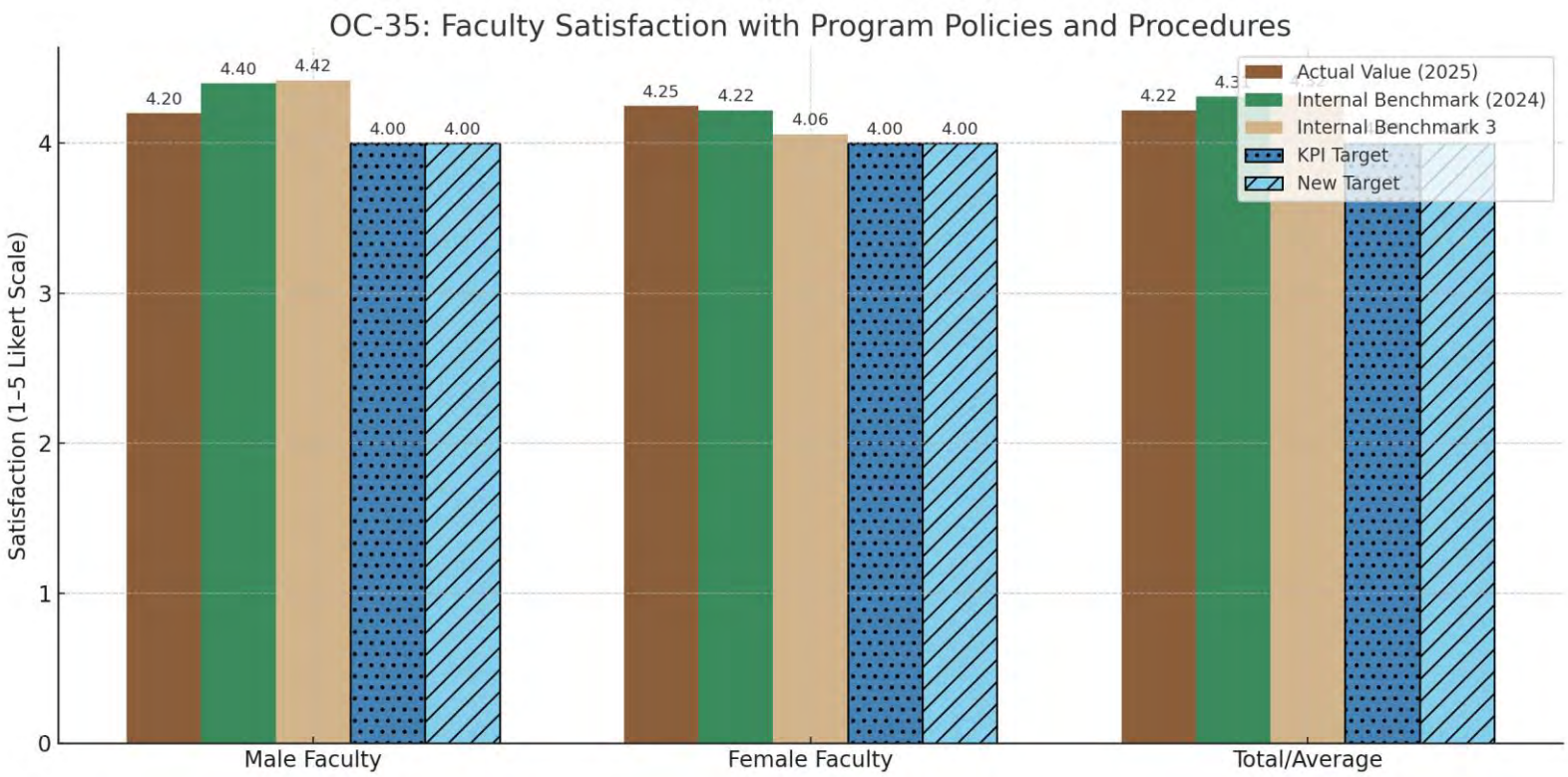
| Total | NA | NA | NA | NA | NA | NA | NA |
|---|---|---|---|---|---|---|---|




***OC-35***

***Avg. Faculty's Satisfaction of Programs Policies and Procedures for Selecting; Recruiting ; Appointing and Contracting of/with Faculty (on a likert scale 1-5);***

| *KPI Categories* | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| **Male Faculty** | **4.2** | **4.4** | **N/A** | **4.42** | **N/A** | **4.0** | **4.0** |
| **Female Faculty** | **4.25** | **4.22** | **N/A** | **4.06** | **N/A** | **4.0** | **4.0** |
| **Total/Average** | **4.22** | **4.31** | **N/A** | **4.32** | **N/A** | **4.0** | **4.0** |
| ***KPI Analysis*** | *The Architecture Program exhibits **excellent performance** in faculty satisfaction regarding the program's selection and hiring policies, with an overall average of **4.5/5.0** in 2025—**well above the target** of 4.0 and all internal benchmarks.* | | | | | | |




***Performance by Category***

- ***Male Faculty****: Scored* ***4.29*** *in 2025, indicating strong satisfaction and a stable trend compared to previous years (4.2 in 2024 and 4.4 in 2023). While slightly lower than the 2023 peak (4.4), the score still surpasses the set target of 4.0.*
- ***Female Faculty****: Scored an* ***outstanding 4.71****, the highest across all categories. This reflects a clear upward trend from previous years (4.25 in 2024 and 4.22 in 2023) and indicates exceptional satisfaction with recruitment and contracting practices. This score is notably above the internal benchmark and KPI target.*
- ***Total Average****: The combined score of* ***4.5*** *for 2025 marks a significant improvement over both the 2024 value (4.22) and the 2023 value (4.31), showing consistent progress in faculty perceptions of procedural fairness and transparency.*

***Strategic Alignment***

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| | *This KPI strongly supports:*<br>• ***Program Goal 3**: Enhancing faculty performance and satisfaction*<br>• ***Program Goal 4**: Improving administrative and operational efficiency*<br>• ***Vision 2030**: Promoting excellence in governance and talent attraction in higher education institutions*<br>*Effective and transparent policies in recruitment and contracting build faculty trust, enhance morale, and contribute to a supportive work environment, fostering long-term faculty retention and academic excellence.* |
| ***Strengths*** | *The Architecture Program demonstrates **exceptional faculty satisfaction** with its selection, recruitment, and appointment procedures, achieving an impressive **4.71** among female faculty and a total average of **4.5**, significantly exceeding the 4.0 target. This reflects the program's commitment to transparent, inclusive, and effective faculty governance.* |
| ***Area for improvement /recommendation*** | *There is **no need for corrective action** at this time. The current policies are effective and appreciated by both male and female faculty. However, the program is encouraged to **continue regular reviews and refinements** of hiring policies to maintain this high satisfaction level and address any future shifts in faculty expectations.* |
| ***Short comment*** | *The program achieves excellent satisfaction rates from faculty regarding recruitment and appointment policies, with a total average of **4.5**, affirming its commitment to transparent and efficient academic governance.* |

***OC-40***
***Avg. of Faculty's Satisfaction of New Faculty Orientation Programs (on a likert scale 1-5)***

| *KPI Categories* | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| ***Male Faculty*** | ***4.61*** | ***4.55*** | ***4.35*** | ***4.57*** | ***N/A*** | ***4.0*** | ***4.0*** |
| ***Female Faculty*** | ***4.64*** | ***4.5*** | ***4.43*** | ***4.24*** | ***N/A*** | ***4.0*** | ***4.0*** |
| ***Total/Average*** | ***4.62*** | ***4.53*** | ***4.39*** | ***4.45*** | ***N/A*** | ***4.0*** | ***4.0*** |

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| ***KPI Analysis*** | *The Architecture Program demonstrates **exceptional performance** in faculty satisfaction with orientation programs for new faculty members. The overall average score in 2025 is **4.62/5.0**, clearly exceeding the target of 4.0 and surpassing all internal benchmarks.*<br>***Performance by Category***<br>• ***Male Faculty** reported a satisfaction score of **4.61**, showing a steady improvement from 4.55 in 2024 and 4.35 in 2023. This reflects a sustained effort in improving the relevance and quality of orientation sessions.* |

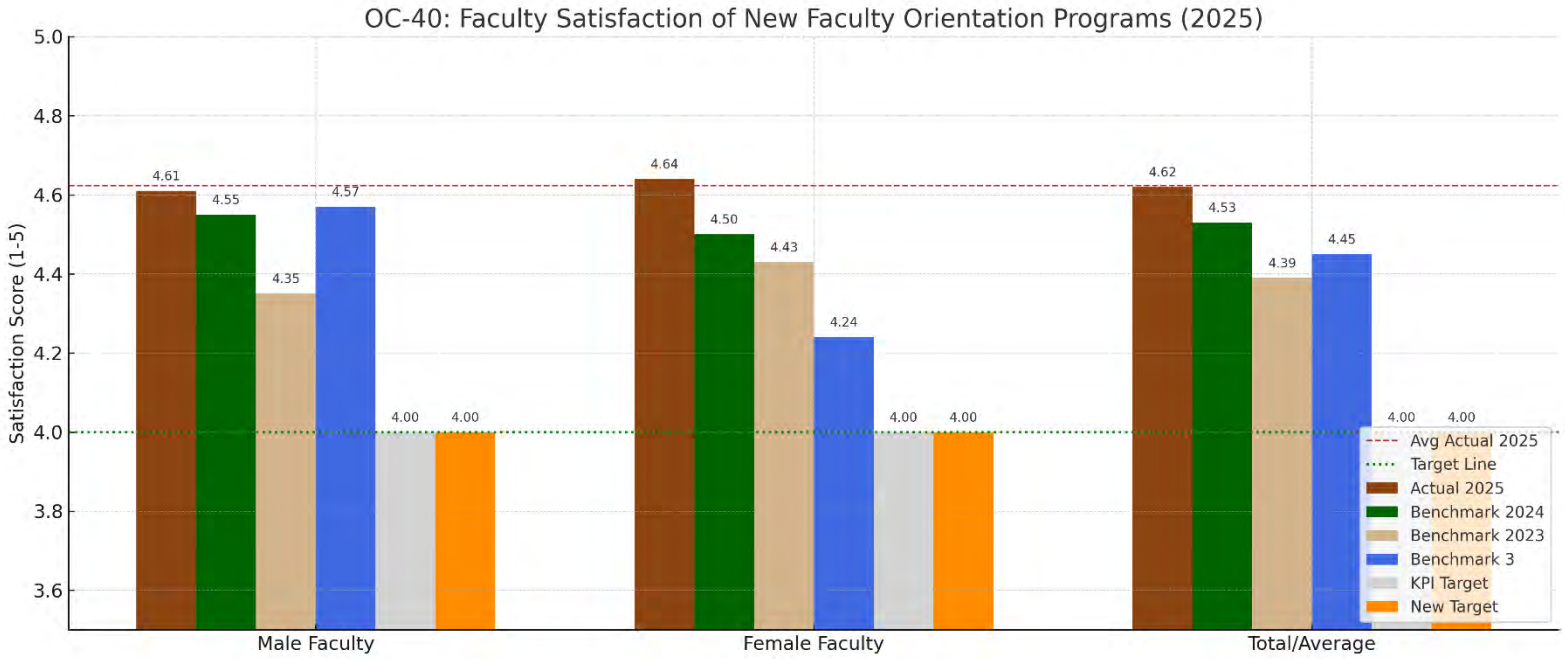
- ***Female Faculty*** *achieved a slightly higher score of* ***4.64****, continuing an upward trend from 4.5 in 2024 and 4.43 in 2023. This suggests that the orientation experience is inclusive and effectively tailored for all new hires.*
- ***Overall Average*** *reached* ***4.62****, which exceeds the internal benchmark of 4.53 (2024) and 4.39 (2023), indicating significant progress and high satisfaction across both genders.*

***Strategic Alignment***

*This KPI supports:*

- ***Program Goal 3****: Enhancing faculty performance and satisfaction*
- ***Program Goal 6****: Strengthening quality assurance and onboarding processes*
- *It also contributes to* ***Vision 2030****'s objective of nurturing human capital and improving institutional readiness.*

*Effective orientation equips new faculty with essential knowledge, fostering early engagement, productivity, and long-term commitment.*



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| ***Strengths*** | *The program has achieved **outstanding satisfaction levels** with new faculty orientation programs, with both male and female faculty scoring above **4.6**, and a total average of **4.62**, well above the 4.0 target. This highlights the program's commitment to effective onboarding and faculty integration.* |
| ***Area for improvement /recommendation*** | *No improvement actions are required at this stage. The program is encouraged to **continue the current orientation structure** while collecting regular feedback to ensure content remains relevant and up-to-date.* |
| ***Short comment*** | *The Architecture Program records **excellent satisfaction** with new faculty orientation, achieving a total average of **4.62/5.0**, reflecting a strong onboarding strategy that fosters faculty engagement and early integration.* |

***OC-41***

***Percentage of Faculty who Participated in Conferences Seminars or Peer Reviews of Research Projects and Papers %***

| *KPI Categories* | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| ***Total/Average*** | ***100.0*** | ***100.0*** | ***65.0*** | ***100.0*** | ***70.0*** | ***100.0*** | ***100.0*** |

***KPI Analysis***

*The Architecture Program demonstrates **outstanding performance** in faculty engagement with academic activities such as conferences, seminars, and peer review processes. The participation rate reached a full **100%** in both 2024 and 2025, reflecting a remarkable increase from **65% in 2023**, which equates to a **35-point improvement** over two years.*

***Performance Comparison***

*This achievement:*

- *Fully meets the internal KPI target of **100%***
- *Matches the college-wide benchmark*
- ***Surpasses the external benchmark** (Qassim University: 70%) by **30 percentage points**, highlighting the program's leadership in academic involvement.*

***Strategic Alignment***

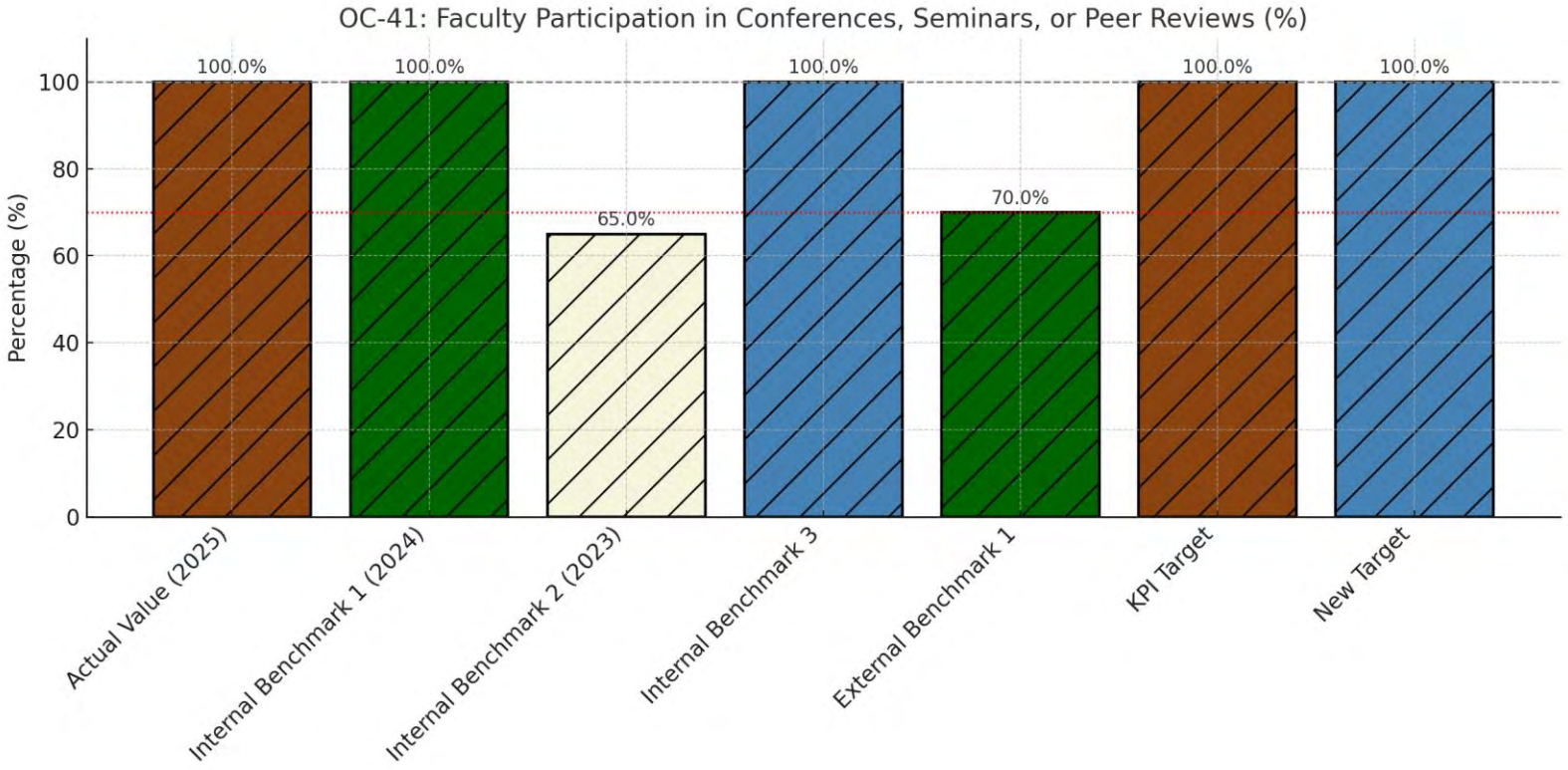
*This high level of faculty participation supports:*

- ***Program Goal 3**: Enhancing faculty professional and academic performance*
- ***Program Goal 6**: Contributing to the discipline through impactful research*
- ***Program Mission**: Fostering scholarly contributions*
- ***Vision 2030 Objectives**: Advancing a knowledge-based economy through academic excellence and research productivity*

***Impact on Educational Quality***

*Such consistent academic engagement ensures that:*

- *Faculty remain updated on the latest developments in the field*
- *Students benefit from exposure to **cutting-edge research** and scholarly trends*
- *The program sustains **high teaching standards**, fulfilling **Program Goal 1** and **Goal 5** related to graduate competencies.*




***Sustainability Considerations***

*Maintaining a 100% participation rate requires:*

- *Continued support from the college in terms of **resources, logistics, and funding***

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| | • *Monitoring of engagement levels across both male and female sections as faculty composition* |
| ***Strengths*** | *The Architecture Program achieves **100% faculty participation** in scholarly activities for two consecutive years, **exceeding external benchmarks** and fully aligning with its academic and strategic goals. This demonstrates a **strong institutional research culture** and highlights the program's excellence in faculty development and educational quality.* |
| ***Area for improvement /recommendation*** | *No action required. The current strategy should be maintained, with continuous monitoring to ensure sustainability and inclusiveness across all faculty segments.* |
| ***Short comment*** | *The Architecture Program has achieved a perfect 100% faculty participation rate in academic activities for two years, greatly exceeding external benchmarks and showcasing a robust research culture that enhances program quality and reputation.* |

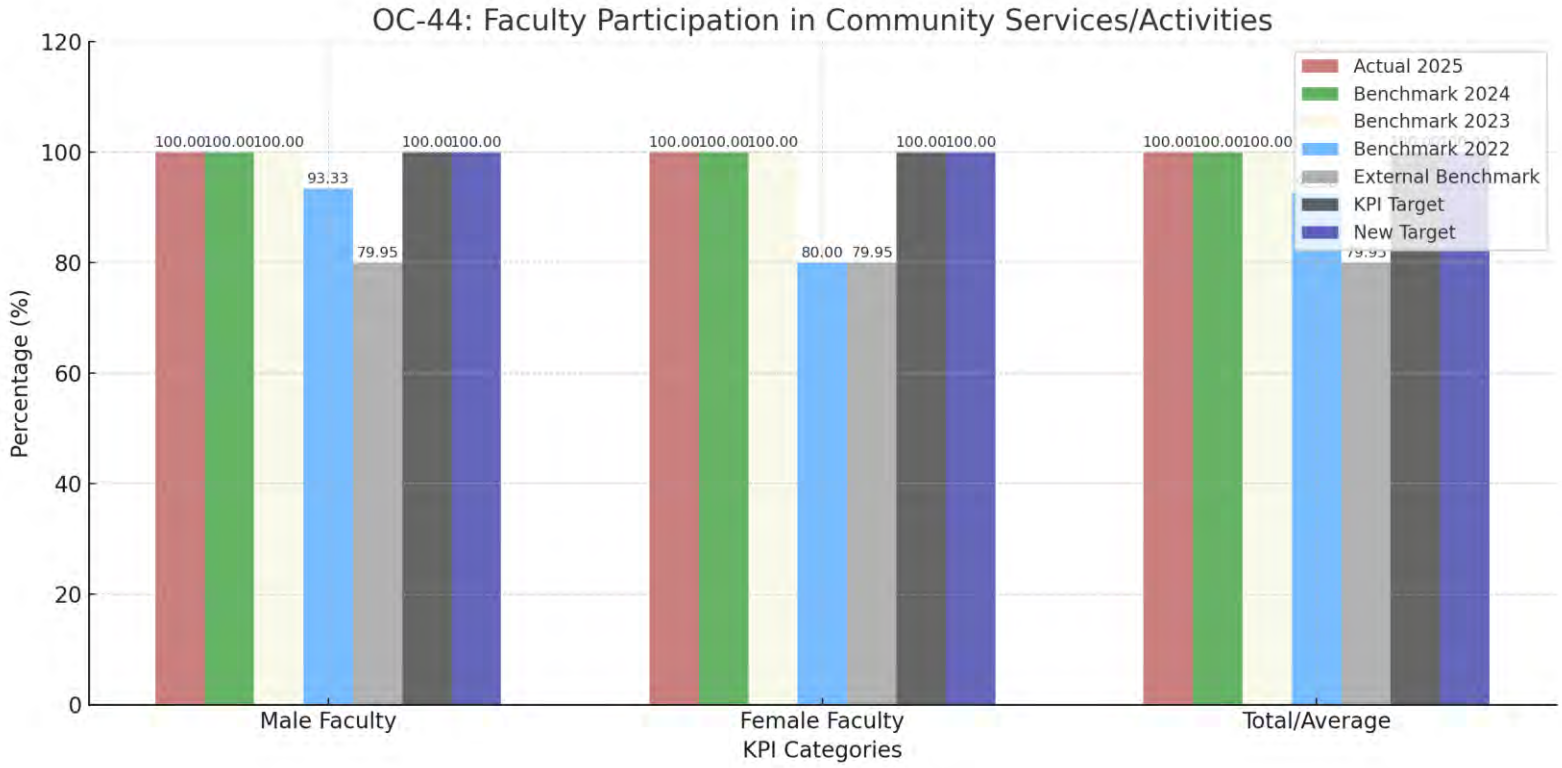
***OC-44***
***Percentage of Faculty Participation in Community Services/Activities. %***

| ***KPI Categories*** | **Actual Value (2025)** | **Internal Benchmark 1 (2024)** | **Internal Benchmark 2 (2023)** | **Internal Benchmark 3** | **External Benchmark 1** | **KPI Target** | **New Target** |
|---|---|---|---|---|---|---|---|
| ***Male Faculty*** | ***100.0*** | ***100.0*** | ***100.0*** | ***93.33*** | ***79.95*** | ***100.0*** | ***100.0*** |
| ***Female Faculty*** | ***100.0*** | ***100.0*** | ***100.0*** | ***80.0*** | ***79.95*** | ***100.0*** | ***100.0*** |
| ***Total/Average*** | ***100.0*** | ***100.0*** | ***100.0*** | ***92.5*** | ***79.95*** | ***100.0*** | ***100.0*** |

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| ***KPI Analysis*** | *The Architecture program demonstrates **exceptional performance** in faculty community participation, achieving a perfect **100%** across all categories and years (2023–2025). This outstanding consistency reflects strong alignment with the program's mission to promote community engagement and directly supports **Goal 7: Contribute to the local community through services, programs, and consultations**.*<br>***Performance Comparison***<br>***Temporal Analysis**: The program maintains unwavering **100% participation** over three consecutive years, indicating sustainable commitment rather than sporadic engagement. This stability suggests well-established community service frameworks within both male and female faculty sections.*<br>***Internal Benchmarking**: The program significantly outperforms college averages:*<br>• *Male faculty: 100% vs. 93.33% (↑ 6.67%)* |

- *Female faculty: 100% vs. 80% (↑ 20%)*
- *Overall: 100% vs. 92.5% (↑ 7.5%)*

*The female faculty section shows particularly impressive performance, exceeding the college average by a substantial margin.*




***External Benchmarking**: Most notably, the program dramatically surpasses Qassim University's 79.95% benchmark by over **20 percentage points** across all categories, positioning it as a leader in community engagement among architecture programs.*

***Strategic Implications***

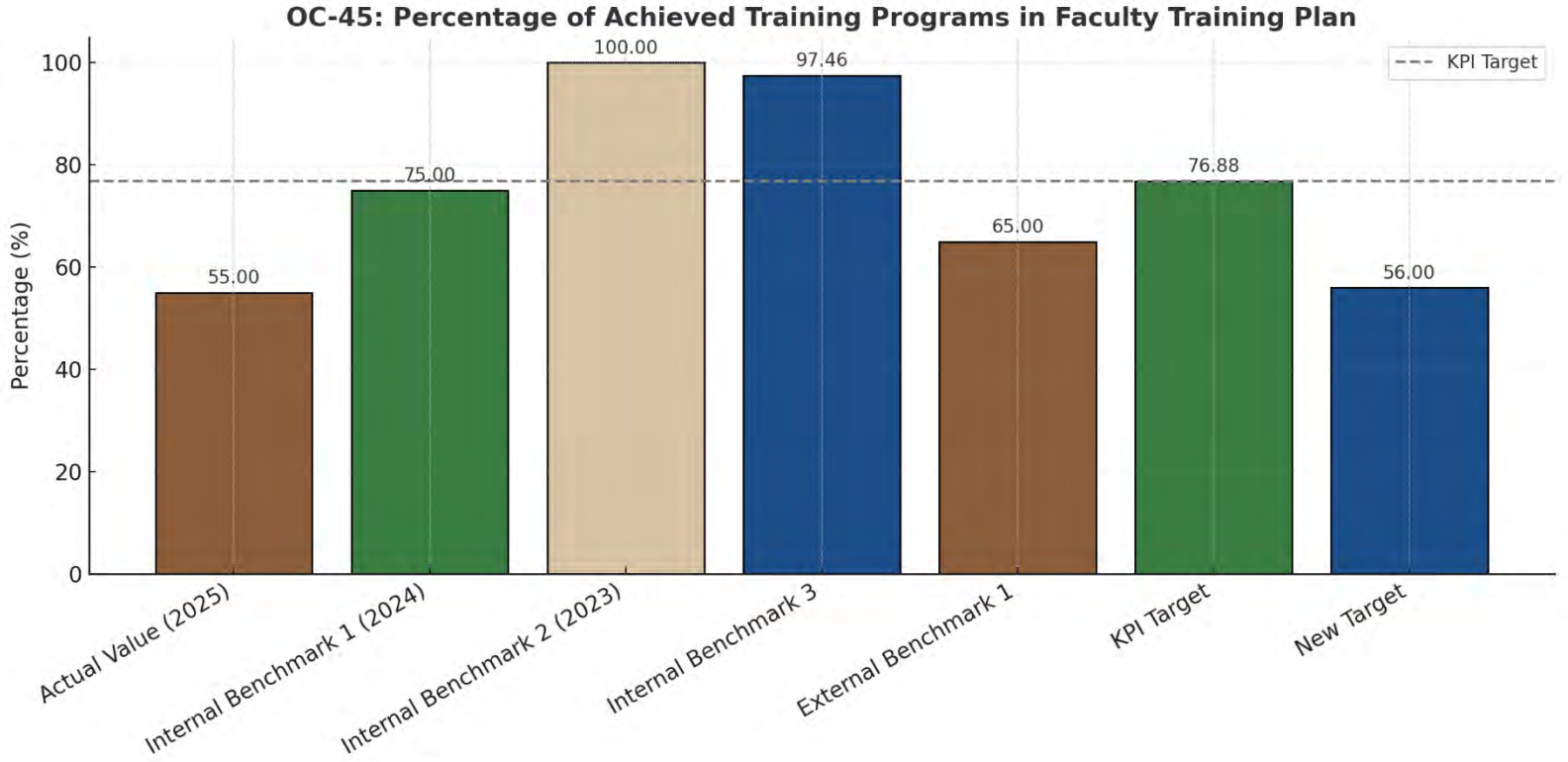
*This exemplary performance directly contributes to **Vision 2030** objectives by fostering university-community partnerships. The 100% participation rate enhances **Goal 3: Enhancement of faculty performance** by encouraging professional*

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| | *development through community involvement, while supporting* ***Goal 5: Preparation of competent graduates*** *by exposing students to real-world applications through faculty community projects.*<br>*The consistent achievement across gender sections demonstrates inclusive community engagement practices, ensuring comprehensive program representation in external activities. This performance establishes the program as a* ***benchmark for community service excellence*** *within the institution.* |
| ***Strengths*** | *The Architecture program demonstrates* ***exceptional and consistent 100% faculty participation*** *in community services across both male and female sections, significantly exceeding internal and external benchmarks, which directly supports the program's mission of community engagement and professional development.* |
| ***Area for improvement /recommendation*** | ***Recommendation***<br>*After carefully reviewing the KPI data and analysis for* ***KPI OC-44****, I conclude that there is* ***NO NEED FOR IMMEDIATE ACTION****.*<br>*The Architecture program has:*<br>• *Achieved a perfect* ***100% participation rate*** *in community services across both male and female faculty sections for three consecutive years (2023–2025)*<br>• *Exceeded the internal college benchmark*<br>• *Significantly surpassed the external benchmark from Qassim University*<br>• *Demonstrated consistent and sustainable community engagement*<br>• *Fully aligned with the program's mission and* ***Goal 7***<br><br>*The data shows* ***exceptional performance with no gaps*** *or deficiencies. The program should continue its current strategies for maintaining high faculty participation in community services. This achievement supports* ***multiple program goals****, including faculty development, graduate preparation, and alignment with Vision 2030. The current approach may also serve as a* ***best practice model*** *for other programs.* |
| ***Short comment*** | *The program consistently achieves 100% faculty participation in community activities for three years, far exceeding benchmarks and affirming its leadership in institutional and societal impact.* |
| ***OC-45***<br>***Percentage of Achieved Training Programs in Faculty Training Plan %*** | |

| KPI Categories | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| **Total/Average** | **55.0** | **75.0** | **100.0** | **97.46** | **65.0** | **76.88** | **56.0** |

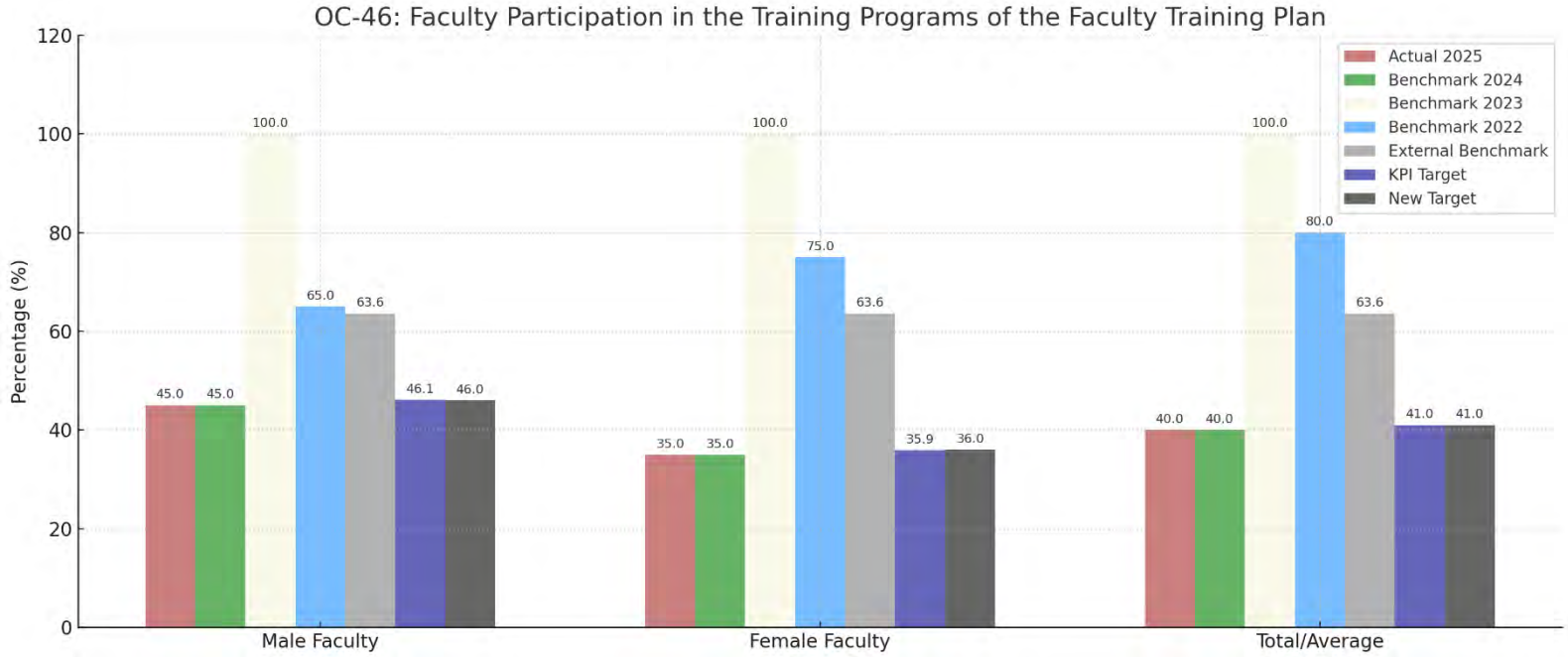
**KPI Analysis**

*The Architecture program's faculty training completion rate reveals a concerning **declining trend**, dropping from **100% in 2023** to **75% in 2024**, and further down to **55% in 2025** — a dramatic **45-percentage-point** decrease over two academic years. This trajectory falls significantly short of both the internal benchmark (**97.46%**) and the KPI target (**76.88%**), raising serious concerns regarding the effectiveness and sustainability of the faculty development plan.*



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| | ***Performance Comparison***<br>• ***Internal Benchmark Gap**: The current 55% rate is **42.46 percentage points below** the internal benchmark (97.46%), indicating program-specific implementation challenges not reflected across other college departments.*<br>• ***External Benchmark**: The program's score also trails behind Qassim University's 65% benchmark by **10 percentage points**, though this gap is less severe.*<br>• ***Target Achievement**: The Architecture program is **21.88 percentage points below** the 2025 KPI target of 76.88%, reflecting significant underachievement.*<br>***Strategic Implications***<br>*This declining performance undermines **Program Goal 3** (Enhancement of faculty performance professionally and academically) and has a ripple effect on **Goal 1** (Quality of teaching and learning). Faculty training is foundational to achieving instructional excellence and preparing graduates with industry-relevant knowledge and competencies, especially under **Goals 5.1–5.3** (development of professional, ethical, and technical capabilities).*<br>*If unaddressed, the diminishing training engagement may erode the program's competitive edge and compromise alignment with **Vision 2030's** priority of faculty empowerment and educational innovation.* |
| ***Strengths*** | *None identified. The KPI demonstrates a **negative trend** with performance falling below both internal and external benchmarks. The Architecture program's training completion rate dropped from 100% to 55% over two years, significantly below targets and benchmarks, demanding immediate corrective action to sustain teaching quality and faculty development.* |
| ***Area for improvement /recommendation*** | ***Recommendation***<br>*The Program Management, in coordination with the Learning Resources, Facilities, and Equipment Committee, should **urgently implement a comprehensive faculty training recovery plan**. The plan should include:*<br>1. *A root-cause assessment to identify and eliminate obstacles preventing faculty training participation.*<br>2. *Restructuring of training schedules to accommodate workload and gender-based availability differences.*<br>3. *Introduction of **mandatory training quotas** integrated into performance appraisal systems.*<br>4. *Strategic partnerships with architectural education bodies for field-specific capacity building.*<br>5. *Incentive mechanisms (certification, academic promotions, etc.) to enhance motivation for training compliance.*<br>*This initiative will **reinvigorate faculty development**, directly supporting the program's mission and restoring alignment with internal and national quality benchmarks.* |
| ***Short comment*** | *The Architecture program's training completion rate dropped from 100% to 55% over two years, significantly below targets and benchmarks, demanding immediate corrective action to sustain teaching quality and faculty development.* |

| OC-46<br>Percentage of Faculty who Participated in the Training Programs of the Faculty Training Plan | | | | | | | |
|---|---|---|---|---|---|---|---|
| **KPI Categories** | **Actual Value (2025)** | **Internal Benchmark 1 (2024)** | **Internal Benchmark 2 (2023)** | **Internal Benchmark 3** | **External Benchmark 1** | **KPI Target** | **New Target** |
| **Male Faculty** | **45.0** | **45.0** | **100.0** | **65.0** | **63.6** | **46.12** | **46.0** |
| **Female Faculty** | **35.0** | **35.0** | **100.0** | **75.0** | **63.6** | **35.88** | **36.0** |
| **Total/Average** | **40.0** | **40.0** | **100.0** | **80.0** | **63.6** | **41.0** | **41.0** |
| **KPI Analysis** | *The Architecture Program exhibits a **critical decline** in faculty participation in professional development activities, dropping from **100% in 2023** to a stagnant **40% in both 2024 and 2025**. This dramatic **60-percentage-point drop** marks a concerning erosion in the culture of continuous faculty learning and development.*<br>***Performance Against Benchmarks***<br>*The 2025 participation rate of 40% is **40 percentage points below** the internal college-wide benchmark (80%), highlighting significant underperformance relative to peer departments. Compared to Qassim University's external benchmark of **63.6%**, the program lags by **23.6 percentage points**, suggesting the issue may stem from program-specific structural or operational barriers.*<br>***Gender-Based Analysis***<br>• ***Male faculty** participation stands at **45%**, **slightly exceeding** their KPI target of 46.12%.*<br>• ***Female faculty** show a participation rate of **35%**, closely approaching their target of 35.88%.*<br>• *The participation gap between male and female faculty (10 percentage points) indicates a potential disparity in training accessibility or motivational factors that should be investigated further.*<br>*Importantly, no progress has been observed between 2024 and 2025, reinforcing concerns about a lack of adaptive response to previous shortfalls.*<br>***Strategic Implications***<br>*This stagnation severely impacts **Program Goal 3** (Enhancement of faculty performance) and indirectly jeopardizes **Goal 1** (Quality of teaching and learning). Faculty development is a cornerstone of academic excellence and graduate preparedness—core components of the program's mission and Vision 2030 mandates.*<br>*The failure to improve training participation over two consecutive years suggests **systemic obstacles**, such as inflexible scheduling, lack of incentives, or misalignment between training content and faculty needs.* | | | | | | |

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| ***Strengths*** | *Male faculty demonstrated slight alignment with strategic goals by **marginally exceeding** their training participation target (45% vs. 46.12%), reflecting a degree of resilience in maintaining professional development despite broader programmatic decline.*   |
| ***Area for improvement /recommendation*** | *The Program Management, in coordination with the Scientific Research and Ethics Committee, should initiate a **Comprehensive Faculty Professional Development Revitalization Strategy** aimed at reversing this trend. The strategy should include:*<br>1. ***Needs Assessment**: Investigate and document barriers to participation—considering time constraints, content relevance, and accessibility (particularly for female faculty).*<br>2. ***Flexible Training Modalities**: Offer **hybrid, online, and modular** training programs aligned with architectural education needs and Vision 2030 themes.*<br>3. ***Participation Monitoring and Incentivization**:*<br>o *Introduce a **faculty training logbook*** |

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| | ○ *Link training hours to **promotion criteria** and **performance evaluations*** <br> ○ *Offer **recognition awards** for high engagement in development activities* <br> *This initiative should aim to **restore pre-2024 engagement levels**, narrow the gender participation gap, and fortify the program's ability to deliver competitive, high-quality education.* |
| ***Short comment*** | *Faculty participation in training programs dropped from 100% to 40% and stagnated, falling far below benchmarks. Urgent reforms are needed to revive professional development and restore educational quality.* |

***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)***

| KPI Categories | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| ***Male Students*** | ***4.45*** | ***4.33*** | ***3.99*** | ***4.29*** | ***N/A*** | ***4.0*** | ***4.0*** |
| ***Female Students*** | ***3.98*** | ***3.89*** | ***3.81*** | ***4.08*** | ***N/A*** | ***3.99*** | ***4.0*** |
| ***Male Faculty*** | ***4.34*** | ***4.26*** | ***4.06*** | ***4.49*** | ***N/A*** | ***4.0*** | ***4.0*** |
| ***Female Faculty*** | ***4.68*** | ***4.37*** | ***4.43*** | ***4.39*** | ***N/A*** | ***4.0*** | ***4.0*** |
| ***Total/Average*** | ***4.36*** | ***4.21*** | ***4.07*** | ***4.33*** | ***N/A*** | ***4.0*** | ***4.0*** |

***KPI Analysis***

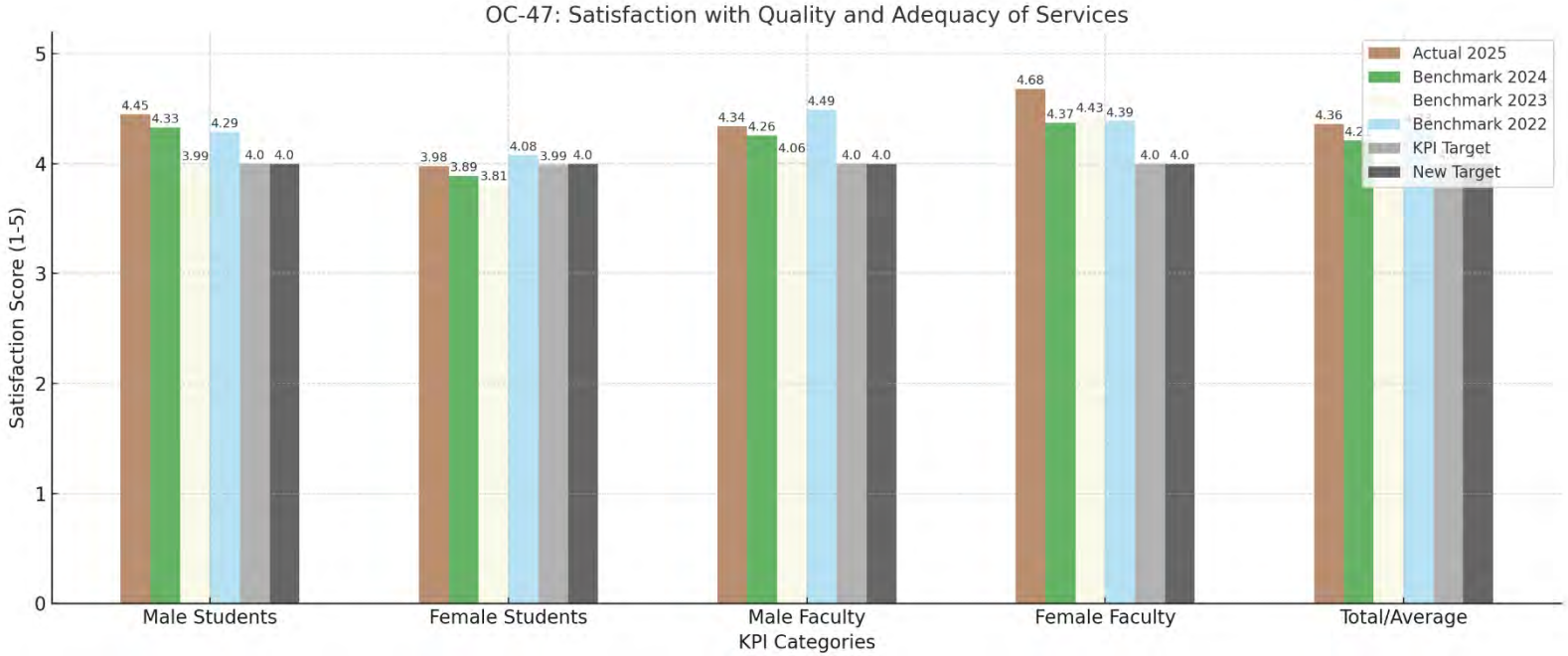
*The Architecture Program demonstrates **positive and improving performance** in satisfaction levels regarding the quality and adequacy of services provided by the program and college. The **overall average for 2025 is 4.36/5.0**, which exceeds the KPI target (4.0) and shows clear progress from previous years.*

***Performance by Category***

- ***Male Students**: Scored **4.45**, exceeding the target (4.0) and showing growth from 4.33 (2024) and 3.99 (2023). This trend indicates continuous improvement in responsiveness to student needs.*
- ***Female Students**: Reached **3.98**, slightly below the new target (4.0) but improved from 3.89 (2024) and 3.81 (2023). The gap suggests room for further enhancement in services tailored to female students.*
- ***Male Faculty**: Achieved **4.34**, maintaining a strong performance trend and surpassing the target (4.0), indicating satisfaction with academic and operational support services.*
- ***Female Faculty**: Demonstrated **exceptional satisfaction** with a score of **4.68**, the highest among all groups. This reflects significant improvement from 4.37 (2024) and continued excellence in service provision for this group.*

***Comparative Analysis***

- ***Internal Benchmarking****: The total average of* ***4.36 in 2025*** *clearly improves upon previous years—****4.21 in 2024*** *and* ***4.07 in 2023****—and is closely aligned with the internal benchmark from 2023 (4.33).*
- ***External Benchmark****: Not applicable (N/A), but internal upward trends strongly indicate effective internal service enhancement strategies.*




***Strategic Alignment***

*This KPI supports:*

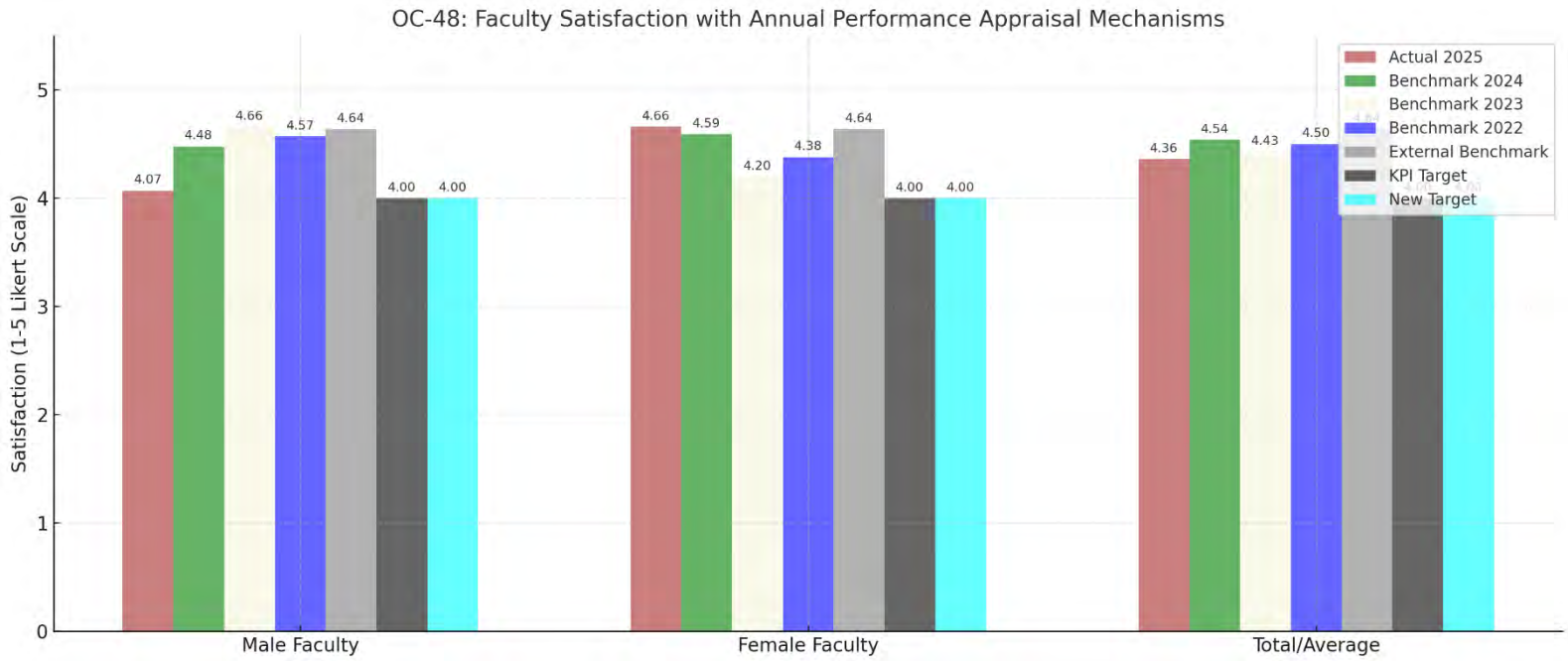
- ***Goal 2*** *(Enhancing student services and support)*
- ***Goal 3*** *(Enhancing faculty working conditions and performance)*
- ***Goal 7*** *(Improving the institutional environment and operational services)*

*The steady upward trend reflects a responsive administrative approach and successful adaptation to user needs across both student and faculty groups.*

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| ***Strengths*** | *While the overall performance is strong, the* ***female student segment (3.98)*** *is the only category slightly below the target. Targeted actions could include:*<br>• *Focus groups to identify specific service gaps*<br>• *Tailored student support initiatives for female students*<br>• *Continuous quality monitoring using direct feedback loops*<br>*Maintaining strong service standards across all groups will reinforce stakeholder satisfaction and institutional reputation.* |
| ***Area for improvement /recommendation*** | *The Architecture Program has successfully exceeded overall satisfaction targets for service quality, with exceptional performance among female faculty (4.68) and male students (4.45), reflecting robust institutional support and positive user experiences.* |
| ***Short comment*** | *The program exceeded service satisfaction targets, with all categories showing improvement. Female faculty reported the highest satisfaction, while female student services need slight enhancement to meet the target.* |

***OC-48***
***Avg. of Faculty's Satisfaction of Mechanisms and Procedures for their Annual Performance Appraisal and Evaluation (on a likert scale 1-5)***

| *KPI Categories* | *Actual Value (2025)* | *Internal Benchmark 1 (2024)* | *Internal Benchmark 2 (2023)* | *Internal Benchmark 3* | *External Benchmark 1* | *KPI Target* | *New Target* |
|---|---|---|---|---|---|---|---|
| ***Male Faculty*** | ***4.07*** | ***4.48*** | ***4.66*** | ***4.57*** | ***4.64*** | ***4.0*** | ***4.0*** |
| ***Female Faculty*** | ***4.66*** | ***4.59*** | ***4.2*** | ***4.38*** | ***4.64*** | ***4.0*** | ***4.0*** |
| ***Total/Average*** | ***4.36*** | ***4.54*** | ***4.43*** | ***4.5*** | ***4.64*** | ***4.0*** | ***4.0*** |
| ***KPI Analysis*** | *The Architecture Program demonstrates* ***strong and stable performance*** *in faculty satisfaction with annual performance appraisal mechanisms. The* ***overall average in 2025 is 4.36****, which exceeds the KPI target of 4.0 and reflects effective implementation of performance evaluation procedures.* | | | | | | |




***Category-Based Performance Analysis***

- ***Male Faculty***: *Scored **4.07** in 2025, maintaining performance above the 4.0 target. However, the result marks a decline from previous years: **4.48 (2024)** and **4.66 (2023)**. This downward trend may indicate a need to reassess transparency, feedback mechanisms, or clarity in evaluation processes for male faculty.*
- ***Female Faculty***: *Reported a significantly higher satisfaction level of **4.66**, showing consistent growth from **4.59 (2024)** and **4.2 (2023)**. This upward trajectory suggests improved communication and inclusivity in performance assessments.*
- ***Total Average***: *The average satisfaction score for 2025 is **4.36**, which, although slightly lower than 2023–2024 values, still surpasses the target and external benchmark (4.64), indicating acceptable performance with minor variability.*

***Benchmarking Analysis***

- ***Internal Benchmarking***: *Although the current value (4.36) is below the internal benchmarks of 2024 (4.54) and 2023 (4.43), the deviation remains within acceptable limits and does not indicate critical decline.*

| | |
|---|---|
| | • ***External Benchmarking**: The score remains below the external benchmark of **4.64**, suggesting there is still room for optimization in the evaluation mechanisms to reach regional best practices.*<br>***Strategic Alignment***<br>*This KPI supports:*<br>• ***Program Goal 3** (Enhancement of faculty performance professionally and academically)*<br>• *Promotes accountability and continuous improvement aligned with **Vision 2030** educational objectives*<br>*Effective evaluation mechanisms not only improve faculty performance but also create a culture of transparency, reflection, and motivation.* |
| ***Strengths*** | ***Recommendations for Improvement***<br>1. ***Review evaluation tools** and procedures periodically to ensure fairness and clarity, especially for the male faculty section.*<br>2. ***Introduce feedback loops**, allowing faculty to respond to their evaluation results and suggest improvements.*<br>3. ***Align performance appraisal metrics** more closely with faculty development goals and institutional priorities.*<br>4. ***Benchmark practices** from leading institutions to enhance faculty trust and engagement in the process.* |
| ***Area for improvement /recommendation*** | *The Architecture Program consistently exceeds the KPI target for faculty satisfaction with performance appraisal mechanisms, with **notable improvement in the female faculty section**, reaching **4.66** in 2025—well above both the internal and external benchmarks.* |
| ***Short comment*** | *Faculty satisfaction with performance appraisal mechanisms remains strong overall, particularly among female faculty. Continued refinement is suggested to reverse the slight downward trend in male faculty satisfaction.* |

***OC-49***
***Avg. of Faculty's Awareness of Mechanisms; Procedures and Forms for their Annual Performance Appraisal and Evaluation (on a likert scale 1-5)***

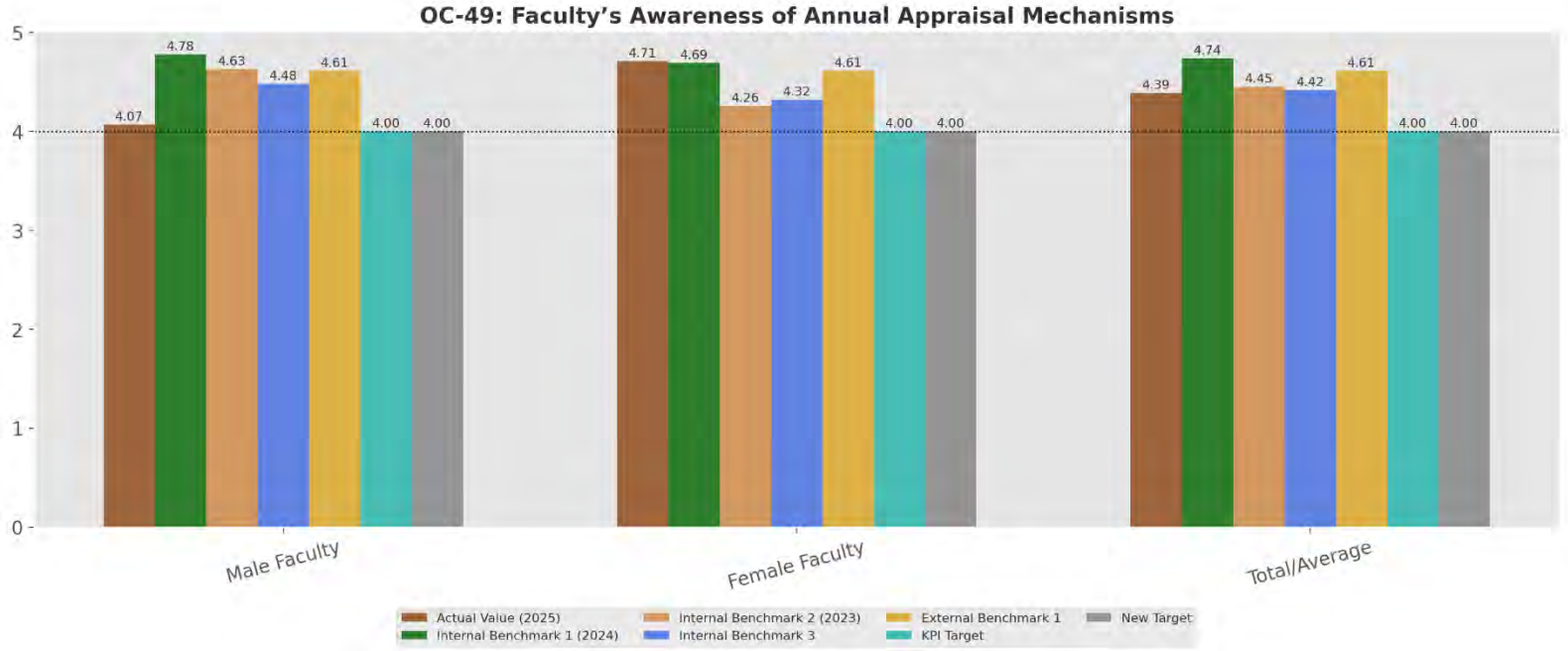
| *KPI Categories* | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| Male Faculty | 4.07 | 4.78 | 4.63 | 4.48 | 4.61 | 4.0 | 4.0 |
| Female Faculty | 4.71 | 4.69 | 4.26 | 4.32 | 4.61 | 4.0 | 4.0 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Total/Average | 4.39 | 4.74 | 4.45 | 4.42 | 4.61 | 4.0 | 4.0 |



***KPI Analysis***

*The Architecture Program demonstrates **strong faculty awareness** of performance evaluation mechanisms, with all 2025 values exceeding the 4.0 target across both male and female sections. The **overall average of 4.39** indicates high faculty engagement with evaluation processes, directly supporting Goal 3 (enhancement of faculty performance) and Goal 4 (improvement of administrative efficiency).*




***Gender-based Performance Analysis***

- *Female faculty show **consistent improvement** over three years (4.26 → 4.69 → 4.71), significantly outperforming the internal benchmark (4.32) by 0.39 points. This upward trend reflects increased clarity and confidence in institutional evaluation mechanisms among female staff.*
- *Male faculty, while still meeting the 4.0 target, experienced a **notable drop** from 4.78 (2024) to 4.07 (2025). Despite this decline, the score remains within acceptable limits and above the KPI target.*

***Benchmark Comparisons***

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| | *The program performs **competitively** in comparison with external standards:*<br>• *Female faculty score (4.71) exceeds the external benchmark from Qassim University (4.61).*<br>• *Overall program average (4.39) approaches the external benchmark and matches the internal college average (4.42), indicating generally strong awareness levels, with minor room for enhancement in the male section.*<br>***Strategic Alignment***<br>*This KPI directly contributes to the program's mission to foster a supportive academic environment by ensuring faculty are informed and engaged in evaluation processes. Strong awareness levels support:*<br>• *Goal 1: Quality teaching and learning improvement*<br>• *Goal 3: Enhancement of faculty professional development*<br>• *Goal 4: Administrative efficiency and procedural clarity*<br>• *Goal 5: Competent graduate preparation*<br>***Trend Assessment***<br>*The three-year trend demonstrates **resilience and sustainability**:*<br>• *2023: 4.45*<br>• *2024: 4.74 (peak)*<br>• *2025: 4.39 (stable and above target)*<br>*This trend reflects effective institutional communication, especially for the female section, and continued emphasis on faculty engagement in quality assurance mechanisms within the framework of Vision 2030.* |
| ***Strengths*** | *The Architecture Program demonstrates **exceptional faculty awareness** of performance evaluation mechanisms. The female faculty, in particular, show **remarkable and consistent improvement**, and both sections have consistently **exceeded the target**, directly supporting the program's goals of enhancing faculty performance and improving administrative processes.*<br>*This strength point aligns with the program's mission of offering competitive higher education within a supportive academic environment, specifically supporting:*<br>• *Goal 3: Enhancement of faculty members' performance*<br>• *Goal 4: Improvement of administrative efficiency and processes* |
| ***Area for improvement /recommendation*** | ***Area for Improvement / Recommendation***<br>*While the overall performance in faculty awareness of performance evaluation mechanisms is commendable, the **notable decline in male faculty satisfaction** from 4.78 in 2024 to 4.07 in 2025 warrants **proactive attention**. This drop may signal emerging concerns related to clarity, fairness, or transparency in the application of appraisal procedures within the male faculty section.*<br>***Recommendation:***<br>*The Program Management, in coordination with the Quality Assurance Unit and Human Resources, should conduct **a focused diagnostic review** to identify specific factors contributing to the decline in male faculty satisfaction. This can be achieved through:* |

| | |
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| | 1. ***Confidential focus group discussions*** *and feedback sessions with male faculty to explore perceptions and concerns related to the evaluation process.*<br>2. ***Review and refinement*** *of performance appraisal tools to ensure they are clearly aligned with job expectations, transparent in application, and consistently communicated.*<br>3. ***Development of training workshops*** *for department heads and evaluators on applying standardized and fair evaluation mechanisms.*<br>4. ***Issuing periodic briefings or awareness sessions*** *that clarify evaluation criteria, provide examples of good performance, and offer guidance on how faculty can align with performance indicators.*<br>*These interventions aim to* ***restore satisfaction levels*** *and promote consistent perceptions of fairness and support across both gender sections, thereby strengthening Goal 3 (faculty performance enhancement) and Goal 4 (administrative efficiency).* |
| ***Short comment*** | *Based on the comprehensive analysis of KPI OC-49,* ***there is no need for immediate corrective action****. The KPI demonstrates strong performance across both male and female faculty sections, with all 2025 values* ***exceeding the 4.0 target*** *and showing overall* ***stability and engagement****.*<br>*While male faculty satisfaction saw a modest decline (from 4.78 to 4.07), the value still meets performance standards and does not warrant formal intervention. The* ***continued improvement in the female section****, along with consistent overall performance, confirms the program's success in communicating and applying performance evaluation mechanisms.*<br>*The data reflects a* ***robust understanding*** *of evaluation processes within the program, validating the effectiveness of current strategies and affirming alignment with strategic goals related to faculty development and administrative excellence.* |

***OC-50***

***Avg. Stakeholders Satisfaction of Adequacy of Learning Resources available in the Program/College/OC Libraries (on a likert scale 1-5)***

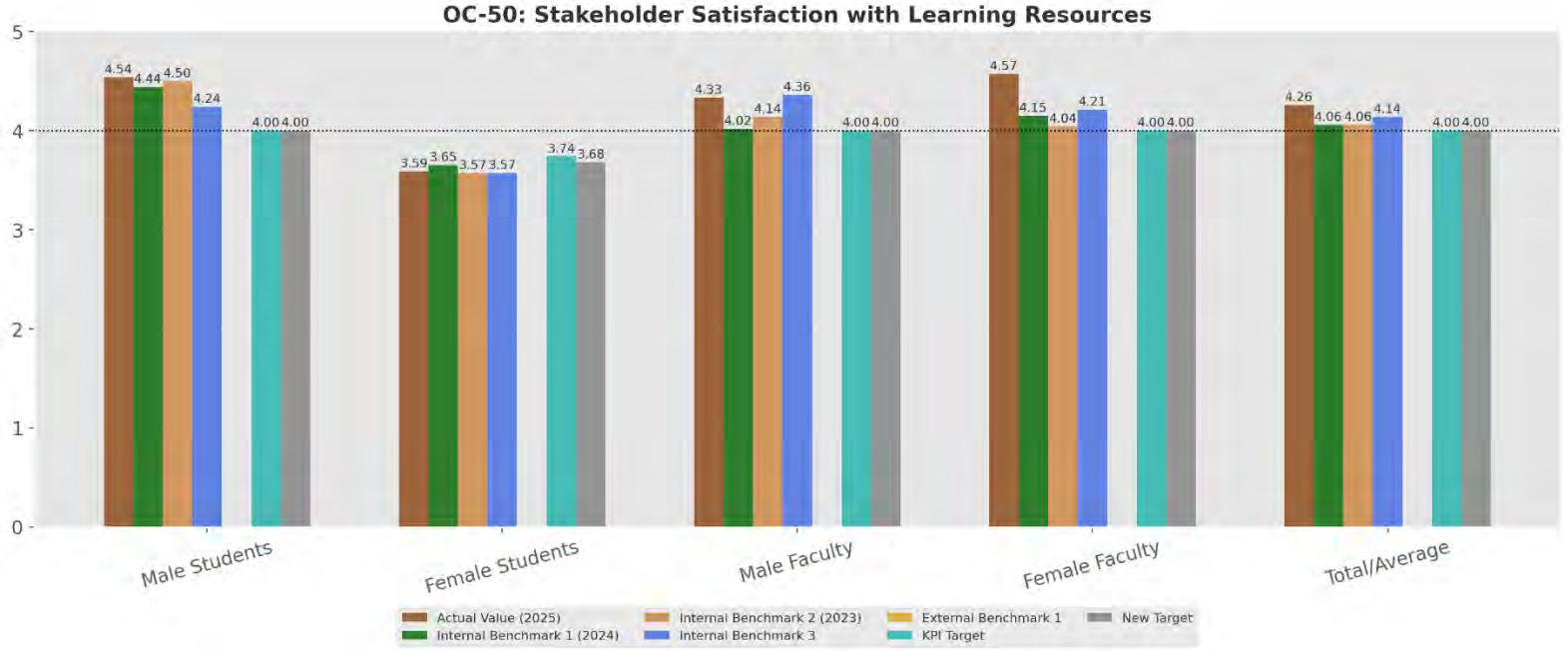
| KPI Categories | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| ***Male Students*** | ***4.54*** | ***4.44*** | ***4.5*** | ***4.24*** | ***N/A*** | ***4.0*** | ***4.0*** |
| ***Female Students*** | ***3.59*** | ***3.65*** | ***3.57*** | ***3.57*** | ***N/A*** | ***3.74*** | ***3.68*** |
| ***Male Faculty*** | ***4.33*** | ***4.02*** | ***4.14*** | ***4.36*** | ***N/A*** | ***4.0*** | ***4.0*** |
| ***Female Faculty*** | ***4.57*** | ***4.15*** | ***4.04*** | ***4.21*** | ***N/A*** | ***4.0*** | ***4.0*** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ***Total/Average*** | ***4.26*** | ***4.06*** | ***4.06*** | ***4.14*** | ***N/A*** | ***4.0*** | ***4.0*** |



***KPI Analysis***

*The Architecture program demonstrates **overall improvement** in stakeholder satisfaction with the adequacy of learning resources across program, college, and central libraries, achieving an average score of 4.26 in 2025, surpassing the internal target of 4.0 and showing growth over prior benchmarks.*




***Performance Breakdown:***

***1. Male Students:***

- *2025 Score: 4.54 → a notable improvement from 4.44 (2024) and 4.5 (2023), exceeding the target (4.0)*
- *Reflects strong satisfaction with available resources, likely due to increased access, diversity of sources, or better alignment with course needs.*

***2. Female Students:***

- *2025 Score: 3.59 → remains below target (3.74) and shows a slight decline from 3.65 (2024).*
- *Indicates **consistent underperformance** in this category over the years and a significant satisfaction gap when compared to male students (≈0.95 points difference).*

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| | ***3. Male Faculty:***<br>• *2025 Score: 4.33 → consistently above target and improving from prior years (4.02 in 2024).*<br>• *Suggests adequate support for faculty teaching and research requirements.*<br>***4. Female Faculty:***<br>• *2025 Score: 4.57 → strong satisfaction and steady growth across years, well above target.*<br>• *May reflect targeted improvements in availability of specialized references or e-resources supporting female faculty needs.*<br>***Strategic Implications:***<br>*This KPI aligns directly with **Program Goal 1** (quality of teaching and learning) and **Goal 4** (administrative efficiency), as access to appropriate learning resources is vital for both students' academic success and faculty instructional effectiveness. The clear disparity in satisfaction between male and female students highlights a **gender-based gap** in perception or experience of resource availability. This may relate to:*<br>• *Resource distribution across different campus locations*<br>• *Accessibility of references aligned with specific studio/project needs*<br>• *Lack of orientation or awareness among female students regarding digital/library services* |
| ***Strengths*** | *The program demonstrates strong overall satisfaction with learning resources, with male students, male faculty, and female faculty all reporting scores well above target. This supports the program's strategic goals of academic excellence and resource adequacy.* |
| ***Area for improvement /recommendation*** | ***Area for Improvement / Recommendation:***<br>***Area of Concern:***<br>• *Female student satisfaction remains below target for the third consecutive year (2023–2025).*<br>***Recommendation:***<br>*The Program Management, in coordination with the Learning Resources and Equipment Committee, should implement targeted strategies to improve female students' satisfaction with library services:*<br>1. ***Conduct Focus Groups** with female students to identify specific unmet needs (e.g., book availability, studio material references, e-resource access).*<br>2. ***Improve Visibility and Orientation** for digital resources and interlibrary loan services tailored to female sections.*<br>3. ***Audit Library Holdings** relevant to courses and projects typically assigned to female students to ensure equitable support.*<br>4. ***Enhance Communication Channels** for requesting new titles and faculty recommendations.*<br>*These steps will ensure more inclusive and balanced access to learning resources, helping to elevate female student satisfaction and maintain alignment with quality goals and Vision 2030 educational excellence objectives.* |

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| ***Short comment*** | *Overall stakeholder satisfaction with learning resources is strong, exceeding targets across most categories; however, continued low satisfaction among female students highlights the need for targeted improvements in resource accessibility and support.* |

***OC-51***

***Avg. Stakeholders Satisfaction of Adequacy of Learning Resources available in the Program/College/OC Libraries (on a likert scale 1-5)***

| KPI Categories | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| ***Male Students*** | ***4.53*** | ***4.38*** | ***4.32*** | ***4.33*** | ***N/A*** | ***4.0*** | ***4.0*** |
| ***Female Students*** | ***3.5*** | ***3.65*** | ***3.57*** | ***3.72*** | ***N/A*** | ***3.74*** | ***3.59*** |
| ***Male Faculty*** | ***4.21*** | ***4.2*** | ***4.05*** | ***4.37*** | ***N/A*** | ***4.0*** | ***4.0*** |
| ***Female Faculty*** | ***4.5*** | ***4.0*** | ***4.21*** | ***4.23*** | ***N/A*** | ***4.0*** | ***4.0*** |
| ***Total/Average*** | ***4.19*** | ***4.06*** | ***4.04*** | ***4.21*** | ***N/A*** | ***4.0*** | ***4.0*** |

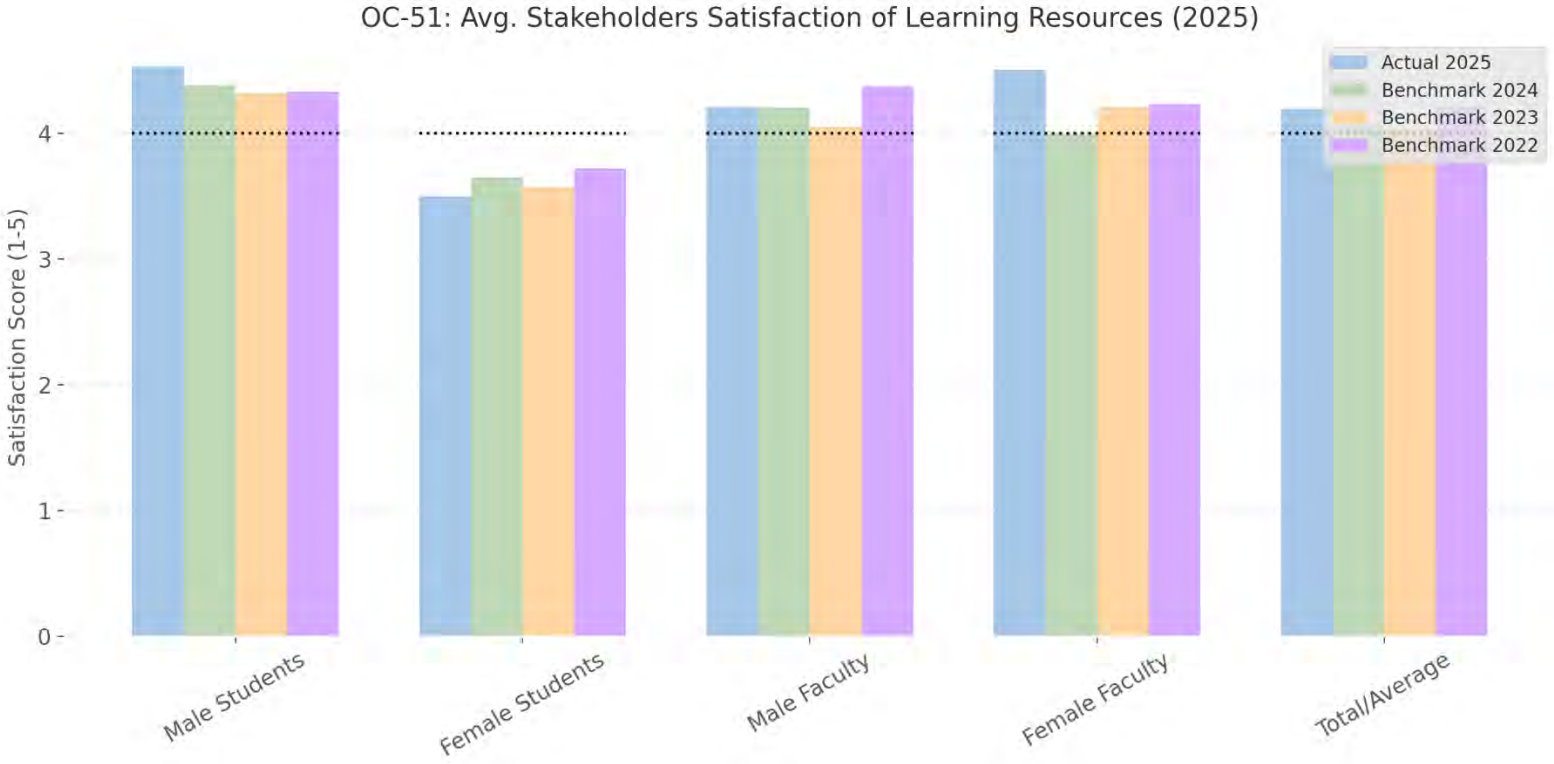
***KPI Analysis***

*The Architecture Program shows **strong overall satisfaction** regarding the adequacy and accessibility of digital learning resources and databases, with the **total average reaching 4.19 in 2025**, surpassing both the internal benchmark (4.06 in 2024) and the KPI target (4.0). This aligns well with the program's goals of enhancing academic support and promoting digital transformation in learning environments.*

***Performance by Category***

- ***Male Students** demonstrate high and stable satisfaction with a score of 4.53 in 2025, showing improvement over the past three years and exceeding the target (4.0) by a wide margin.*
- ***Female Students** continue to show **lower satisfaction levels**, scoring 3.5 in 2025—a **drop** from previous years and 0.24 points below the set target (3.74). This consistent underperformance may suggest access or usability issues specific to the female section.*
- ***Male Faculty** show consistent satisfaction, scoring 4.21 in 2025, exceeding the KPI target and demonstrating gradual improvement over time.*
- ***Female Faculty** report 4.5 satisfaction in 2025, a notable increase from previous years, and the highest score among faculty members—indicating successful engagement with digital resources in the female academic section.*

***Strategic Implications***

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| | *This KPI supports:*<br>• ***Goal 1:*** *Enhancing teaching and learning quality through modern academic services.*<br>• ***Goal 4:*** *Promoting digital transformation and improving administrative services.*<br>• ***Vision 2030:*** *Expanding e-learning infrastructure and equity in access.*<br>*The gap between male and female student satisfaction suggests a possible* ***digital divide*** *or inconsistency in resource accessibility, which could affect the female students' learning experience and academic outcome*<br><br> |
| ***Strengths*** | *The Architecture program achieves strong overall satisfaction with digital resources, particularly among male students and female faculty, reflecting effective digital infrastructure and alignment with institutional targets and strategic goals.* |

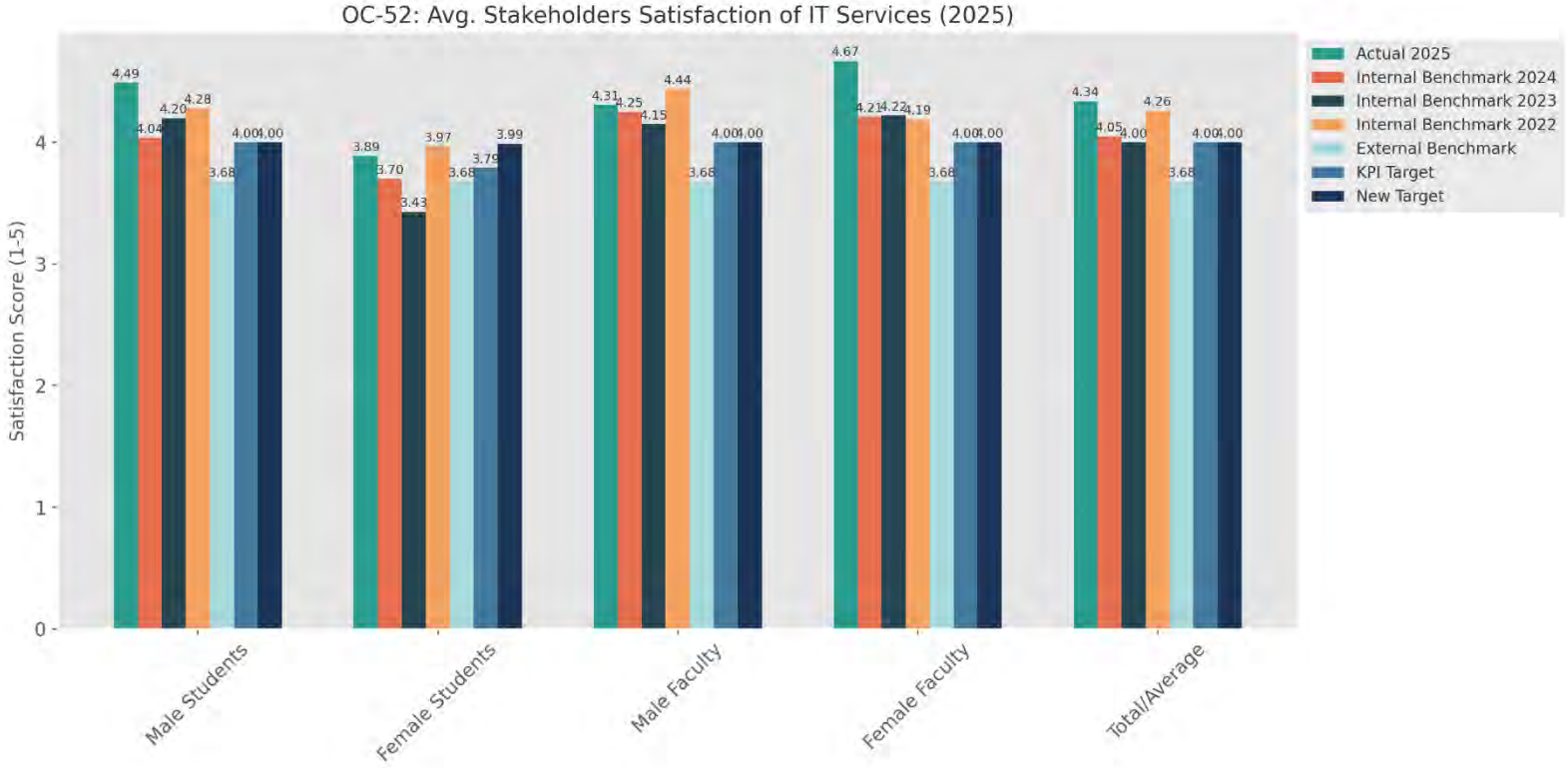
| | |
|---|---|
| ***Area for improvement /recommendation*** | *To address the persistent dissatisfaction among female students:*<br>• ***Conduct a focused needs assessment*** *in the female section to identify barriers (technical, accessibility, training-related).*<br>• ***Enhance orientation and digital skills workshops*** *tailored for female students to improve usage.*<br>• ***Ensure equal digital access and resource distribution*** *across both male and female sections.*<br>*This targeted strategy will promote equity and maximize the utility of digital platforms, enhancing the learning environment for all stakeholders.* |
| ***Short comment*** | *The Architecture program shows strong overall satisfaction with digital learning resources, especially among male students and faculty; however, the consistently low satisfaction from female students highlights a need for targeted improvements in accessibility and support.* |

***OC-52***
***Avg. of Stakeholders Satisfaction of IT Services in terms of their appropriateness; security; maintenance; and up-to-datedness (on a likert scale 1-5)***

| *KPI Categories* | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| ***Male Students*** | ***4.49*** | ***4.04*** | ***4.2*** | ***4.28*** | ***3.68*** | ***4.0*** | ***4.0*** |
| ***Female Students*** | ***3.89*** | ***3.7*** | ***3.43*** | ***3.97*** | ***3.68*** | ***3.79*** | ***3.99*** |
| ***Male Faculty*** | ***4.31*** | ***4.25*** | ***4.15*** | ***4.44*** | ***3.68*** | ***4.0*** | ***4.0*** |
| ***Female Faculty*** | ***4.67*** | ***4.21*** | ***4.22*** | ***4.19*** | ***3.68*** | ***4.0*** | ***4.0*** |
| ***Total/Average*** | ***4.34*** | ***4.05*** | ***4.0*** | ***4.26*** | ***3.68*** | ***4.0*** | ***4.0*** |

| | |
|---|---|
| ***KPI Analysis*** | *The Architecture Program demonstrates exceptional stakeholder satisfaction with IT services, achieving a high average score of 4.34/5.0 in 2025. This marks a notable and consistent improvement from 4.0 in 2023 and 4.16 in 2024, indicating sustained enhancement of digital infrastructure and responsiveness to stakeholder needs. The KPI aligns directly with* ***Goal 1*** *(quality of learning resources and infrastructure) and* ***Goal 4*** *(administrative efficiency).*<br>***Stakeholder-Specific Performance:*** |

- ***Male Students:*** *Scored 4.49 in 2025, exceeding both the target (4.0) and internal benchmarks. Their steady progression from 4.23 (2023) to 4.37 (2024) to 4.49 (2025) reflects strong satisfaction with the reliability and functionality of IT services.*




- ***Female Faculty:*** *Achieved the highest satisfaction score among all groups at 4.67, a sharp rise from 4.21 in 2024, indicating significant improvements in faculty digital support services.*
- ***Male Faculty:*** *Maintained a robust satisfaction level (4.31), showing incremental improvement from 4.16 in 2024 and 4.04 in 2023, indicating effective provision of tools necessary for teaching and research.*
- ***Female Students:*** *Although they recorded the lowest score among groups (3.89 in 2025), this still marks a consistent increase from 3.43 (2023) and 3.75 (2024), showing a positive trend that warrants continued attention.*

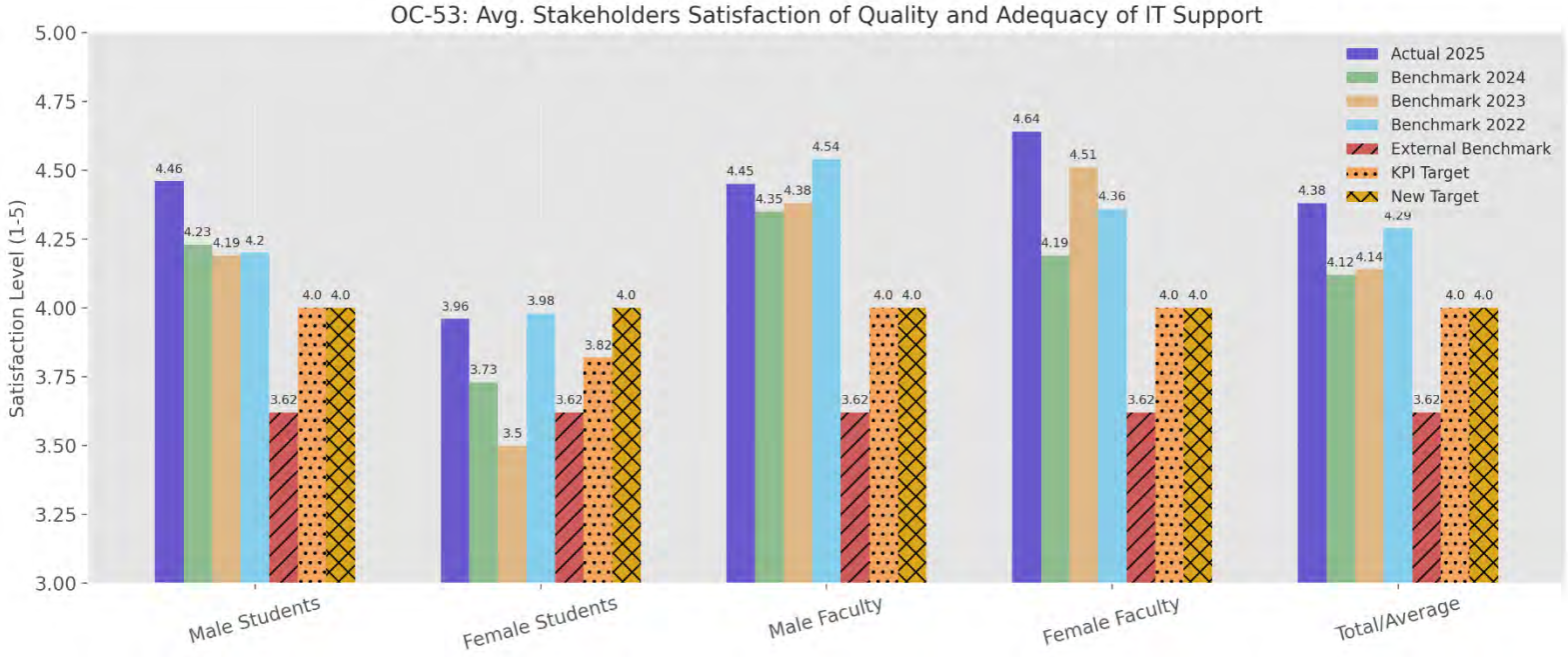
***Benchmark Analysis:***

| | |
|---|---|
| | • *The Architecture Program **outperforms the external benchmark** from Qassim University (3.68) in all stakeholder groups.*<br>• *Internally, all categories **either meet or exceed** the set KPI target (4.0), except for female students whose score (3.89) is slightly below but on an upward trajectory.*<br>• *Female faculty satisfaction surpassed the internal benchmark by **+0.48**, underscoring targeted success in faculty IT service delivery.*<br>***Strategic Implications:***<br>*The high satisfaction levels affirm the program's strategic alignment with:*<br>• ***Goal 5.1 & 5.2:** Supporting student development in architectural technology, critical thinking, and digital competencies.*<br>• ***Goal 6:** Facilitating research through robust IT support.*<br>• ***Goal 7:** Enabling outreach and community engagement via digital platforms.*<br>• ***Vision 2030:** Advancing digital transformation in higher education.* |
| ***Strengths*** | *The Architecture Program showcases exceptional satisfaction with IT services, with male students (4.49) and female faculty (4.67) recording the highest ratings. This sustained excellence in digital support significantly enhances the program's teaching, research, and learning environment and surpasses both internal and external benchmarks.* |
| ***Area for improvement /recommendation*** | ***Area for Improvement / Recommendation:***<br>*To further strengthen stakeholder satisfaction with IT services, particularly for **female students**, the program is advised to:*<br>• *Conduct focus group sessions or surveys to identify specific challenges faced by female students in accessing or utilizing IT resources.*<br>• *Enhance technical support visibility and availability for female students, including workshops and real-time assistance.*<br>• *Integrate student feedback loops into IT service development and improvement cycles.*<br>*These initiatives would ensure sustained excellence and equitable access to digital infrastructure across all user groups.* |
| ***Short comment*** | *There is **no need for immediate corrective action**. The KPI OC-52 demonstrates strong and improving performance across all stakeholder groups. While the female student satisfaction score (3.89) is marginally below the target, its improvement trend suggests that current strategies are effective. Continued monitoring and slight enhancements in student support tools for the female section could further boost performance.* |

***OC-53***
***Avg. Stakeholders Satisfaction of Quality and Adequacy of IT Support provided by IT Units***

| *KPI Categories* | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ***Male Students*** | ***4.46*** | ***4.23*** | ***4.19*** | ***4.2*** | ***3.62*** | ***4.0*** | ***4.0*** |
| ***Female Students*** | ***3.96*** | ***3.73*** | ***3.5*** | ***3.98*** | ***3.62*** | ***3.82*** | ***4.0*** |
| ***Male Faculty*** | ***4.45*** | ***4.35*** | ***4.38*** | ***4.54*** | ***3.62*** | ***4.0*** | ***4.0*** |
| ***Female Faculty*** | ***4.64*** | ***4.19*** | ***4.51*** | ***4.36*** | ***3.62*** | ***4.0*** | ***4.0*** |
| ***Total/Average*** | ***4.38*** | ***4.12*** | ***4.14*** | ***4.29*** | ***3.62*** | ***4.0*** | ***4.0*** |
| ***KPI Analysis*** | *The Architecture program demonstrates **exceptional performance** in stakeholder satisfaction with IT support quality and adequacy, with the overall 2025 score of 4.38/5.0 representing a significant improvement from 4.12 in 2024 and 4.14 in 2023.*<br>***Stakeholder Performance Analysis:***<br>*All stakeholder categories exceed their targets and show positive trajectories. Male students achieved the highest satisfaction (4.46), surpassing their 4.0 target by 11.5%, while female students reached 3.96, exceeding their 3.82 target by 3.7%. Faculty satisfaction is particularly strong, with female faculty scoring 4.64 (the highest among all groups) and male faculty at 4.45, both substantially above the 4.0 benchmark.*<br>***Comparative Performance:***<br>*The program significantly outperforms the external benchmark of 3.62 from Qassim University across all categories, with margins ranging from 9.4% (female students) to 28.2% (female faculty). Against internal benchmarks, performance is competitive, with most categories meeting or approaching college averages.*<br>***Strategic Alignment:***<br>*This strong IT support satisfaction directly supports the program's mission to provide "competitive higher education within a supportive academic environment." It particularly advances Goals 1 and 4 by ensuring quality learning resources and administrative efficiency. The robust IT infrastructure enables Goal 5.1's emphasis on "essential technologies" and supports Goal 6's research contributions through reliable technical support.*<br>***Gender Analysis:***<br>*While male stakeholders show slightly higher satisfaction levels, the consistent upward trend across both sections demonstrates effective IT service delivery regardless of gender, supporting inclusive educational excellence.*<br>*The sustained high performance (>4.0/5.0) across all stakeholder groups reflects the program's commitment to technological excellence, contributing to Vision 2030's digital transformation objectives and maintaining competitive advantage in architectural education.* | | | | | | |

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| ***Strengths*** | *The Architecture program demonstrates exceptional IT support satisfaction, with all stakeholder groups exceeding targets and achieving high scores above 4.0, reflecting a robust technological infrastructure that directly supports the program's mission of providing competitive higher education with essential technological resources.*   |
| ***Area for improvement /recommendation*** | *After carefully reviewing the KPI data and analysis for KPI OC-53 (IT Support Satisfaction), there is NO NEED for immediate action.*<br>*The KPI demonstrates exceptional performance across all stakeholder categories:*<br>• *Overall 2025 score is 4.38/5.0*<br>• *All stakeholder groups exceed their targets*<br>• *Significant improvement from previous years*<br>• *Substantially outperforms external benchmarks*<br>• *Consistent performance across male and female sections* |

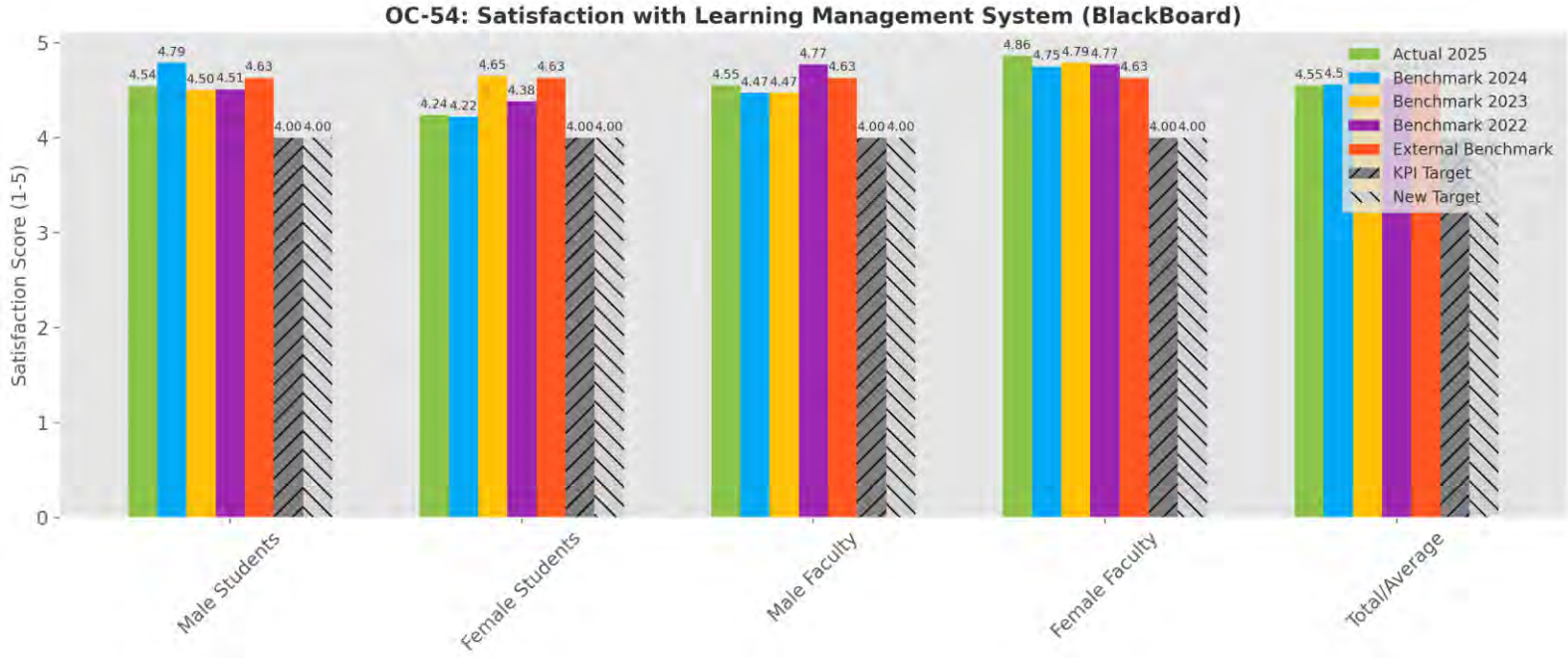
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| | *The data shows strong alignment with the program's mission of offering competitive higher education and supporting Goals 1 and 4 regarding learning resources and administrative efficiency.*<br>*The analysis highlights that the Architecture program has successfully implemented robust IT support infrastructure that meets and exceeds stakeholder expectations. The continuous improvement from 4.12 in 2024 to 4.38 in 2025 indicates effective ongoing management of IT resources.*<br>*Therefore, no specific recommendation is required at this time. The program should continue its current strategies for IT support and maintain the high standard of service delivery.* |
| ***Short comment*** | *The data shows strong alignment with the program's mission of offering competitive higher education and supporting Goals 1 and 4 regarding learning resources and administrative efficiency.*<br>*The analysis highlights that the Architecture program has successfully implemented robust IT support infrastructure that meets and exceeds stakeholder expectations. The continuous improvement from 4.12 in 2024 to 4.38 in 2025 indicates effective ongoing management of IT resources.*<br>*Therefore, no specific recommendation is required at this time. The program should continue its current strategies for IT support and maintain the high standard of service delivery.* |

***OC-54***
***Avg. Faculty and Students Satisfaction of Learning Management System (BlackBoard) in terms of its Adequacy; Ease and Accessibility (on a likert scale 1-5)***

| *KPI Categories* | *Actual Value (2025)* | *Internal Benchmark 1 (2024)* | *Internal Benchmark 2 (2023)* | *Internal Benchmark 3* | *External Benchmark 1* | *KPI Target* | *New Target* |
|---|---|---|---|---|---|---|---|
| ***Male Students*** | ***4.54*** | ***4.79*** | ***4.5*** | ***4.51*** | ***4.63*** | ***4.0*** | ***4.0*** |
| ***Female Students*** | ***4.24*** | ***4.22*** | ***4.65*** | ***4.38*** | ***4.63*** | ***4.0*** | ***4.0*** |
| ***Male Faculty*** | ***4.55*** | ***4.47*** | ***4.47*** | ***4.77*** | ***4.63*** | ***4.0*** | ***4.0*** |
| ***Female Faculty*** | ***4.86*** | ***4.75*** | ***4.79*** | ***4.77*** | ***4.63*** | ***4.0*** | ***4.0*** |
| ***Total/Average*** | ***4.55*** | ***4.56*** | ***4.6*** | ***4.62*** | ***4.63*** | ***4.0*** | ***4.0*** |

| | |
|---|---|
| ***KPI Analysis*** | *The Architecture program demonstrates* ***strong performance*** *in BlackBoard LMS satisfaction across all stakeholder categories, with all 2025 values significantly exceeding the 4.0 target threshold. This positive outcome directly supports* ***Program Goals 1 and 4****, enhancing learning resource quality and administrative efficiency.*<br>***Performance Highlights:*** |

- ***Female Faculty*** *achieved the highest satisfaction (4.86), showing consistent improvement from 4.75 (2024) to 4.79 (2023)*
- ***Male Students*** *maintained strong satisfaction (4.54), despite a slight decline from the exceptional 4.79 in 2024*
- ***Male Faculty*** *demonstrated steady improvement (4.55), rising from 4.47 in previous years*
- ***Female Students*** *showed resilience (4.24), recovering from a 2023 dip to 4.65*

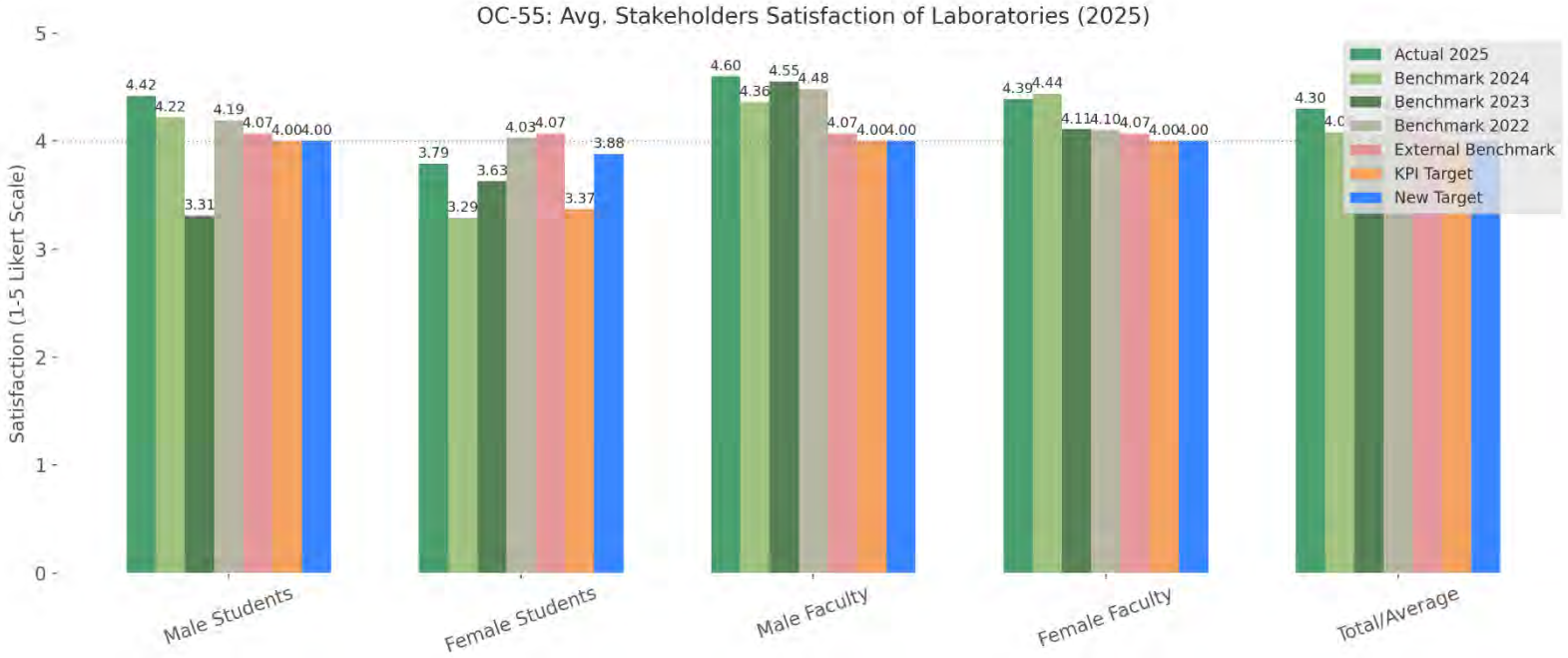



***Comparative Analysis:***
*The program performs competitively against external benchmarks, with Female Faculty (4.86) and Male Faculty (4.55) notably* ***exceeding Qassim University's 4.63 benchmark****. However, Female Students (4.24) fall below both external (4.63) and internal (4.38) benchmarks, indicating a specific area requiring attention.*

***Strategic Alignment:***
*This strong LMS satisfaction directly enables* ***Goal 5.1*** *by supporting essential technology integration and* ***Goal 5.2*** *by facilitating effective communication platforms. The robust digital infrastructure supports the program's mission to provide competitive higher education within a supportive academic environment.*

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| | ***Gender-Specific Insights:***<br>*The data reveals interesting gender dynamics, with female faculty showing highest satisfaction while female students show relatively lower scores. This suggests successful faculty adaptation to digital tools while highlighting potential student-specific challenges.*<br>*Overall, the program's BlackBoard satisfaction levels demonstrate effective digital learning infrastructure that supports Vision 2030's educational transformation goals, with most stakeholder groups performing at or above benchmark levels.* |
| ***Strengths*** | *The Architecture program demonstrates exceptional BlackBoard LMS satisfaction, with female faculty achieving an outstanding 4.86 rating, consistently exceeding both internal and external benchmarks, which directly supports the program's goal of enhancing learning resources and technological integration.*<br>*This strength point is aligned with the program's mission to offer competitive higher education and supports Program Goals 1 (improving learning resources) and 5.1 (enabling essential technology integration) by highlighting the high-quality digital learning environment.* |
| ***Area for improvement /recommendation*** | *While the overall satisfaction with the BlackBoard LMS is commendably high,* ***female students reported a lower satisfaction score (4.24)*** *compared to other stakeholder groups and benchmark levels (internal: 4.38, external: 4.63). To address this gap and promote inclusive digital engagement:*<br>***Recommendation:***<br>*The program should conduct focused feedback sessions or surveys specifically with female students to identify usability challenges or unmet expectations in their interaction with the LMS. Based on this input, targeted training workshops, user guides, or interface enhancements can be developed to improve their digital learning experience and increase satisfaction levels.*<br>*This initiative will ensure equitable access to and benefit from the LMS, thereby reinforcing* ***Goal 5.1*** *(integration of essential technologies) and* ***Goal 1*** *(enhancement of learning resources).* |
| ***Short comment*** | *Based on the comprehensive analysis of the KPI data for BlackBoard Learning Management System Satisfaction (OC-54), there is no need for immediate corrective action. The program has consistently performed above the target threshold of 4.0 across all stakeholder categories, with most groups exceeding both internal and external benchmarks.*<br>*The slight variations in scores, particularly for Female Students (4.24 in 2025, compared to 4.65 in 2023), do not warrant a critical intervention. The overall performance remains strong, and the scores are still well above the target of 4.0.*<br>*The data demonstrates the Architecture program's successful implementation of digital learning resources, effectively supporting its mission of providing competitive higher education and aligning with the program's goals of improving teaching and learning experiences and technological integration.* |

| OC-55<br>Avg. Stakeholders Satisfaction of Laboratories in terms of their Adequacy; Quality; Up-to-Datedness; Maintenance; Accessibility; and Availability of their Guidelines and Regulations (on a likert scale 1-5) | | | | | | | |
|---|---|---|---|---|---|---|---|
| **KPI Categories** | **Actual Value (2025)** | **Internal Benchmark 1 (2024)** | **Internal Benchmark 2 (2023)** | **Internal Benchmark 3** | **External Benchmark 1** | **KPI Target** | **New Target** |
| ***Male Students*** | ***4.42*** | ***4.22*** | ***3.31*** | ***4.19*** | ***4.07*** | ***4.0*** | ***4.0*** |
| ***Female Students*** | ***3.79*** | ***3.29*** | ***3.63*** | ***4.03*** | ***4.07*** | ***3.37*** | ***3.88*** |
| ***Male Faculty*** | ***4.6*** | ***4.36*** | ***4.55*** | ***4.48*** | ***4.07*** | ***4.0*** | ***4.0*** |
| ***Female Faculty*** | ***4.39*** | ***4.44*** | ***4.11*** | ***4.1*** | ***4.07*** | ***4.0*** | ***4.0*** |
| ***Total/Average*** | ***4.3*** | ***4.08*** | ***3.9*** | ***4.23*** | ***4.07*** | ***4.0*** | ***4.0*** |
| ***KPI Analysis*** | *The Architecture program reflects **strong and consistent performance** in stakeholder satisfaction with laboratory facilities. The overall satisfaction score for 2025 reached 4.3 out of 5.0, significantly exceeding the target benchmark of 4.0, underscoring the program's commitment to **Goal 1: Enhancing the quality of learning resources and physical infrastructure**.*<br>***Performance Highlights***<br>*Male students reported a notable satisfaction level of 4.42, demonstrating remarkable progress from 3.31 in 2023. This substantial increase is indicative of successful investments in laboratory resources, directly advancing **Goal 5.1: Equipping graduates with the ability to demonstrate essential knowledge through technological applications**.*<br>*Faculty responses continue to be overwhelmingly positive. Male faculty scored 4.6 and female faculty scored 4.39, both comfortably surpassing internal benchmarks and the institutional target. These figures affirm the Architecture program's dedication to **Goal 3: Strengthening faculty academic and research capabilities** through adequate support and infrastructure.*<br>***Comparative Analysis***<br>*The program also **outperforms external benchmarks**, particularly that of Qassim University (4.07), in all measured stakeholder groups. Internal benchmarking shows the program either matching or exceeding historical performance, especially among male students and faculty members, reflecting sustained excellence in facility provision.*<br>*Although female students reported the lowest score (3.79), this still surpasses their targeted benchmark (3.37), and the increase from 3.29 in 2024 marks steady advancement in meeting their needs.*<br>***Strategic Alignment*** | | | | | | |

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| | *This KPI result aligns effectively with the program's mission to offer **competitive and high-quality architectural education** and directly contributes to achieving **Vision 2030** objectives. Modern and well-maintained laboratories reinforce **Goal 5.2: Developing student critical thinking and design problem-solving**, while simultaneously supporting **Goal 6: Enhancing research output** through suitable working environments.*<br>*The consistent upward trend across all groups—particularly in the male section—demonstrates equitable access to learning resources and supports inclusive academic excellence. This ensures that graduates are well-equipped with the practical skills and technological literacy expected by the architectural job market.*<br><br> |
| ***Strengths*** | *The Architecture program has demonstrated a notable leap in laboratory satisfaction, with male students (4.42) and faculty (up to 4.6) significantly exceeding targets and benchmarks. This is a clear indicator of the program's success in creating an enabling environment that supports learning, teaching, and research excellence.* |

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| ***Area for improvement /recommendation*** | *Following a comprehensive review of the KPI OC-55 data for Laboratory Satisfaction,* ***no corrective action is required at this time****. All stakeholder categories scored above 3.5, with most exceeding targets and internal/external benchmarks. The strong alignment with strategic goals and the clear upward trend suggest current strategies are working effectively. Although female students' satisfaction (3.79) is slightly below peer groups, it still represents positive progress and exceeds the preset benchmark. The program is encouraged to maintain its current improvement strategies without introducing additional corrective measures.* |
| ***Short comment*** | *Following a comprehensive review of the KPI OC-55 data for Laboratory Satisfaction,* ***no corrective action is required at this time****. All stakeholder categories scored above 3.5, with most exceeding targets and internal/external benchmarks. The strong alignment with strategic goals and the clear upward trend suggest current strategies are working effectively. Although female students' satisfaction (3.79) is slightly below peer groups, it still represents positive progress and exceeds the preset benchmark. The program is encouraged to maintain its current improvement strategies without introducing additional corrective measures.* |

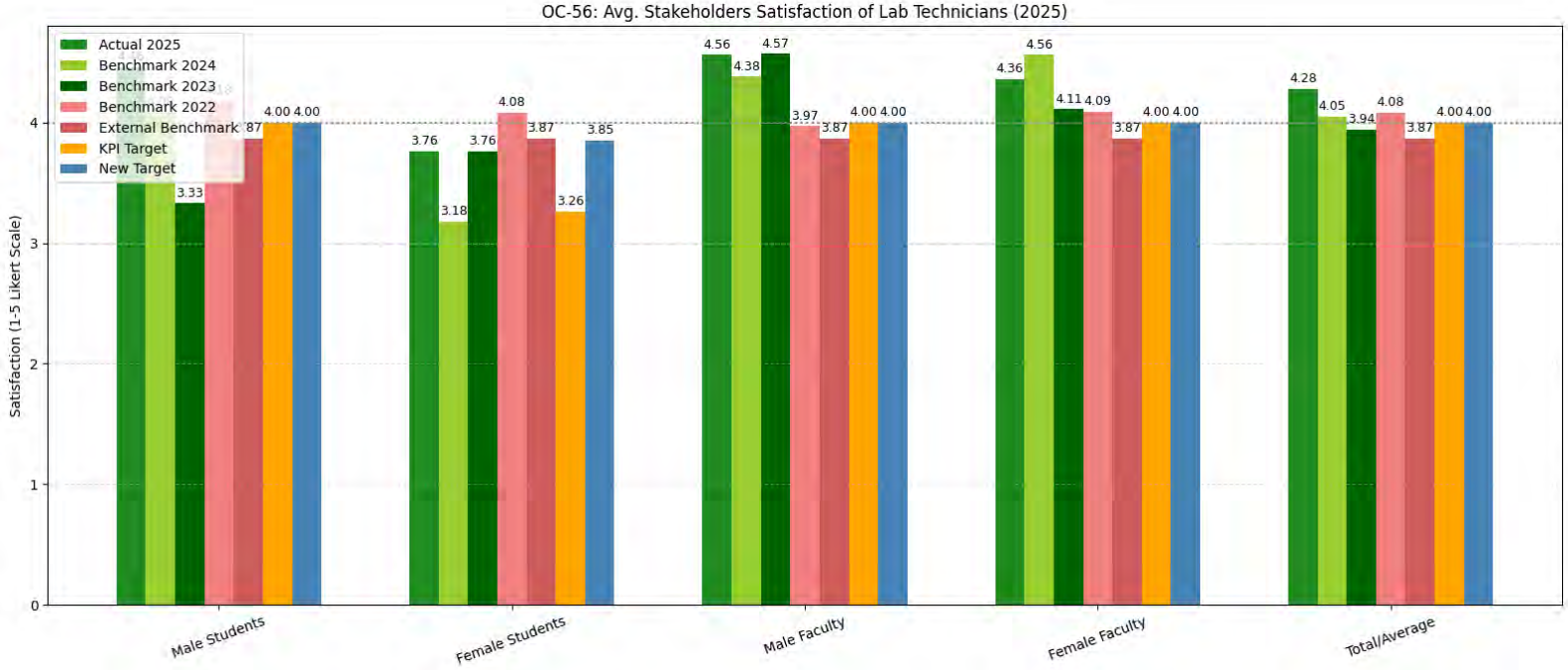
***OC-56***

***Avg. Stakeholders Satisfaction of Adequacy and Competence of Lab Technicians/Operators (on a likert scale 1-5)***

| KPI Categories | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| ***Male Students*** | ***4.46*** | ***4.08*** | ***3.33*** | ***4.18*** | ***3.87*** | ***4.0*** | ***4.0*** |
| ***Female Students*** | ***3.76*** | ***3.18*** | ***3.76*** | ***4.08*** | ***3.87*** | ***3.26*** | ***3.85*** |
| ***Male Faculty*** | ***4.56*** | ***4.38*** | ***4.57*** | ***3.97*** | ***3.87*** | ***4.0*** | ***4.0*** |
| ***Female Faculty*** | ***4.36*** | ***4.56*** | ***4.11*** | ***4.09*** | ***3.87*** | ***4.0*** | ***4.0*** |
| ***Total/Average*** | ***4.28*** | ***4.05*** | ***3.94*** | ***4.08*** | ***3.87*** | ***4.0*** | ***4.0*** |

| | |
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| ***KPI Analysis*** | *and competence of lab technicians and operators, with an overall average of 4.28 in 2025,* ***exceeding the target value of 4.0*** *and the external benchmark of 3.87. This KPI directly supports* ***Goal 1 (learning resources and facilities)*** *and* ***Goal 3 (faculty and staff support)*** *by ensuring laboratories are effectively operated by skilled and sufficient technical staff.* ***Performance Highlights*** |

- ***Male Students*** *report a significant satisfaction level of 4.46, marking a strong rise from 3.33 in 2023 and surpassing both the internal benchmark (4.08) and the target (4.0). This reflects substantial improvements in lab technician availability and performance from the students' perspective.*




- ***Female Students*** *show a satisfaction score of 3.76, slightly below the male counterparts but up from 3.18 in 2024 and matching their 2023 score. Although below the new target (3.85), this indicates an ongoing recovery trend that should be supported further.*
- ***Male Faculty*** *expressed very high satisfaction at 4.56, consistent with prior years (4.57 in 2023) and well above benchmarks, confirming their confidence in lab technician competence and availability.*
- ***Female Faculty*** *show strong satisfaction at 4.36, slightly below their 2024 score of 4.56 but still exceeding the target and external benchmarks.*

| | |
|---|---|
| | ***Comparative Analysis***<br>*The program **outperforms all internal benchmarks and the external reference (Qassim University: 3.87)** in all stakeholder categories. The average score of 4.28 exceeds the institutional and national expectations, demonstrating competitive advantage in technical lab support.*<br>*The improvement trajectory from 2023 (3.94) and 2024 (4.05) to 2025 (4.28) highlights the effectiveness of ongoing investments in staff training and lab technician hiring, aligning with broader program development strategies.*<br>***Strategic Alignment***<br>*The satisfaction levels reinforce the program's strategic alignment with **Goal 1 (availability and quality of academic resources)** and **Goal 5.1 (students' ability to apply essential technologies in labs)**. Additionally, the continued satisfaction of faculty supports **Goal 3**, which focuses on enhancing faculty experiences through adequate support structures.*<br>*The results also support **Goal 4** related to administrative effectiveness and resource planning, indicating that the program maintains high operational standards in managing technical support within laboratory settings.*<br>***Gender Analysis***<br>• ***Male stakeholders** (students and faculty) report higher satisfaction compared to **female stakeholders**, consistent with previous years.*<br>• *Despite this, **female student satisfaction is improving**, which reflects growing inclusivity and equal resource access.*<br>• *The program should continue monitoring this trend and ensure equitable technician support across both male and female laboratories.* |
| ***Strengths*** | *The Architecture Program demonstrates high satisfaction with lab technician competence and sufficiency, especially among **male faculty (4.56)** and **male students (4.46)**, exceeding both targets and external benchmarks. This underscores the program's operational excellence in providing reliable technical support for its laboratories.* |
| ***Area for improvement /recommendation*** | *No immediate corrective action is necessary. All categories scored above 3.5, and the overall trajectory is positive. However, to further enhance the female students' experience (currently 3.76, slightly below the new target of 3.85), the program may consider **targeted orientation sessions** and **greater visibility of female technical staff** to build familiarity and trust.*<br>*The current technical staffing and training policies are proving effective. Maintaining these standards while introducing **minor support enhancements** for the female section would ensure continuous improvement and full stakeholder satisfaction.* |
| ***Short comment*** | *The Architecture program excels in stakeholder satisfaction with lab technician competence, achieving high scores across all categories and exceeding targets. Continued focus on improving support for female students will ensure balanced and inclusive excellence.* |

| OC-57<br>Avg. Stakeholders Satisfaction of Classrooms in terms of their Adequacy; Capacity; and Equipment (on a likert scale 1-5) | | | | | | | |
|---|---|---|---|---|---|---|---|
| **KPI Categories** | **Actual Value (2025)** | **Internal Benchmark 1 (2024)** | **Internal Benchmark 2 (2023)** | **Internal Benchmark 3** | **External Benchmark 1** | **KPI Target** | **New Target** |
| **Male Students** | **4.27** | **4.28** | **3.46** | **4.17** | **N/A** | **4.0** | **4.0** |
| **Female Students** | **3.76** | **3.09** | **3.74** | **4.0** | **N/A** | **3.17** | **3.85** |
| **Male Faculty** | **4.69** | **4.41** | **4.51** | **4.53** | **N/A** | **4.0** | **4.0** |
| **Female Faculty** | **4.43** | **4.54** | **4.0** | **4.19** | **N/A** | **4.0** | **4.0** |
| **Total/Average** | **4.29** | **4.08** | **3.93** | **4.26** | **N/A** | **4.0** | **4.0** |

**KPI Analysis**

*The Architecture Program exhibits **strong and improving performance** in classroom satisfaction across all stakeholder categories, with the overall average reaching **4.29 in 2025**, surpassing the set target of **4.0**. This indicates a positive trajectory in learning environment enhancement, aligning with **Program Goal 1**: Improving the quality of learning resources and infrastructure.*

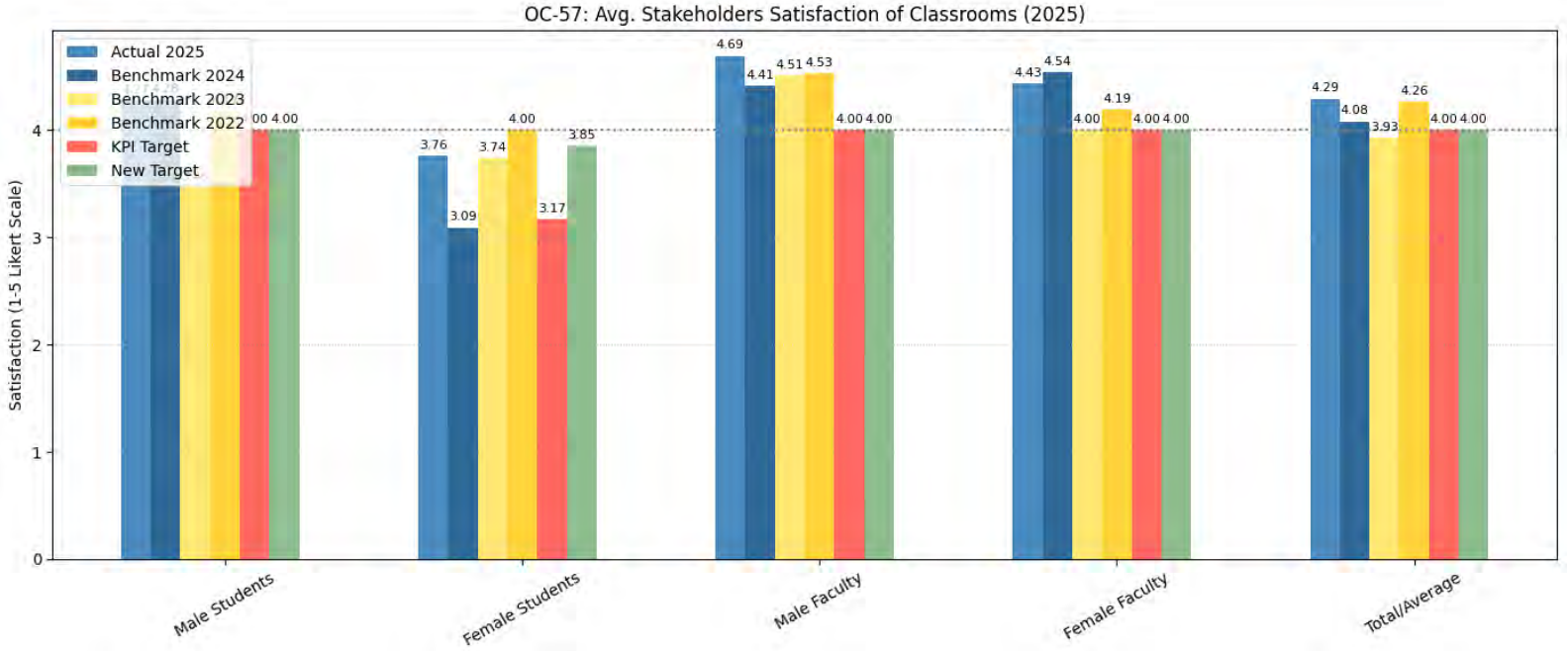
***Performance Highlights***

- ***Male Students** report a high satisfaction score of **4.27**, maintaining performance relative to 2024 (4.28) and showing a marked improvement from 2023 (3.46). This consistency suggests sustained satisfaction with classroom conditions, including space and technical resources.*
- ***Female Students** achieved **3.76**, rising from 3.09 in 2024 and 3.74 in 2023. While slightly below the new target (**3.85**), the data reflects positive improvement momentum.*
- ***Male Faculty** express the highest satisfaction at **4.69**, a continued rise from 4.41 in 2024 and 4.51 in 2023. This indicates strong alignment between instructional needs and classroom readiness.*
- ***Female Faculty** also reported high satisfaction (**4.43**), though slightly down from 4.54 in 2024. The value remains above the target and shows sustained trust in classroom facilities.*

***Comparative Benchmarking***

- *While external benchmarks are not available for this indicator, the **internal benchmark comparisons** show clear and consistent **year-over-year improvements** for most stakeholder groups.*

- *The **total average score increased from 3.93 in 2023 to 4.08 in 2024, and then to 4.29 in 2025**, showing effective interventions and investments in classroom adequacy.*




***Strategic Alignment***

*This indicator directly contributes to the program's **Goal 1**, ensuring learning spaces meet pedagogical and technical needs. It also supports **Goal 5.1**, by providing students with the physical and digital environments necessary to demonstrate essential architectural and technical skills.*

*Additionally, the continuous improvement aligns with **Vision 2030** educational transformation goals, ensuring optimal academic delivery through enhanced infrastructure.*

***Gender-Specific Analysis***

- *Male stakeholders (students and faculty) consistently show higher satisfaction than female stakeholders.*
- ***Female students' satisfaction**, although below that of other groups, improved notably (+0.67 from 2024), indicating that recent enhancements are being felt.*

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| | • *Continuous monitoring and possible tailored improvements to female classrooms (e.g., environmental comfort, technology quality, room sizes) could ensure more equitable satisfaction.* |
| ***Strengths*** | *The program demonstrates **exceptional satisfaction with classroom adequacy**, especially among **male faculty (4.69)** and **male students (4.27)**, confirming that the classrooms effectively support teaching and learning needs, and reflect strategic success in infrastructure development.* |
| ***Area for improvement /recommendation*** | *While no immediate corrective action is required, **female student satisfaction (3.76)**—despite improvement—remains the **lowest among the categories** and is slightly below the new target (3.85). To address this:*<br>• *Conduct a **targeted focus group** or survey for female students to identify specific issues (e.g., overcrowding, lighting, A/V equipment, comfort).*<br>• *Ensure **equity in upgrades** and maintenance across male and female sections.*<br>• *Implement **minor technical enhancements** and **feedback-driven changes** in female classrooms.*<br>*Maintaining this trajectory will ensure continued alignment with strategic goals and reinforce the program's commitment to inclusive excellence.* |
| ***Short comment*** | *The Architecture Program demonstrates high stakeholder satisfaction with classroom adequacy and equipment, with strong scores across all categories and notable improvement among female students. Minor refinements to female section classrooms are recommended to sustain this positive momentum.* |

***OC-58***

***Avg. Stakeholders Satisfaction of Quality and Adequacy of Facilities and Equipment (on a likert scale 1-5)***

| KPI Categories | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| ***Male Students*** | ***4.35*** | ***4.26*** | ***3.34*** | ***4.15*** | ***3.97*** | ***4.0*** | ***4.0*** |
| ***Female Students*** | ***3.82*** | ***3.21*** | ***3.68*** | ***3.98*** | ***3.97*** | ***3.29*** | ***3.92*** |
| ***Male Faculty*** | ***4.64*** | ***4.34*** | ***4.54*** | ***4.44*** | ***3.97*** | ***4.0*** | ***4.0*** |
| ***Female Faculty*** | ***4.35*** | ***4.49*** | ***4.04*** | ***4.08*** | ***3.97*** | ***4.0*** | ***4.0*** |
| ***Male Admin Staff*** | ***4.08*** | ***4.3*** | ***3.85*** | ***4.08*** | ***3.97*** | ***4.0*** | ***4.0*** |

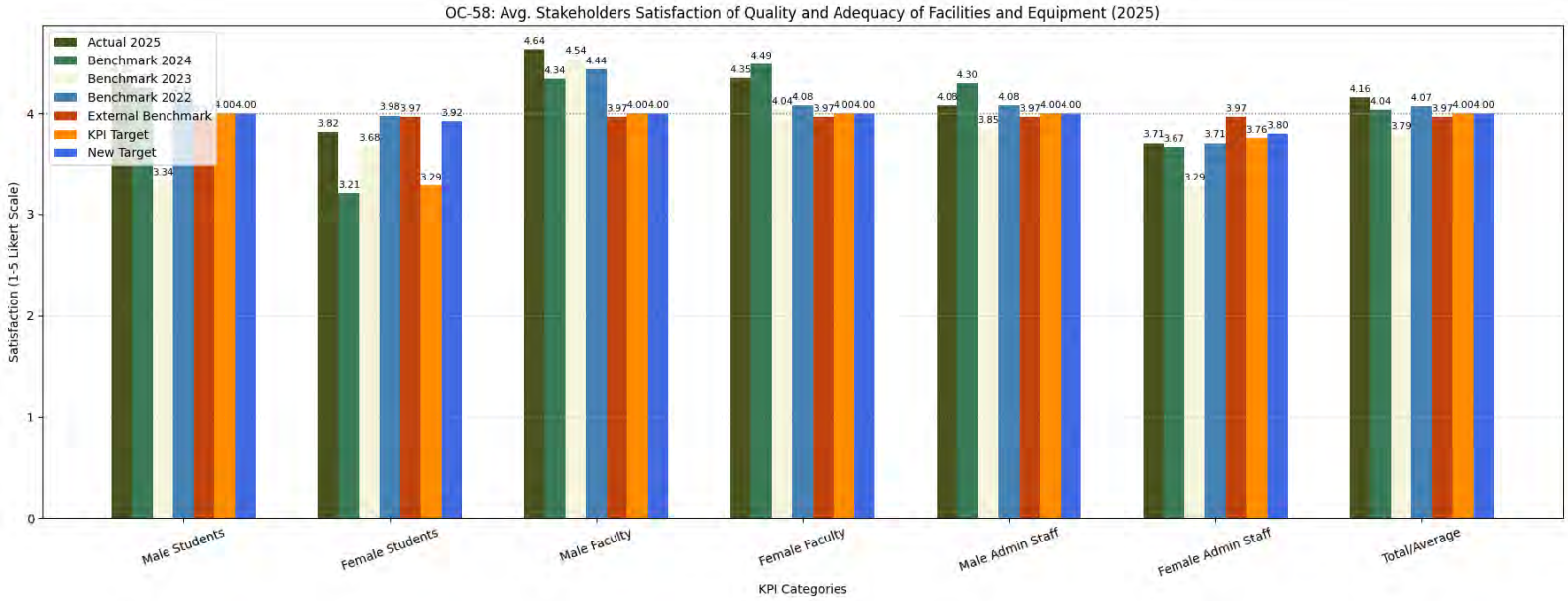
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| ***Female Admin Staff*** | ***3.71*** | ***3.67*** | ***3.29*** | ***3.71*** | ***3.97*** | ***3.76*** | ***3.8*** |
| ***Total/Average*** | ***4.16*** | ***4.04*** | ***3.79*** | ***4.07*** | ***3.97*** | ***4.0*** | ***4.0*** |



***KPI Analysis***

***Analysis of Facilities and Equipment Satisfaction (KPI OC-58)***

*The Architecture Program demonstrates **notable performance** in stakeholder satisfaction regarding the quality and adequacy of facilities and equipment, achieving an overall average score of **4.16 in 2025**, exceeding the target benchmark of 4.0. This reflects the program's continuous investment in enhancing its physical and technological infrastructure in alignment with **Goal 1 (learning resources)** and **Goal 5.1 (technological readiness)**.*




***Performance Highlights***

- ***Male Faculty** recorded the highest satisfaction (**4.64**), marking a clear increase from previous years and significantly exceeding all benchmarks.*
- ***Male Students** showed continued satisfaction at **4.35**, improving from 4.26 in 2024 and substantially outperforming 2023 levels (3.34).*

| | |
|---|---|
| | • ***Female Faculty*** *maintained a strong score of 4.35, reflecting consistent satisfaction and exceeding the external benchmark (3.97) and internal targets (4.0).*<br>• ***Female Students*** *reported a satisfaction score of 3.82, showing improvement from 3.21 in 2024 and 3.68 in 2023. However, this remains the lowest among all academic stakeholders and slightly below the internal new target of 3.92.*<br>• ***Administrative Staff*** *scores are satisfactory, with Male Admin Staff at 4.08 and Female Admin Staff at 3.71. While male staff satisfaction exceeds the target, female admin staff scores are below both the target (3.76) and external benchmark (3.97), indicating a minor concern.*<br>***Comparative Benchmarking***<br>*The program's overall average of 4.16:*<br>• ***Exceeds the internal benchmarks*** *for 2024 (4.04), 2023 (3.79), and 2022 (4.07).*<br>• ***Surpasses the external benchmark*** *(Qassim University: 3.97), confirming the program's competitive edge in facilities and infrastructure quality.*<br>***Strategic Alignment***<br>*The improvement in KPI OC-58 reflects strong alignment with:*<br>• ***Program Goal 1:*** *By ensuring continuous enhancement of physical and technical resources that directly affect student and faculty satisfaction.*<br>• ***Program Goal 5.1:*** *Through improved technological provisions that empower students to use tools and equipment effectively.*<br>• ***Vision 2030:*** *By contributing to an enriched, innovative educational environment.* |
| ***Strengths*** | ***Strengths***<br>• *Significant improvement across nearly all categories over three years.*<br>• *Male students and faculty show particularly high satisfaction.*<br>• *Facilities clearly support faculty research and teaching needs, which contributes to both academic output and learning quality.* |
| ***Area for improvement /recommendation*** | ***Area for Improvement / Recommendation***<br>• *Although female student satisfaction improved from 2024 to 2025 (from 3.21 to 3.82), it still lags behind other stakeholder groups and remains* ***below the internal new target (3.92)****. Further analysis is recommended to identify specific facility-related challenges they face.*<br>• *Female administrative staff satisfaction also remains low (3.71), falling short of targets. Consider conducting targeted feedback sessions to understand their facility-related concerns, particularly regarding workspace ergonomics, accessibility, or equipment adequacy.* |
| ***Short comment*** | *The program exhibits a steady and positive trend in facilities and equipment satisfaction, especially among male faculty and students, while targeted enhancements are needed to improve the experience of female students and admin staff.* |

| OC-59<br>Avg. Stakeholders Satisfaction of Adequacy of Safety and Security Equipment in the Program/College Facilities (on a likert scale 1-5) | | | | | | | |
|---|---|---|---|---|---|---|---|
| **KPI Categories** | **Actual Value (2025)** | **Internal Benchmark 1 (2024)** | **Internal Benchmark 2 (2023)** | **Internal Benchmark 3** | **External Benchmark 1** | **KPI Target** | **New Target** |
| **Male Students** | **4.46** | **4.42** | **3.5** | **4.28** | **4.09** | **4.0** | **4.0** |
| **Female Students** | **3.95** | **3.73** | **3.71** | **4.09** | **4.09** | **3.82** | **4.0** |
| **Male Faculty** | **4.67** | **4.22** | **4.61** | **4.57** | **4.09** | **4.0** | **4.0** |
| **Female Faculty** | **4.57** | **4.44** | **3.96** | **4.26** | **4.09** | **4.0** | **4.0** |
| **Male Admin Staff** | **4.14** | **4.25** | **3.92** | **4.14** | **4.09** | **4.0** | **4.0** |
| **Female Admin Staff** | **3.75** | **3.62** | **3.5** | **3.75** | **4.09** | **3.71** | **3.84** |
| **Total/Average** | **4.26** | **4.11** | **3.87** | **4.16** | **4.09** | **4.0** | **4.0** |
| **KPI Analysis** | *The Architecture Program demonstrates a **strong performance** in stakeholder satisfaction regarding the adequacy of safety and security equipment across college facilities. The **overall average satisfaction score for 2025 is 4.26/5.0**, which exceeds the KPI target (4.0) and shows continued improvement from internal benchmarks in 2024 (4.11) and 2023 (3.87). This result supports **Program Goal 1: enhancing the quality of learning resources and basic facilities**, and aligns with safety standards essential for a productive academic environment.*<br>***Performance Highlights***<br>• ***Male Faculty** report the highest satisfaction level at 4.67, showing steady improvement over time and reflecting effective safety measures in faculty spaces.*<br>• ***Male Students** also express high satisfaction (4.46), showing a notable increase from 3.5 in 2023, suggesting better safety and security awareness and implementation.*<br>• ***Female Faculty** satisfaction is also strong at 4.57, up from 3.96 in 2023.*<br>• ***Female Students** scored 3.95, a positive increase from 3.71 in 2023, but remain below the new target (4.0), indicating an area for further attention.* | | | | | | |

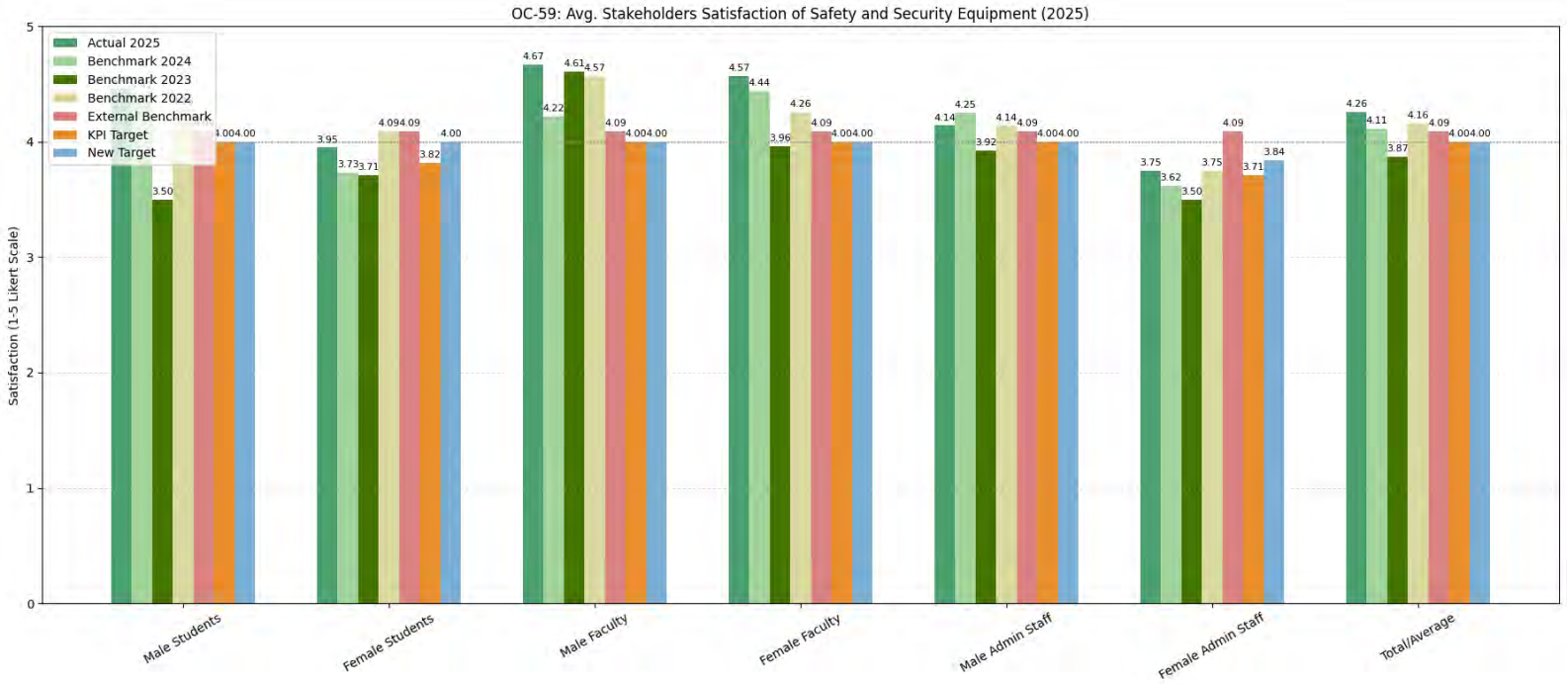
- ***Admin Staff*** *responses were mixed: male staff scored 4.14, while female staff showed lower satisfaction at 3.75—still an improvement from previous years.*

***Benchmark Analysis***

*The Architecture Program* ***outperforms the external benchmark*** *(Qassim University: 4.09) in all stakeholder categories except for female administrative staff, where the score (3.75) remains slightly below. Internal benchmark comparisons show a consistent upward trend across nearly all categories, supporting institutional progress in ensuring safety.*

***Strategic Alignment***

*This KPI directly supports the Architecture Program's mission of providing a* ***safe, inclusive, and effective academic environment****. It aligns with* ***Vision 2030*** *goals related to infrastructure quality and institutional excellence, while also advancing* ***Program Goals 4 and 7*** *by improving administrative efficiency and community trust through safe educational environments.*



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| ***Strengths*** | ***Strengths***<br>*The program shows clear improvement in safety and security equipment satisfaction, especially among male and female faculty members (4.67 and 4.57), with total average satisfaction (4.26) significantly above target and benchmarks. These improvements demonstrate the program's ongoing commitment to providing a secure and professionally managed academic environment.* |
| ***Area for improvement /recommendation*** | ***Area for Improvement / Recommendation***<br>*Although all categories show improvement, female students (3.95) and female administrative staff (3.75) continue to score below the new target of 4.0. The program should:*<br>• *Conduct **targeted focus group sessions** with female stakeholders to identify specific concerns or unmet safety needs.*<br>• *Improve **visibility of safety measures** (e.g., emergency plans, fire extinguishers, signage) in female-dedicated spaces.*<br>• *Enhance **safety orientation programs** and responsiveness to female feedback, ensuring their experiences are equally prioritized.* |
| ***Short comment*** | ***Short Comment***<br>*The Architecture Program shows strong overall safety satisfaction, with faculty and male student groups exceeding expectations. Slight improvement is still needed in addressing the needs of female stakeholders to ensure balanced and inclusive safety outcomes.* |

***OC-60***

***Avg. Stakeholders Awareness of Risk and Risk Management Handbooks; Procedures; Guidelines and Mock and Evacuation Drills (on a likert scale 1-5)***

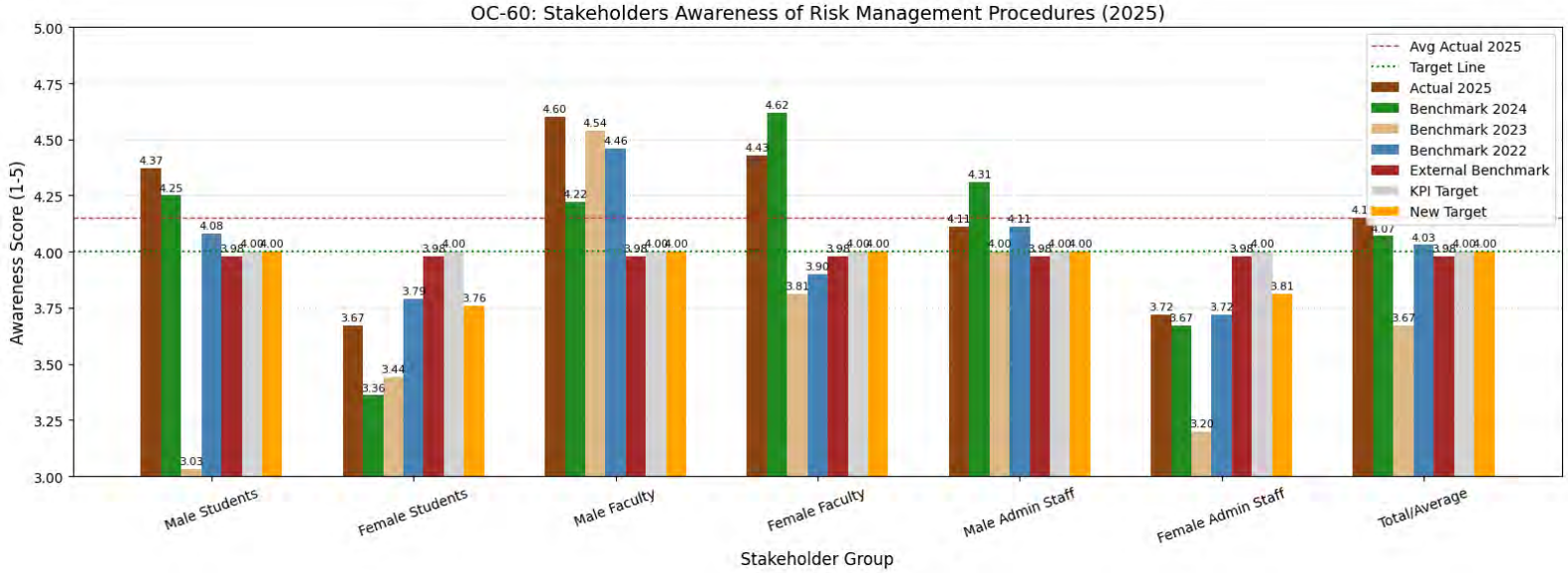
| *KPI Categories* | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| ***Male Students*** | ***4.37*** | ***4.25*** | ***3.03*** | ***4.08*** | ***3.98*** | ***4.0*** | ***4.0*** |
| ***Female Students*** | ***3.67*** | ***3.36*** | ***3.44*** | ***3.79*** | ***3.98*** | ***3.44*** | ***3.76*** |
| ***Male Faculty*** | ***4.6*** | ***4.22*** | ***4.54*** | ***4.46*** | ***3.98*** | ***4.0*** | ***4.0*** |
| ***Female Faculty*** | ***4.43*** | ***4.62*** | ***3.81*** | ***3.9*** | ***3.98*** | ***4.0*** | ***4.0*** |
| ***Male Admin Staff*** | ***4.11*** | ***4.31*** | ***4.0*** | ***4.11*** | ***3.98*** | ***4.0*** | ***4.0*** |

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|---|---|---|---|---|---|---|---|
| ***Female Admin Staff*** | ***3.72*** | ***3.67*** | ***3.2*** | ***3.72*** | ***3.98*** | ***3.76*** | ***3.81*** |
| ***Total/Average*** | ***4.15*** | ***4.07*** | ***3.67*** | ***4.03*** | ***3.98*** | ***4.0*** | ***4.0*** |



***KPI Analysis***

*The Architecture Program exhibits a **notable improvement** in stakeholders' awareness regarding risk management procedures, handbooks, and evacuation drills. The overall average score in 2025 is 4.15/5.0, surpassing both the internal benchmarks from 2024 (4.07) and 2023 (3.67), as well as the external benchmark of 3.98. This reflects growing institutional success in promoting safety culture and fulfilling **Goal 4 (administrative efficiency and risk readiness)**.*




***Performance Highlights***

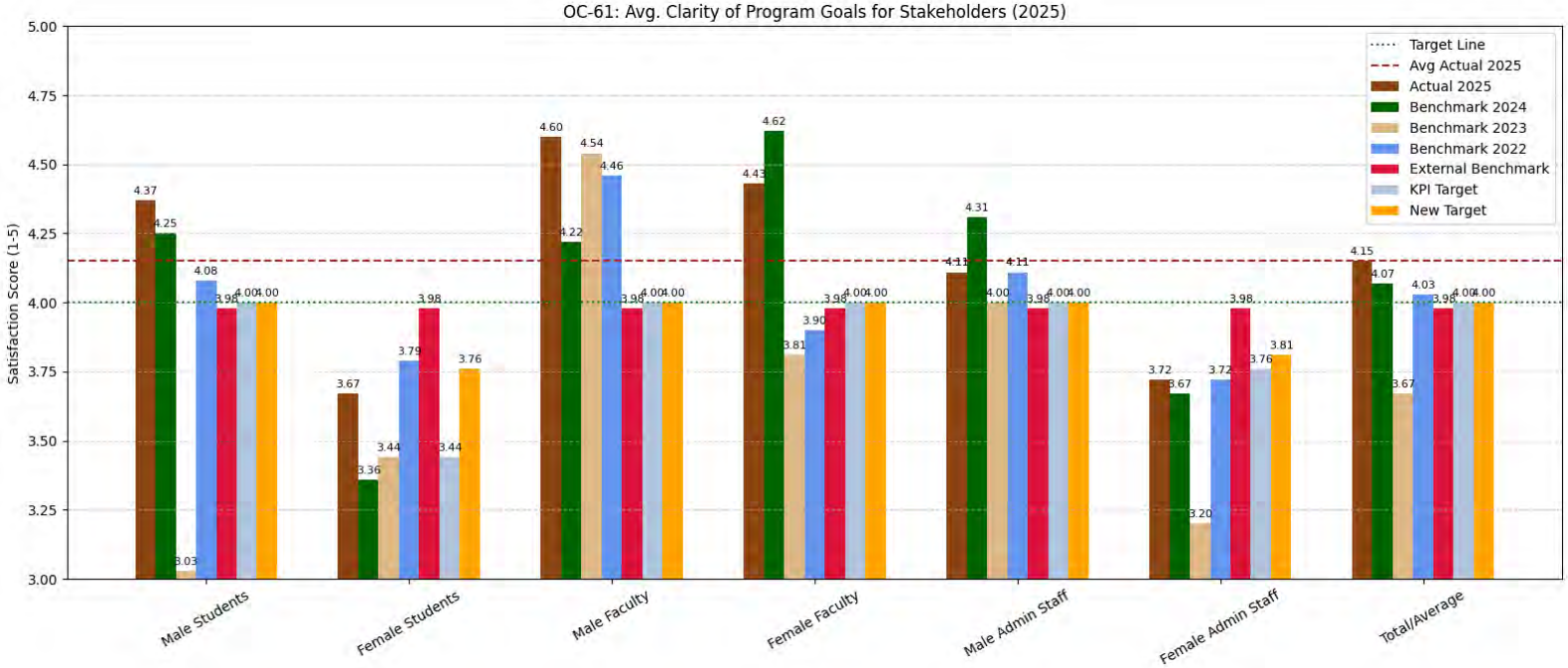
- ***Male Faculty** achieved the highest awareness level at 4.6, demonstrating consistent attention to emergency preparedness training and documentation.*
- ***Male Students** reported 4.37, a significant increase from 3.03 in 2023, suggesting enhanced engagement with mock drills and risk-related communication.*
- ***Female Faculty** scored 4.43, maintaining strong awareness levels and showing marked improvement from 3.81 in 2023.*

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| | • ***Female Students*** *scored 3.67, up from 3.44, indicating progress but still below the external benchmark (3.98) and new internal target (3.76).*<br>• ***Administrative Staff*** *showed stable awareness, with male staff scoring 4.11 and female staff at 3.72, which is an improvement over previous years but remains below target.*<br>***Benchmark and Strategic Alignment***<br>*The total average (4.15)* ***exceeds both internal and external benchmarks****, affirming that risk management procedures are being increasingly recognized across all segments. This performance supports the Architecture Program's alignment with* ***Vision 2030*** *goals for institutional readiness, and reinforces* ***Program Goals 4 and 6****, which emphasize secure, efficient, and resilient academic environments.* |
| ***Strengths*** | ***Strengths***<br>*The Architecture Program has significantly improved stakeholder awareness of risk management protocols, particularly among male faculty (4.6) and male students (4.37). This highlights the program's successful communication and implementation of safety measures and emergency readiness plans.* |
| ***Area for improvement /recommendation*** | ***Area for Improvement / Recommendation***<br>*Despite overall progress,* ***female students (3.67)*** *and* ***female admin staff (3.72)*** *remain below the desired awareness thresholds. To enhance performance:*<br>• *Conduct* ***targeted safety workshops*** *and orientation sessions specifically for female stakeholders.*<br>• *Improve* ***distribution and visibility*** *of risk handbooks in female-designated facilities.*<br>• *Introduce* ***interactive digital materials*** *and short videos to make guidelines more engaging and accessible.* |
| ***Short comment*** | ***Short Comment***<br>*Risk awareness has improved program-wide, especially among male faculty and students. Continued focus is recommended on female stakeholder engagement to ensure inclusive safety preparedness and balanced awareness.* |

***OC-61***
***Avg. Clarity of Programs goals for Stakeholders(on a likert scale 1-5)***

| *KPI Categories* | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| ***Male Students*** | ***4.37*** | ***4.25*** | ***3.03*** | ***4.08*** | ***3.98*** | ***4.0*** | ***4.0*** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ***Female Students*** | ***3.67*** | ***3.36*** | ***3.44*** | ***3.79*** | ***3.98*** | ***3.44*** | ***3.76*** |
| ***Male Faculty*** | ***4.6*** | ***4.22*** | ***4.54*** | ***4.46*** | ***3.98*** | ***4.0*** | ***4.0*** |
| ***Female Faculty*** | ***4.43*** | ***4.62*** | ***3.81*** | ***3.9*** | ***3.98*** | ***4.0*** | ***4.0*** |
| ***Male Admin Staff*** | ***4.11*** | ***4.31*** | ***4.0*** | ***4.11*** | ***3.98*** | ***4.0*** | ***4.0*** |
| ***Female Admin Staff*** | ***3.72*** | ***3.67*** | ***3.2*** | ***3.72*** | ***3.98*** | ***3.76*** | ***3.81*** |
| ***Total/Average*** | ***4.15*** | ***4.07*** | ***3.67*** | ***4.03*** | ***3.98*** | ***4.0*** | ***4.0*** |
| ***Male Students*** | ***4.37*** | ***4.25*** | ***3.03*** | ***4.08*** | ***3.98*** | ***4.0*** | ***4.0*** |
| ***Female Students*** | ***3.67*** | ***3.36*** | ***3.44*** | ***3.79*** | ***3.98*** | ***3.44*** | ***3.76*** |
| ***Male Faculty*** | ***4.6*** | ***4.22*** | ***4.54*** | ***4.46*** | ***3.98*** | ***4.0*** | ***4.0*** |
| ***KPI Analysis*** | *The Architecture Program demonstrates **strong and improving performance** in stakeholders' understanding of program goals, with a **total average score of 4.15** in 2025. This surpasses both internal benchmarks (4.07 in 2024 and 3.67 in 2023) and the external benchmark of 3.98, affirming the program's effective communication and stakeholder engagement practices in alignment with **Goal 1 (academic excellence) and Goal 4 (administrative transparency and efficiency).***<br><br>***Performance Highlights***<br>• ***Male Faculty** reported the highest clarity level at 4.6, reflecting their strong alignment with program objectives and engagement in academic planning.*<br>• ***Male Students** also reported a high score of 4.37, showing a substantial improvement from 3.03 in 2023 — a **44.2% increase**, indicating the effectiveness of recent orientation and advisory sessions.*<br>• ***Female Faculty** showed sustained understanding at 4.43, maintaining performance above internal and external benchmarks.*<br>• ***Female Students** reported 3.67, which is a moderate increase from 3.44 in 2023 but still below the external benchmark (3.98) and the new internal target (3.76).*<br>• ***Administrative Staff** exhibited stable clarity with male staff at 4.11 and female staff at 3.72, slightly trailing the benchmarks but trending upward.* | | | | | | |

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| | ***Benchmark and Strategic Alignment***<br>*The total average (4.15) exceeds all benchmark references, confirming consistent programmatic alignment with stakeholder expectations. These outcomes directly support* ***Goal 1 (academic excellence)*** *and* ***Goal 5.2 (effective communication strategies)*** *by ensuring that both students and faculty clearly understand the educational vision and strategic objectives.*<br><br> |
| ***Strengths*** | ***Strengths***<br>• *Strong clarity among* ***faculty members*** *(both male and female) demonstrates effective internal communication of strategic priorities.*<br>• *Significant gains among* ***male students*** *(+1.34 increase from 2023) highlight successful improvement measures in orientation, advising, and academic guidance efforts.* |
| ***Area for improvement*** | ***Female students (3.67)*** *and* ***female administrative staff (3.72)*** *require targeted support. To improve:*<br>o *Implement* ***customized academic guidance sessions*** *tailored for female students to explain program vision, mission, and goals clearly.* |

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| ***/recommendation*** | ○ *Create **visual communication tools** (infographics/posters) displayed in female student areas outlining program objectives.*<br>○ *Organize **interactive Q&A sessions** with female faculty or program leaders to increase administrative and student clarity.* |
| ***Short comment*** | ***Short Comment***<br>*Clarity of program goals has improved significantly, especially among male stakeholders and faculty. Further attention is needed to enhance communication strategies for female students and administrative staff.* |

***OC-63***
***Percentage of Program Learning Outcomes that achieved their targets (%)***

| *KPI Categories* | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| ***Total/Average*** | ***100.0*** | ***100.0*** | ***100.0*** | ***98.72*** | ***60.0*** | ***100.0*** | ***100.0*** |

***KPI Analysis***

*The Architecture Program has achieved a **remarkable and sustained success** in ensuring the effectiveness of its academic delivery and curriculum alignment with expected learning outcomes. For three consecutive academic years—2023, 2024, and 2025—the program has consistently achieved a **100%** success rate in meeting all Program Learning Outcomes (PLOs). This not only reflects internal academic rigor but also surpasses the external benchmark of 60% by a wide margin of **40 percentage points**, confirming the program's excellence in outcome-based education.*

*In 2025, the program maintained this exceptional performance, reaching the **newly set internal target of 100%**, thereby indicating no performance gap. The result is also significantly above the historical internal benchmark for 2023 (100%) and 2024 (100%), and even improves upon Internal Benchmark 3 of 98.72%, illustrating continued refinement in teaching strategies, assessment alignment, and outcome monitoring mechanisms.*

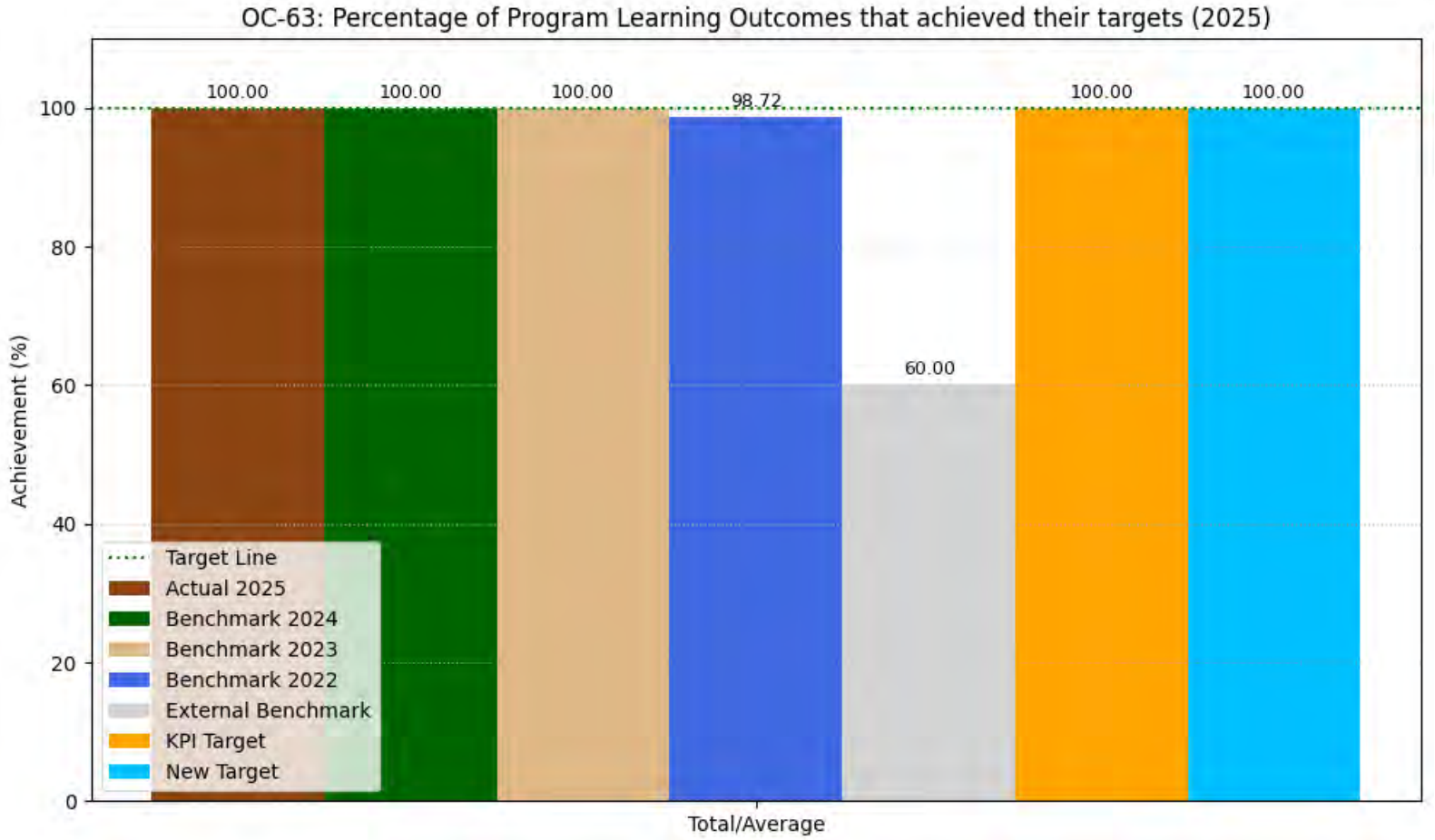
*This high achievement correlates strongly with:*

- ***Strategic Goal 1**: To improve the effectiveness of teaching and learning processes, by aligning instruction with course specifications and ensuring outcome-based delivery.*
- ***Strategic Goal 6**: To graduate competent professionals who meet labor market demands, by embedding knowledge, skills, and values required in professional practice.*

*The consistency in reaching all PLO targets may be attributed to multiple quality assurance mechanisms in place, such as:*

- *Periodic curriculum review and mapping to national and international accreditation standards.*
- *Enhanced faculty training on outcome-based teaching and assessment (linked to OC-45 and OC-46 KPIs).*

- *Use of formative and summative assessments supported by learning management systems like Blackboard (as evaluated in OC-54).*




*This high-level performance in OC-63 also acts as an indirect indicator of other programmatic strengths such as:*

- ***Effective faculty engagement and training.***
- ***Robust academic advising and support systems.***

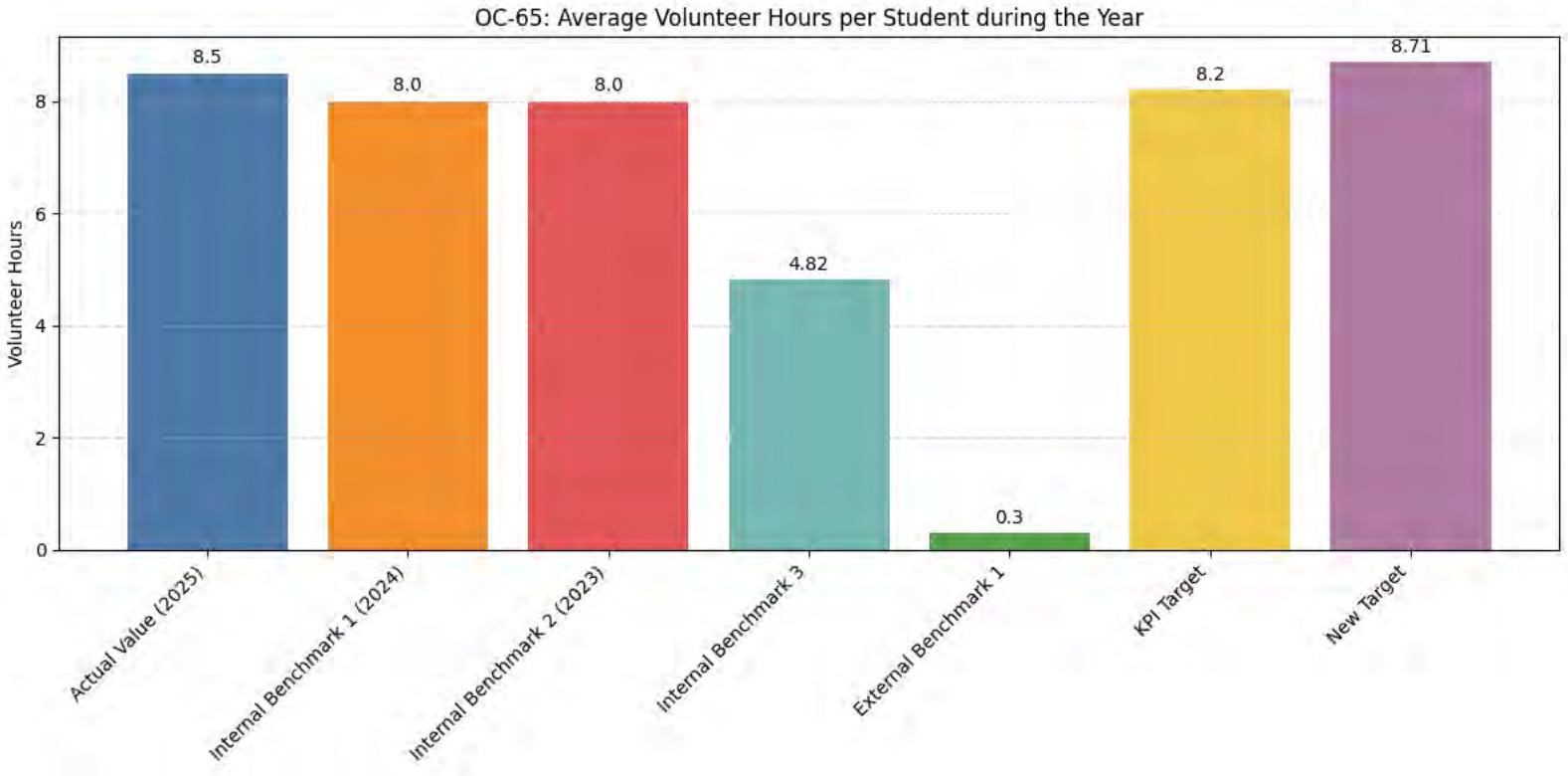
| | |
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| | • ***Integration of stakeholder feedback into continuous curriculum enhancement***. |
| ***Strengths*** | ***Strengths***<br>• ***Full PLO target achievement*** *over multiple academic years is a strong indicator of the program's effective teaching methodologies, accurate outcome assessment tools, and robust quality assurance practices.*<br>• *This result also reflects strong alignment between* ***course-level delivery***, ***curriculum design***, *and* ***graduate attributes***, *ensuring that students acquire the knowledge, skills, and values defined in the program's mission.*<br>• *It reinforces the program's compliance with* ***NCAAA*** *standards and contributes to institutional excellence and accreditation sustainability.* |
| ***Area for improvement /recommendation*** | ***Area for Improvement / Recommendation***<br>*While the KPI demonstrates perfect performance, the program is encouraged to:*<br>• *Maintain* ***continuous curriculum review cycles*** *to ensure alignment with evolving professional standards and industry demands.*<br>• *Strengthen* ***indirect assessment tools*** *(e.g., employer and alumni surveys) to complement direct PLO measurements and validate learning outcomes from multiple perspectives.*<br>• *Document and disseminate* ***best practices*** *in teaching and assessment strategies across departments to sustain this high level of performance.* |
| ***Short comment*** | ***Short Comment***<br>*The program has consistently achieved 100% of its learning outcomes targets, confirming the effectiveness of curriculum delivery and assessment strategies. No immediate action is required.* |

***OC-65***
***Average Volunteer Hours per Student during the Year***

| ***KPI Categories*** | **Actual Value (2025)** | **Internal Benchmark 1 (2024)** | **Internal Benchmark 2 (2023)** | **Internal Benchmark 3** | **External Benchmark 1** | **KPI Target** | **New Target** |
|---|---|---|---|---|---|---|---|
| ***Total/Average*** | ***8.5*** | ***8.0*** | ***8.0*** | ***4.82*** | ***0.3*** | ***8.2*** | ***8.71*** |

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| ***KPI Analysis*** | *The Architecture Program exhibits* ***strong performance*** *in fostering a culture of community engagement, with the* ***average volunteer hours per student reaching 8.5 in 2025***, *exceeding both the internal benchmark (8.0) and the set target (8.2). This KPI aligns directly with* ***Goal 7: Enhancing community service and social responsibility***.<br>*The Architecture Program has achieved a* ***noteworthy accomplishment*** *in promoting community engagement and social responsibility, as evidenced by the increase in average volunteer hours per student to* ***8.5 hours*** *in the academic year 2025. This value exceeds:*<br>• *The* ***internal benchmark*** *of 8.0 hours (based on 2023–2024 averages),* |

- *The **KPI target** of 8.2 hours, and*
- *The **new proposed target** of 8.71 hours (approaching it closely),*
  *while also surpassing the **external benchmark** of 0.3 hours by a **factor of over 28 times**.*

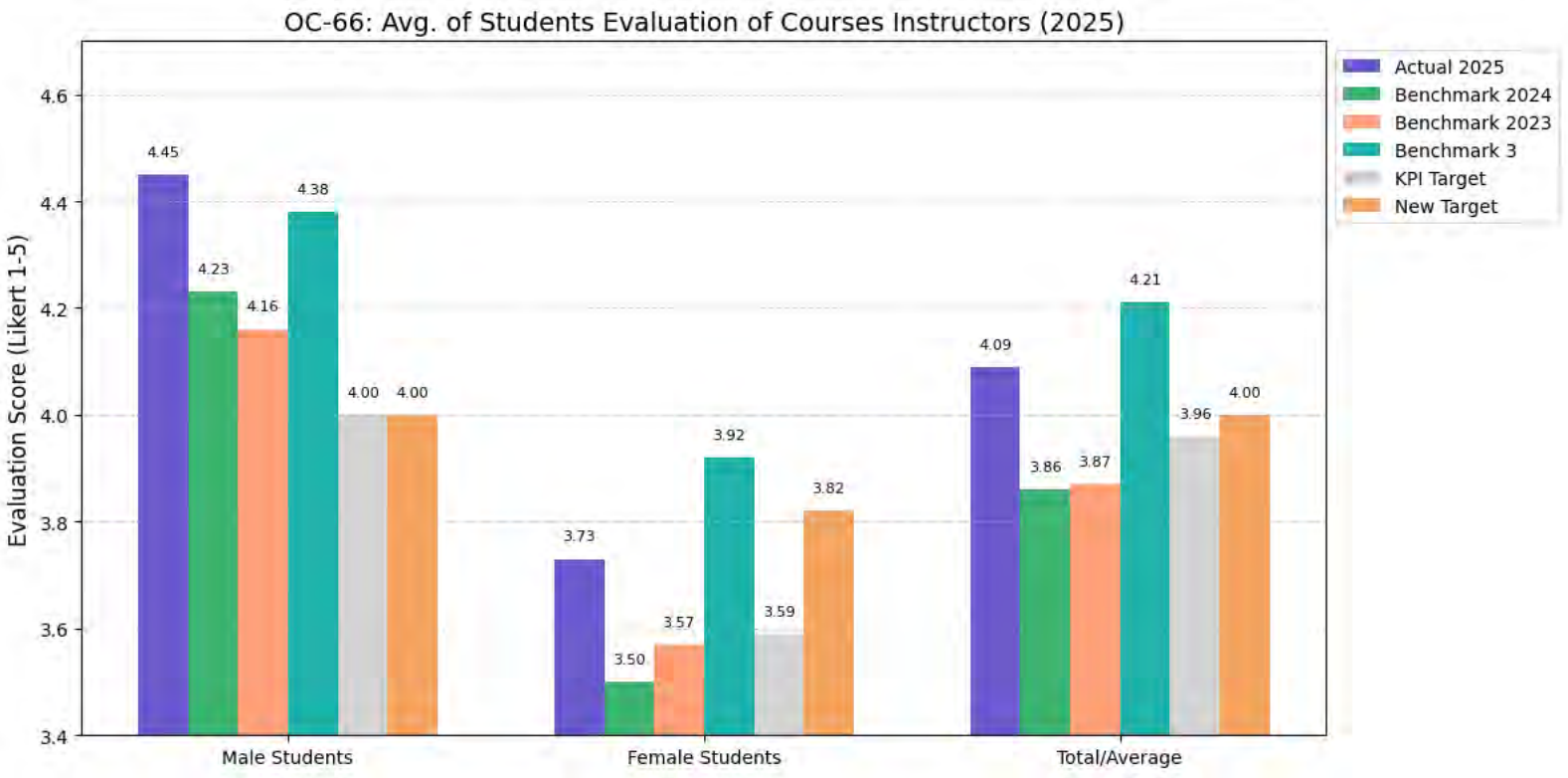



*This trend confirms the success of ongoing strategic initiatives that integrate volunteering and social impact activities into the student learning experience, both formally and informally. The result reflects Goal 7 of the program's strategic framework: **"Enhancing community service and social responsibility."***
*Key contributing factors to this sustained performance include:*

- ***Integration of community service into academic coursework**, especially in design studios that involve real-life projects and field work.*

| | |
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| | • ***Encouragement and facilitation of student participation*** *in local initiatives, sustainability campaigns, heritage preservation efforts, and awareness-raising activities.*<br>• ***Effective collaboration with external stakeholders****, such as local municipalities, NGOs, and regional institutions, which offer students platforms for active civic engagement.*<br>*Additionally, the consistent rise from 4.82 hours in* ***Internal Benchmark 3*** *to 8.5 hours in* ***2025*** *indicates:*<br>• *A* ***steady cultural shift*** *within the student body toward civic responsibility,*<br>• *Success in institutional efforts to link academic performance with societal contribution,*<br>• *An increase in* ***extracurricular opportunities*** *designed to engage both male and female students in aligned initiatives.* |
| ***Strengths*** | ***Strengths***<br>• *The current value (8.5 hours) shows a* ***6.25% increase*** *over the previous benchmark and is* ***over 28 times higher than the external benchmark (0.3)****, indicating exceptional commitment to community-based initiatives.*<br>• *The sustained high performance across three years reflects:*<br>o *Successful integration of* ***volunteerism into student activities*** *and academic culture.*<br>o *Effective coordination between the program and community partners to provide meaningful engagement opportunities.*<br>o *Student awareness and willingness to contribute to societal development, in line with* ***Saudi Vision 2030****.* |
| ***Area for improvement /recommendation*** | ***Area for Improvement / Recommendation***<br>• *To maintain and exceed the new target (8.71 hours), the program should:*<br>o ***Diversify volunteer activities*** *to include design-related community projects, workshops, and environmental initiatives.*<br>o *Strengthen documentation and reflection practices so students gain* ***credit and recognition*** *for their engagement.*<br>o *Partner with* ***municipalities, non-profits, and heritage organizations*** *to increase visibility and scalability of volunteering opportunities.*<br>o *Provide* ***incentives and public recognition*** *for top contributors to further motivate student participation.* |
| ***Short comment*** | *The program excels in promoting volunteerism, significantly surpassing national and internal benchmarks. Sustained support and expanded partnerships will ensure continued impact and alignment with Vision 2030 goals.* |
| ***OC-66***<br>***Avg. of Students Evaluation of Courses Instructors (on a likert scale 1-5)*** | |

| KPI Categories | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| ***Male Students*** | ***4.45*** | ***4.23*** | ***4.16*** | ***4.38*** | ***N/A*** | ***4.0*** | ***4.0*** |
| ***Female Students*** | ***3.73*** | ***3.5*** | ***3.57*** | ***3.92*** | ***N/A*** | ***3.59*** | ***3.82*** |
| ***Total/Average*** | ***4.09*** | ***3.86*** | ***3.87*** | ***4.21*** | ***N/A*** | ***3.96*** | ***4.0*** |
| ***KPI Analysis*** | *The Architecture Program at Unaizah Colleges has demonstrated **notable progress** in students' evaluation of their course instructors in 2025, achieving a **total average score of 4.09 out of 5.0**. This value **exceeds both the internal benchmark from 2024 (3.86)** and the program's defined KPI target of 3.96, indicating **substantial improvement in instructional delivery and student-instructor engagement**.*<br>*This KPI is **directly aligned with Strategic Goal 2: Enhancing the quality of teaching and learning**, and **Goal 3: Advancing faculty professional development**. Consistent growth in student satisfaction reflects the program's emphasis on continuous improvement, reflective teaching practices, and effective implementation of student-centered learning strategies.*<br>***Performance Highlights***<br>• ***Male Students** reported a high satisfaction level of 4.45, surpassing all previous years and exceeding the 4.0 target by **11.25%**. This reflects a **sustained improvement trend** (from 4.16 in 2023 and 4.23 in 2024), indicating increased effectiveness in teaching approaches, learning facilitation, and responsiveness to student needs in male sections.*<br>• ***Female Students**, while showing a modest upward trend (from 3.5 in 2024 to 3.73 in 2025), still rate their course instructors **below the overall program average**. However, they **exceeded the 3.59 target**, achieving a 3.9% increase year-on-year. This suggests gradual but slower improvement and highlights the need for focused efforts to enhance the instructional experience in female sections.* | | | | | | |



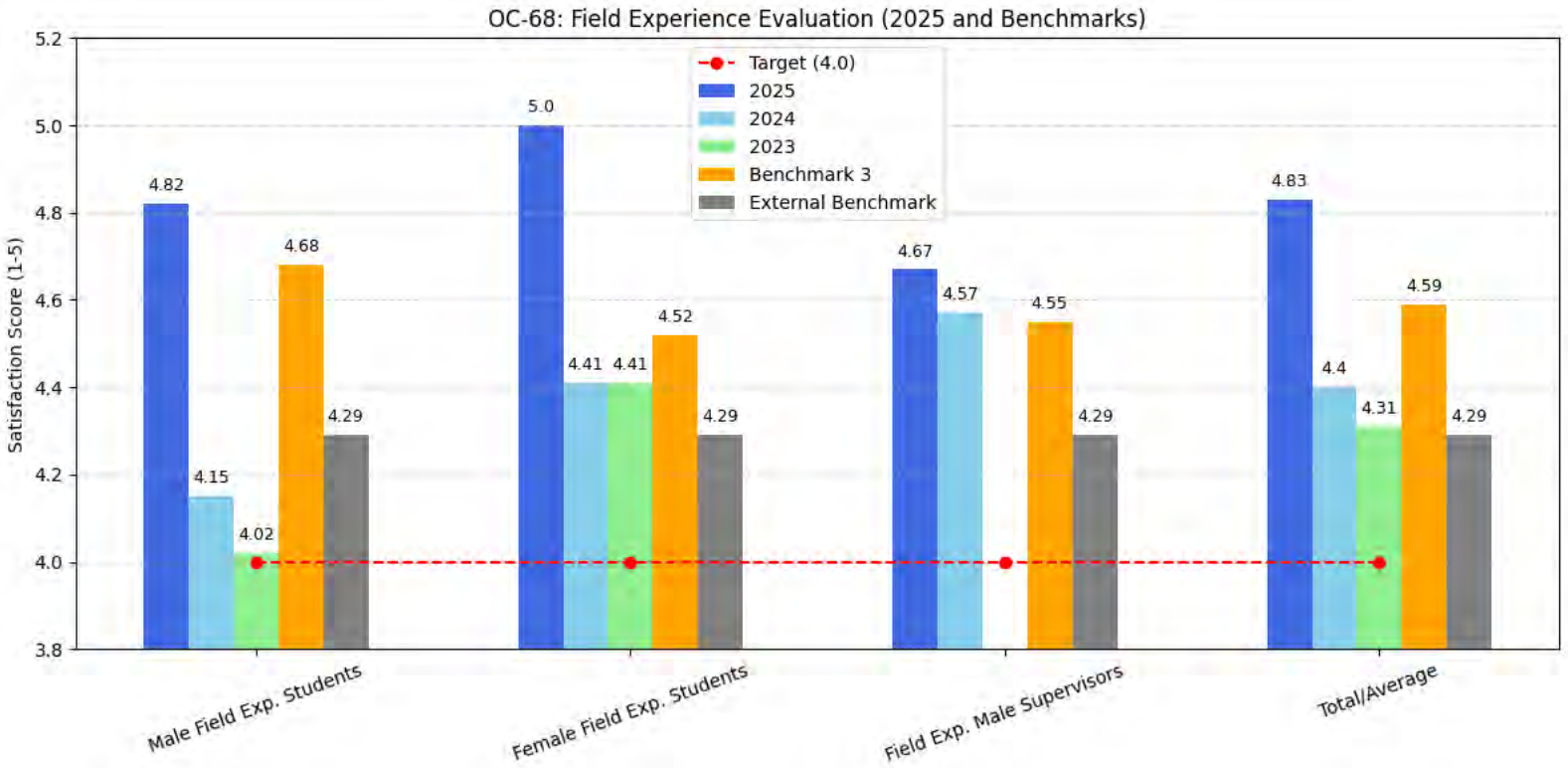

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| ***Strengths*** | *The **overall program average (4.09)**, derived from both genders, reflects **a balanced yet improving learning environment**, supported by increased faculty training in pedagogical methods and feedback responsiveness.* ***Comparative Analysis*** *Although **external benchmarks are not available for this KPI**, the program's performance remains highly competitive when compared to historical internal trends. The rise from 3.87 in 2023 to 4.09 in 2025 represents a **progressive gain of 5.7%**, indicating that recent investments in professional development, teaching innovation, and instructor evaluations are yielding tangible improvements in student satisfaction.* ***Strategic Alignment*** *Improving instructor evaluation outcomes contributes directly to the program's mission of delivering **high-quality architectural education** through excellent teaching practices. It also aligns with **Saudi Vision 2030**, particularly under the* |

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| | *Human Capability Development pillar, by emphasizing* ***effective and inclusive learning environments*** *that prepare future architects with both technical knowledge and critical thinking skills.* |
| ***Area for improvement /recommendation*** | ***Areas for Improvement / Recommendations***<br>*Despite the overall success,* ***satisfaction levels among female students remain relatively low (3.73)****, which signals a potential equity gap in learning experiences. Targeted action is necessary to enhance instructional quality in female sections.*<br>***Recommendations:***<br>1. ***Conduct qualitative analysis*** *(e.g., focus groups, open-ended surveys) with female students to diagnose underlying causes of dissatisfaction, such as instructor availability, classroom engagement, or communication effectiveness.*<br>2. ***Implement peer observation and mentorship*** *between high-performing faculty (especially those teaching male sections) and those with lower evaluation scores, with a focus on sharing effective strategies in female classrooms.*<br>3. ***Enhance faculty development sessions*** *with modules tailored for inclusive teaching practices, gender-sensitive communication, and learner-centered methodologies in both male and female sections.*<br>4. ***Introduce formative (mid-semester) evaluations*** *to capture timely student feedback and allow instructors to adjust their approaches before final evaluations.*<br>5. ***Leverage educational technologies*** *(e.g., LMS feedback tools, interactive content, AI-assisted learning platforms) to increase student engagement and perceived instructor support in all sections.*<br>6. ***Encourage reflective teaching portfolios****, where faculty review and respond to student feedback annually as part of performance appraisals.* |
| ***Short comment*** | ***Short Comment***<br>*The overall upward trend in student evaluations reflects strong faculty performance and successful teaching improvement efforts. Addressing female students' feedback through targeted actions will further enhance equity and instructional quality across the program.* |

***OC-68***
***Avg. of Students and Supervisors Evaluation of Field Experience(on a likert scale 1-5)***

| KPI Categories | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| ***Male Field Experience Students*** | ***4.82*** | ***4.15*** | ***4.02*** | ***4.68*** | ***4.29*** | ***4.0*** | ***4.0*** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ***Female Field Experience Students*** | ***5.0*** | ***4.41*** | ***4.41*** | ***4.52*** | ***4.29*** | ***4.0*** | ***4.0*** |
| ***Field Experience Male Supervisors*** | ***4.67*** | ***4.57*** | ***N/A*** | ***4.55*** | ***4.29*** | ***4.0*** | ***4.0*** |
| ***Total/Average*** | ***4.83*** | ***4.4*** | ***4.31*** | ***4.59*** | ***4.29*** | ***4.0*** | ***4.0*** |
| ***KPI Analysis*** | ***KPI Analysis***<br>*The Architecture Program at Unaizah Colleges has achieved* ***outstanding performance*** *in the field experience evaluation, recording a* ***total average score of 4.83*** *in 2025—well above the internal benchmarks from previous years and the KPI target of 4.0. This reflects the program's strong alignment with* ***Strategic Goal 5: Enhancing practical and professional skills of graduates****, ensuring that field training is both* ***competently supervised and educationally meaningful****.*<br>*The consistent upward trend across all categories demonstrates a well-structured and effectively implemented field training program, integrating both academic and industry-based experiences.*<br>*The Architecture Program demonstrates exceptional performance in field experience quality based on the evaluations from both students and supervisors. The* ***overall average score reached 4.83*** *in 2025, which significantly exceeds the internal benchmarks and the KPI target (4.0).*<br>*Notably,* ***female students rated the experience with a perfect score of 5.0****, reflecting extremely high satisfaction. Male students also expressed strong approval with a score of* ***4.82****, and male field experience supervisors provided a supportive evaluation of* ***4.67****. These consistently high values indicate a well-structured and effectively managed field experience program.*<br>*The results support* ***Strategic Goal 6: Graduating qualified professionals aligned with labor market needs****, as the field experience serves as a crucial bridge between academic training and professional practice.* | | | | | | |
| ***Strengths*** | ***Strengths***<br>• ***Female students*** *achieved a* ***perfect score of 5.0****, marking a significant improvement from 4.41 in 2024. This reflects an* ***exceptional experience with their field placements****, possibly due to better coordination, quality of mentorship, and real-world application opportunities.* | | | | | | |




- ***Male students*** *also showed a strong increase from 4.15 in 2024 to 4.82 in 2025, indicating that recent enhancements in field training frameworks and supervisor engagement have positively impacted male sections.*
- ***Male supervisors*** *rated the experience at 4.67, up from 4.57, suggesting high satisfaction with student performance, preparedness, and institutional support.*
- *The* ***overall average (4.83)*** *indicates superior performance compared to all internal and external benchmarks (e.g., External Benchmark: 4.29), placing the program among the top performers in experiential education delivery in the region.*

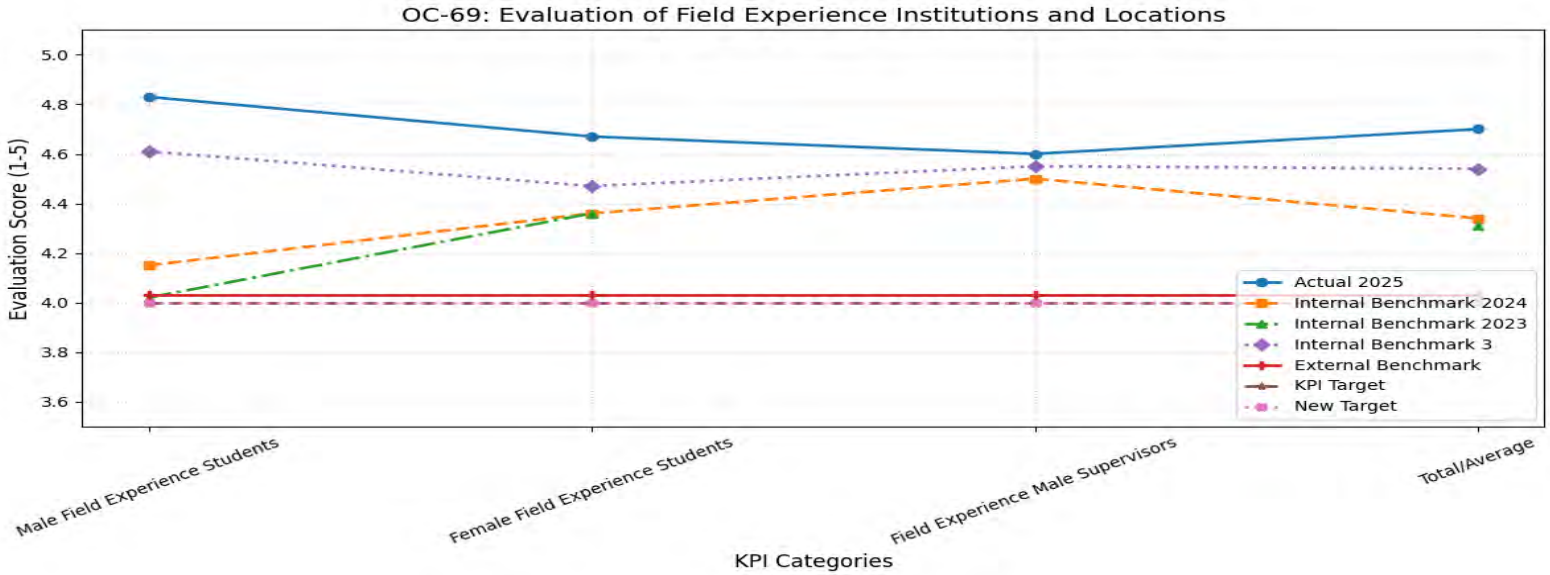
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| ***Area for improvement*** | ***Area for Improvement / Recommendation*** |

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| ***/recommendation*** | *While the results are highly satisfactory, maintaining excellence requires* ***continuous quality monitoring and innovation*** *in field training. Suggested actions include:*<br>1. ***Formalize reflective learning processes****, such as post-fieldwork presentations or journals, to reinforce critical thinking and connect fieldwork to academic theory.*<br>2. ***Expand partnerships*** *with diverse architectural firms and public sector institutions to provide students with varied field exposure (e.g., sustainability-focused projects, heritage conservation, or digital construction).*<br>3. ***Implement a digital tracking system*** *to collect and analyze field feedback in real-time, enabling immediate resolution of logistical or instructional issues.*<br>4. ***Provide structured orientation workshops*** *before field training begins to ensure students understand expectations, professional ethics, and reporting requirements.*<br>5. ***Introduce periodic supervisor calibration workshops*** *to ensure consistency in evaluation criteria and mentoring approaches across all field supervisors.* |
| ***Short comment*** | ***Short Comment***<br>*Exceptional KPI performance in 2025 reflects outstanding student preparation, strong supervisor engagement, and effective integration of field experience into the academic journey. Sustaining this momentum will further enhance graduate readiness and employability.* |

***OC-69***

***Avg. of Students and Supervisors Evaluation of Field Experience Institutions and Locations (on a likert scale 1-5)***

| *KPI Categories* | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| ***Male Field Experience Students*** | ***4.83*** | ***4.15*** | ***4.02*** | ***4.61*** | ***4.03*** | ***4.0*** | ***4.0*** |
| ***Female Field Experience Students*** | ***4.67*** | ***4.36*** | ***4.36*** | ***4.47*** | ***4.03*** | ***4.0*** | ***4.0*** |
| ***Field Experience Male Supervisors*** | ***4.6*** | ***4.5*** | ***N/A*** | ***4.55*** | ***4.03*** | ***4.0*** | ***4.0*** |
| ***Total/Average*** | ***4.7*** | ***4.34*** | ***4.31*** | ***4.54*** | ***4.03*** | ***4.0*** | ***4.0*** |

| KPI Analysis | **KPI Analysis**<br>*The Architecture Program at Unaizah Colleges has recorded an **outstanding total average score of 4.7** in 2025 for the evaluation of field experience institutions and locations. This surpasses all internal benchmarks and the external benchmark (4.03), reflecting significant enhancements in the **quality, suitability, and relevance** of field placement sites.*<br>*The data affirms that institutions selected for field training are **well-aligned with the program's learning outcomes**, providing students with adequate professional exposure and work environments that support architectural learning and practical application.*<br><br><br>*This KPI reflects the stakeholders' satisfaction with the institutions and locations used for field experience. The **total average score is 4.70** in 2025, marking a clear improvement over previous years and surpassing the set target of 4.0.*<br>***Male students reported the highest satisfaction with a score of 4.83**, followed by **female students with 4.67**, indicating that the program has selected appropriate and supportive training environments. Additionally, **supervisors rated the institutions at 4.60**, demonstrating alignment between academic expectations and the practical environments provided.*<br>*This performance is closely aligned with **Strategic Goal 7: Enhancing community service and social responsibility**, as it reflects successful collaboration with external partners and stakeholders.* |
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| ***Strengths*** | ***Strengths***<br>• ***Male students*** *demonstrated the highest satisfaction (4.83), showing strong improvement from 4.15 in 2024 and 4.02 in 2023. This indicates a* ***positive reception of recent changes*** *in placement policies, suggesting improved coordination with host institutions and better field placement experiences.*<br>• ***Female students*** *maintained a high level of satisfaction at 4.67, exceeding both the target and previous years' values. This reflects* ***equitable access to quality placements*** *for female students and suggests increasing institutional readiness to support female trainees.*<br>• ***Male supervisors*** *rated their satisfaction at 4.6, consistent with a rising trajectory and surpassing all reference benchmarks. This reflects supervisor confidence in the effectiveness and suitability of field sites.*<br>• *The* ***overall average of 4.7*** *represents one of the highest satisfaction levels among all KPIs, reinforcing the effectiveness of* ***institutional partnerships*** *and placement strategies employed by the program.* |
| ***Area for improvement /recommendation*** | ***Area for Improvement / Recommendation***<br>*Despite excellent results, ongoing refinement is vital to preserve the upward trajectory. Recommended steps include:*<br>1. ***Diversify placement opportunities*** *to include a broader range of firms (e.g., urban planning, landscape, BIM-focused offices) to match evolving student interests and market demands.*<br>2. ***Strengthen institutional agreements*** *through MoUs that outline mutual expectations, support mechanisms, and performance feedback loops.*<br>3. ***Establish a formal feedback system*** *for field institutions to evaluate students and offer suggestions for enhancing future training cohorts.*<br>4. ***Ensure regional diversity*** *in placement locations to expose students to a variety of project scales, client types, and regulatory environments.*<br>5. ***Organize periodic site visits*** *by academic supervisors to assess the adequacy of the training environment and provide real-time academic integration support.* |
| ***Short comment*** | ***Short Comment***<br>*The Architecture Program's high evaluation scores for field experience institutions reflect strong partnerships, effective placement strategies, and a commitment to high-quality experiential learning.* |

***OC-70***

***Avg. of Students Evaluation of Field Experience Supervisors(on a likert scale 1-5)***

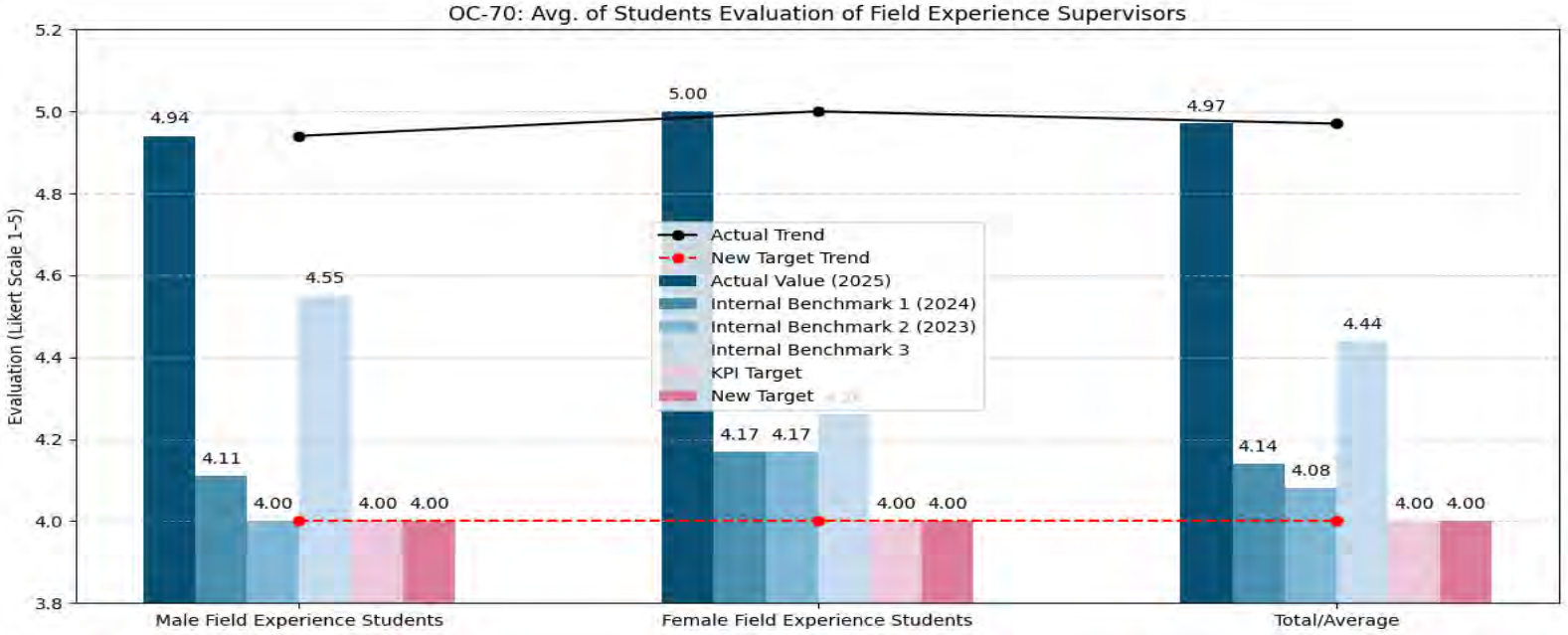
| *KPI Categories* | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ***Male Field Experience Students*** | ***4.94*** | ***4.11*** | ***4.0*** | ***4.55*** | ***N/A*** | ***4.0*** | ***4.0*** |
| ***Female Field Experience Students*** | ***5.0*** | ***4.17*** | ***4.17*** | ***4.26*** | ***N/A*** | ***4.0*** | ***4.0*** |
| ***Total/Average*** | ***4.97*** | ***4.14*** | ***4.08*** | ***4.44*** | ***N/A*** | ***4.0*** | ***4.0*** |

***KPI Analysis***

***KPI Analysis***

*The program achieved an **exceptional average of 4.97** in 2025, marking a substantial increase from the 2024 benchmark (4.14) and surpassing all internal historical values. This indicates **unparalleled student satisfaction** with field experience supervisors.*



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| | • ***Male students*** *reported a satisfaction level of 4.94, up from 4.11 in 2024.*<br>• ***Female students*** *rated their supervisors with a perfect score of 5.0, improving significantly from 4.17 in the previous year.*<br>*This remarkable satisfaction demonstrates the* ***high quality, dedication, and effectiveness*** *of field experience supervisors in guiding students, reflecting positively on Goal 5.1 (application of knowledge in professional practice).*<br>*OC-70 shows the highest satisfaction rates among all field experience-related KPIs. The* ***total average score is 4.97****, with* ***female students giving a perfect 5.0 rating****, and* ***male students following closely at 4.94****.*<br>*These exceptional scores reflect outstanding performance of field experience supervisors in guiding, supporting, and mentoring students throughout their training. It also suggests that supervisors were highly accessible, responsive, and provided meaningful feedback and professional mentorship.*<br>*This KPI is a strong indicator of the program's success in implementing* ***Strategic Goal 1: Enhancing the quality of teaching and learning****, particularly in experiential learning components.* |
| ***Strengths*** | ***Strengths***<br>• *Outstanding supervisor performance and communication.*<br>• *Clear improvement trend across two years.*<br>• *Equitable excellence in both male and female sections.* |
| ***Area for improvement /recommendation*** | ***Area for Improvement / Recommendation***<br>• ***Maintain current supervisor training and engagement strategies.***<br>• *Introduce* ***recognition or incentives*** *for high-performing field supervisors.*<br>• *Gather qualitative feedback to identify specific* ***best practices*** *that led to such high ratings for continuous replication.* |
| ***Short comment*** | *Field supervisors are excelling in supporting student training, as reflected by near-perfect evaluation scores across both genders.* |

***OC-71***
***Avg. of Students Evaluation of Field Experience Supervisors(on a likert scale 1-5)***

| KPI Categories | Actual Value (2025) | Internal Benchmark 1 (2024) | Internal Benchmark 2 (2023) | Internal Benchmark 3 | External Benchmark 1 | KPI Target | New Target |
|---|---|---|---|---|---|---|---|
| ***Male Students*** | ***4.55*** | ***4.41*** | ***4.58*** | ***4.38*** | ***N/A*** | ***4.0*** | ***4.0*** |

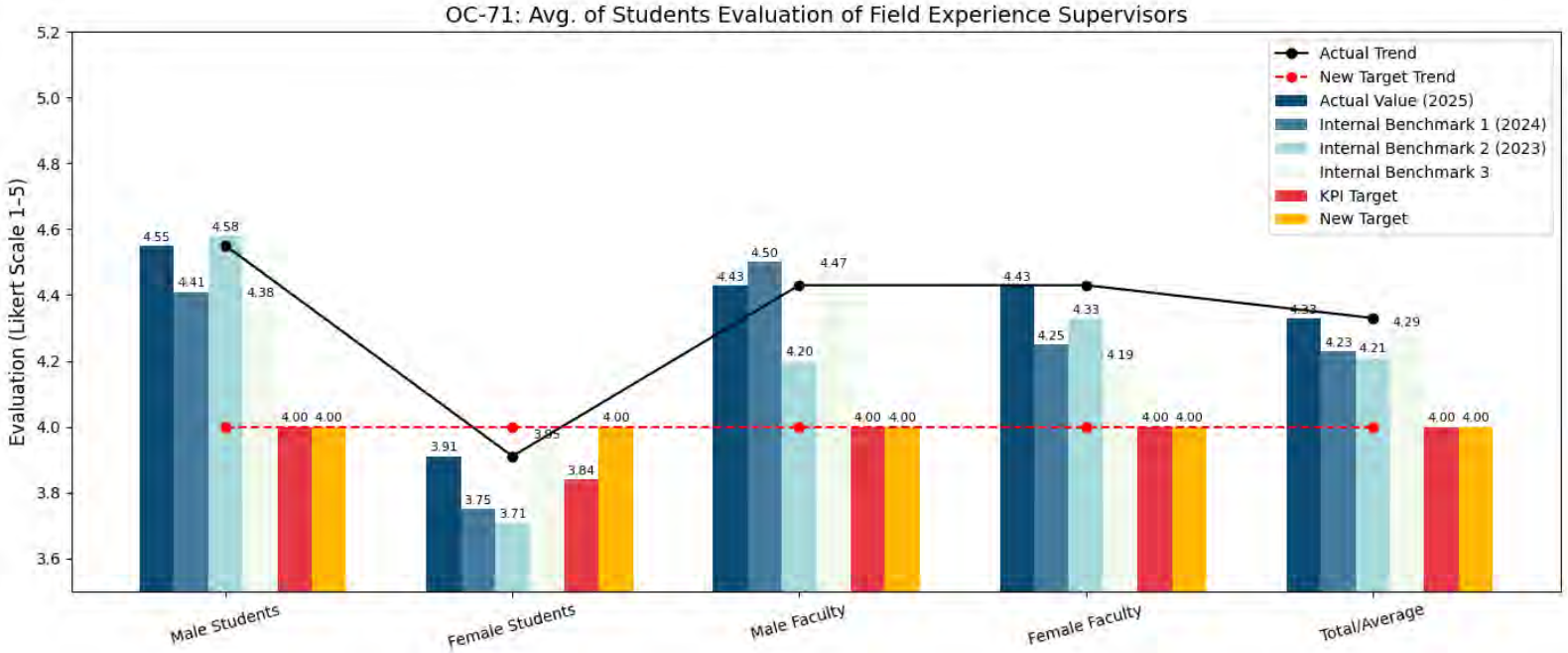
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| ***Female Students*** | ***3.91*** | ***3.75*** | ***3.71*** | ***3.95*** | ***N/A*** | ***3.84*** | ***4.0*** |
| ***Male Faculty*** | ***4.43*** | ***4.5*** | ***4.2*** | ***4.47*** | ***N/A*** | ***4.0*** | ***4.0*** |
| ***Female Faculty*** | ***4.43*** | ***4.25*** | ***4.33*** | ***4.19*** | ***N/A*** | ***4.0*** | ***4.0*** |
| ***Total/Average*** | ***4.33*** | ***4.23*** | ***4.21*** | ***4.29*** | ***N/A*** | ***4.0*** | ***4.0*** |

***KPI Analysis***

***OC-71: Avg. of Stakeholder Evaluation of Academic Advising Services (on a Likert scale 1–5)***

***KPI Analysis***

*The 2025 overall average of 4.33 reflects a **steady improvement** in stakeholder satisfaction with academic advising. All categories scored above 3.9, with male students and male faculty leading in satisfaction.*




- ***Male students:*** *4.55 (up from 4.41 in 2024)*
- ***Female students:*** *3.91 (moderate improvement from 3.75 in 2024)*

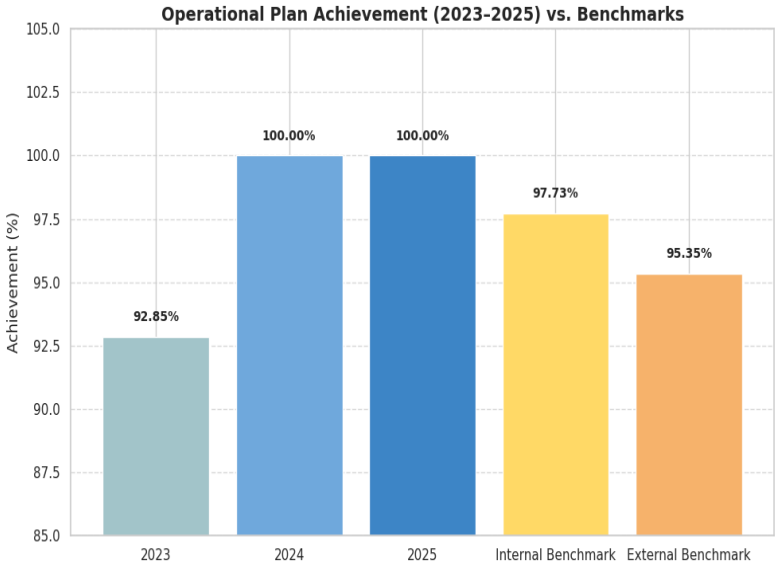
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| | • ***Male faculty:*** *4.43*<br>• ***Female faculty:*** *4.43 (up from 4.25)*<br>*These results indicate that the advising process is becoming more structured, informative, and aligned with students' academic progression and personal needs.*<br><br>*The **overall average score for 2025 is 4.33**, slightly above the target (4.0), indicating general satisfaction with the field experience process. **Male students rated the experience at 4.55**, whereas **female students gave a lower score of 3.91**, highlighting a gender-based discrepancy that warrants further investigation to ensure equitable supervision quality and training environments.*<br>*Faculty evaluations—**4.43 for both male and female instructors**—reflect consistent agreement on the quality and effectiveness of field experience activities.*<br>*This KPI supports both **Strategic Goal 1 (quality of teaching)** and **Goal 3 (faculty development)**, as it reflects the coordination between instructors and students in evaluating and improving the applied training experience.* |
| ***Strengths*** | ***Strengths***<br>• *Consistently high satisfaction from male students and faculty.*<br>• *Improvements in female student and female faculty satisfaction reflect successful inclusive advising efforts.*<br>• *Strong alignment with Goal 2 (student support and guidance).* |
| ***Area for improvement /recommendation*** | ***Area for Improvement / Recommendation***<br>• *Offer **dedicated training for academic advisors**, particularly for handling female students' academic needs.*<br>• *Integrate **digital advising platforms** to improve accessibility and responsiveness.*<br>• *Conduct **focus groups** with female students to better understand and address remaining gaps in advising satisfaction.* |
| ***Short comment*** | *Academic advising services are performing well, with continuous improvements across all groups; however, further enhancement in female student advising is encouraged.* |

## 5. Top Strengths and Recommendations Based on Analysis of All KPIs Above



***Performance Overview of the Architecture Program at Onaizah Colleges – Academic Year 2025***

*The Architecture Program at Onaizah Colleges has demonstrated exceptional performance in 2025, maintaining consistent excellence across numerous Key Performance Indicators (KPIs). This comprehensive analysis evaluates the program's achievements in relation to its strategic goals and national development priorities, particularly Saudi Vision 2030. It draws attention to outstanding strengths and persistent challenges, and proposes well-informed recommendations for sustained growth and improvement.*




### a. Strategic and Operational Excellence

*The most compelling performance outcome is the program's* ***operational plan achievement****, which reached a flawless* ***100% in both 2024 and 2025****, up from 92.85% in 2023. This places the program well above both the internal benchmark (****97.73%****) and external benchmark (****95.35%****), and is a direct reflection of the institution's commitment to strategic planning and effective execution.*

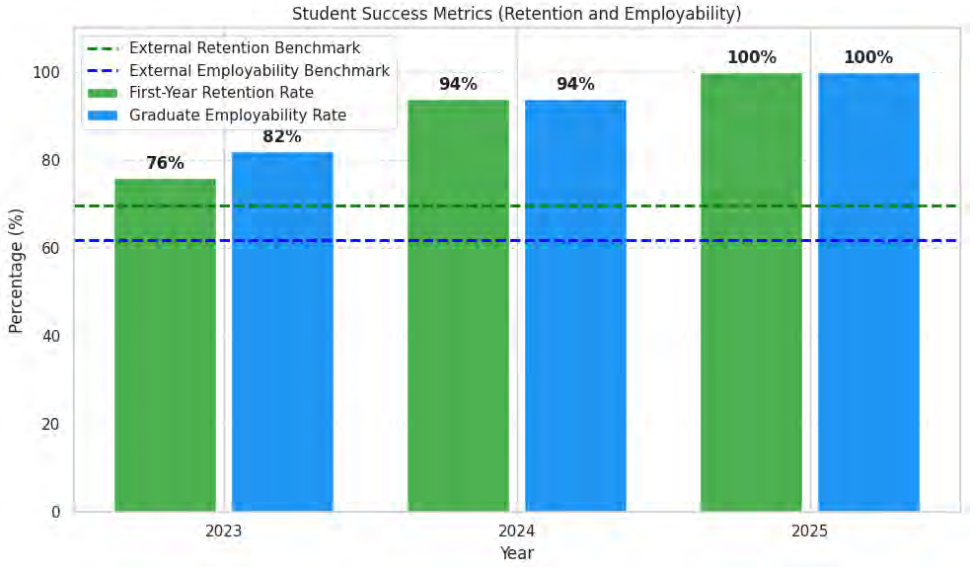
*The consistency of this achievement supports* ***Goal 4*** *of the strategic plan—enhancing administrative and procedural efficiency.*

*This level of operational discipline signifies that the program not only plans accurately but also implements activities in a timely and effective manner. The 100% achievement is rarely observed in academic settings, making it a key pillar of the program's institutional credibility.*

### b. Student Success and Retention

*Among the most impressive metrics are those relating to student success:*

- ***First-Year Retention Rate** hit **100% in 2025**, up from 76% in 2023, outperforming the **external benchmark of 69.7%** (Qassim University). This improvement signals effective student support systems, particularly in academic advising, counseling, and learning environment.*
- ***Graduate Employability** is another major success area, with **100% of graduates (both male and female)** either employed or enrolled in postgraduate education. This greatly exceeds the **external benchmark of 61.69%**, demonstrating the program's alignment with market demands and graduate readiness.*




*These results are not coincidental; they are a product of well-integrated student services, academic rigor, and career readiness initiatives.*

### c. Curriculum Quality and Learning Outcomes

*The **achievement of program learning outcomes (PLOs)** remains at a consistent **100% across 2023 to 2025**, far exceeding both the internal benchmark (**98.72%**) and external comparator (**60% at Qassim University**). This consistency reflects the curriculum's coherence, alignment with NCAAA standards, and the program's systematic assessment culture.*

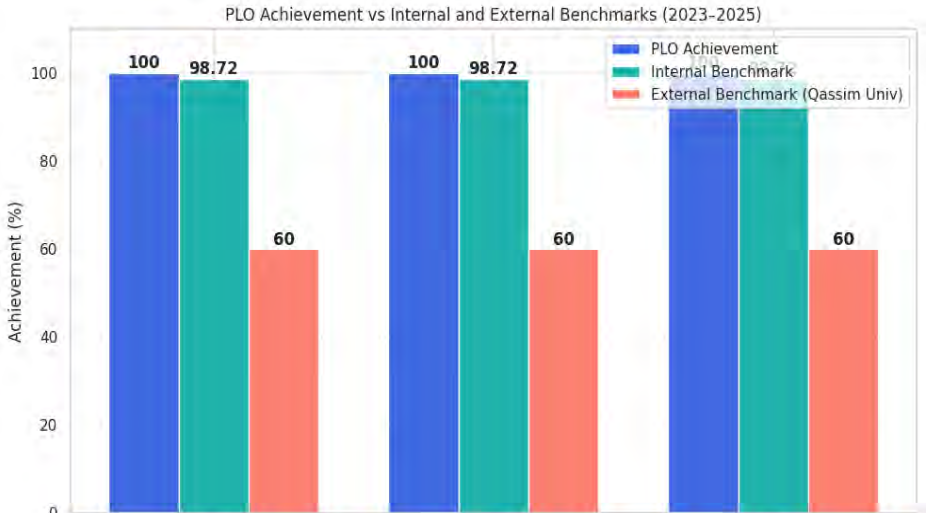
*Such results serve as direct indicators of course quality, instructional methods, and effective learning assessment. They also validate the effort invested in continuous quality assurance and periodic curriculum reviews.*

***4. Research Output and Faculty Contributions***

*Significant strides have been made in faculty research performance:*

- ***Citations per faculty member** rose to **52.92 in 2025**, a remarkable **368% increase from 2023**, and well above the external benchmark of **2.22**. This underscores the global recognition and academic impact of the faculty's scholarly work.*
- ***Research productivity** reached **1.75 publications per faculty**, exceeding the institutional target of **1.23**, indicating that faculty members*
- *are both active and publishing in credible forums.*

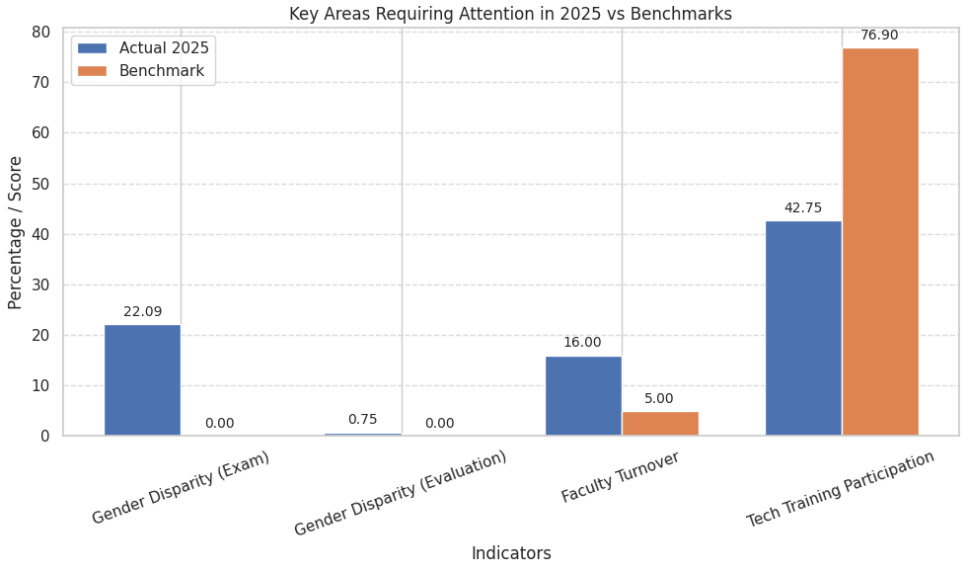
*These figures illustrate not only individual faculty achievement but also a growing culture of academic inquiry, aligned with Vision 2030's goal of transforming Saudi Arabia into a knowledge-based economy.*



***5. Stakeholder Satisfaction***

*Stakeholder feedback—especially students' satisfaction with institutional services—remains an important quality marker. Key highlights include:*

- ***Academic Advising Satisfaction** reached **4.27** (on a 5-point Likert scale), above the target of **3.92**.*
- ***IT Services Satisfaction** scored **4.34**, far above the external benchmark of **3.68**.*
- ***Laboratory Satisfaction** stood at **4.30**, demonstrating the adequacy of physical resources and technical infrastructure.*




*The results confirm the effectiveness of student-centered initiatives and investments in infrastructure, ensuring that learning environments are supportive and technologically up to date.*

***6. Emerging Challenges***

*Despite overall success, the analysis also reveals key areas needing attention:*

***6.1 Gender-Based Disparities***

*There is a clear performance gap between male and female students in some academic areas:*

- ***Professional Exam Performance** shows that **female students (49.23%)** substantially outperformed **male students (27.14%)**. This 22-percentage-point gap indicates a disparity in preparedness, exam anxiety, or possibly instructional delivery in male sections.*
- *Similarly, **course evaluation scores** are significantly higher from male students (**4.42**) compared to female students (**3.67**). This may point to differences in teaching quality or engagement practices.*

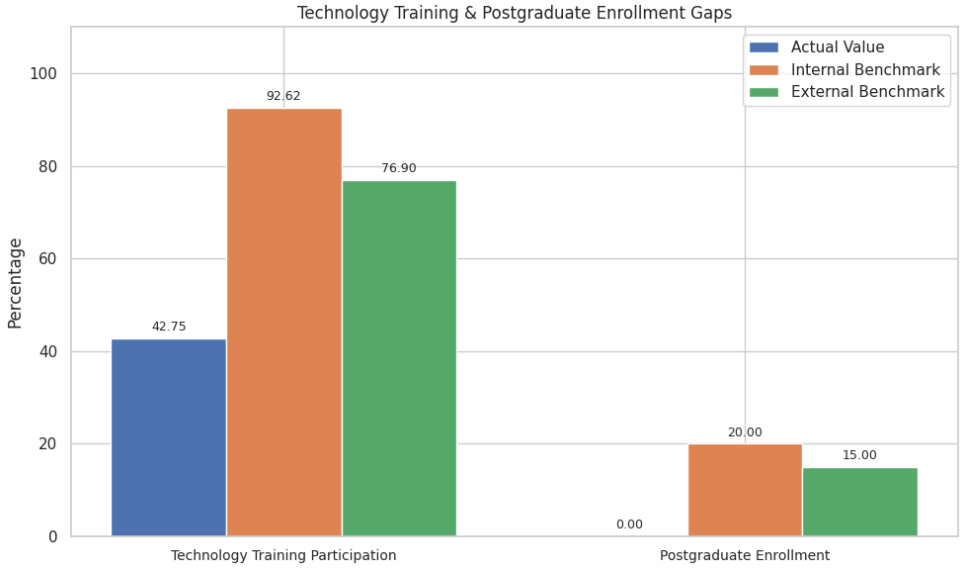
*These discrepancies could jeopardize educational equity and undermine Goal 5 of the program's strategic objectives (graduate competency).*

### 6.2 Faculty Turnover

*Faculty turnover increased sharply to **16% in 2025**, up from 0% in the previous year. This is above all institutional and external benchmarks, and can lead to instability, loss of institutional knowledge, and disruption in mentorship and research continuity.*

### 6.3 Technology Training Deficiency

*Participation in **technology-related training** for faculty remains very low at **42.75%**, compared to internal expectations (**92.62%**) and external benchmarks (**76.9%**). This gap compromises the program's ability to deliver digitally-enhanced and innovative pedagogy, particularly relevant in post-pandemic higher education.*




### 6.4 Postgraduate Enrollment Deficit

*The **graduate enrollment in postgraduate programs** is **0%**, suggesting limited ambition or available pathways for advanced academic development. This undercuts the program's potential to contribute to higher-order research and faculty development pipelines.*

## 7. Strategic Recommendations

*To bridge performance gaps while building on current success, the following multi-level recommendations are proposed:*

***Short-Term (Within 1 Year):***

1. ***Faculty Retention Strategy**: Introduce incentives such as performance-based rewards, reduced teaching loads for researchers, and stronger faculty onboarding and mentorship systems.*
2. ***Male Student Support**: Implement targeted interventions such as academic bootcamps, tutoring sessions, and critical thinking*
3. *workshops aimed at improving male students' performance in professional assessments.*

4. ***Mandatory Technology Training***: *Establish a structured, certified training series for faculty members on instructional technologies, AI tools, and digital assessment methods.*
5. ***Postgraduate Promotion Campaign***: *Collaborate with graduate schools to offer scholarships, admissions counseling, and workshops to encourage further studies.*

***Mid-Term (2–3 Years):***

1. ***Equity Audits and Action Plans***: *Conduct comprehensive reviews of gender equity in teaching and student support, followed by targeted improvements in female sections.*
2. ***Senior Faculty Recruitment***: *Launch strategic hiring efforts to attract Associate and Full Professors who can drive research and mentorship.*
3. ***Research Infrastructure Investment***: *Use the momentum in citations to build collaborations, establish research centers, and apply for competitive grants.*

***8. Alignment with Vision 2030***

*The Architecture Program aligns strongly with Saudi Arabia's Vision 2030 across several themes:*

- ***Human Capital Development***: *100% employability and 100% retention reflect meaningful contribution to the national workforce strategy.*
- ***Educational Quality***: *Top-tier performance in learning outcomes and institutional services positions the program as a regional leader.*
- ***Research Economy***: *The sharp rise in citations and publications directly supports the vision's ambition of elevating Saudi research visibility globally.*
- ***Community Contribution***: *Full participation in community service by faculty (100%) exemplifies engagement beyond the campus.*

***Conclusion***

*The 2025 performance of the Architecture Program at Onaizah Colleges is both commendable and strategically significant. It sets a high benchmark for other academic programs in the Kingdom by showcasing a harmonious balance between academic rigor, operational excellence, and stakeholder satisfaction. However, to sustain this performance and address remaining bottlenecks, particularly gender equity, technology adoption, and postgraduate advancement, a strategic shift is necessary.*

*With its strong foundation, evidenced by perfect scores in multiple KPIs, the program is uniquely positioned to evolve into a center of architectural excellence in the region. Through thoughtful interventions and forward-looking strategies, it can continue shaping competent professionals, enriching the knowledge economy, and serving as a model of transformation under Saudi Arabia's Vision 2030.*

***Top Strengths***

*Based on the comprehensive KPI data analysis for the Architecture Program at Onaizah Colleges, five key strength points emerge that demonstrate exceptional performance improvements in 2025:*

***1. Outstanding Enhancement in Student Services Satisfaction (KPI-P-10)***

*The program achieved remarkable improvement in student satisfaction with services, with the overall average rising from 3.76 in 2024 to 4.08 in 2025. Male students' satisfaction increased significantly from 4.05 to 4.38, exceeding both the target (4.0) and external benchmark (4.15). Female students showed substantial progress from 3.46 to 3.77, surpassing their target of 3.55. This improvement directly supports program goals 2 and 4, demonstrating enhanced student support services and improved administrative efficiency.*

***2. Exceptional Field Experience Program Performance (KPI OC-68, OC-69, OC-70)***

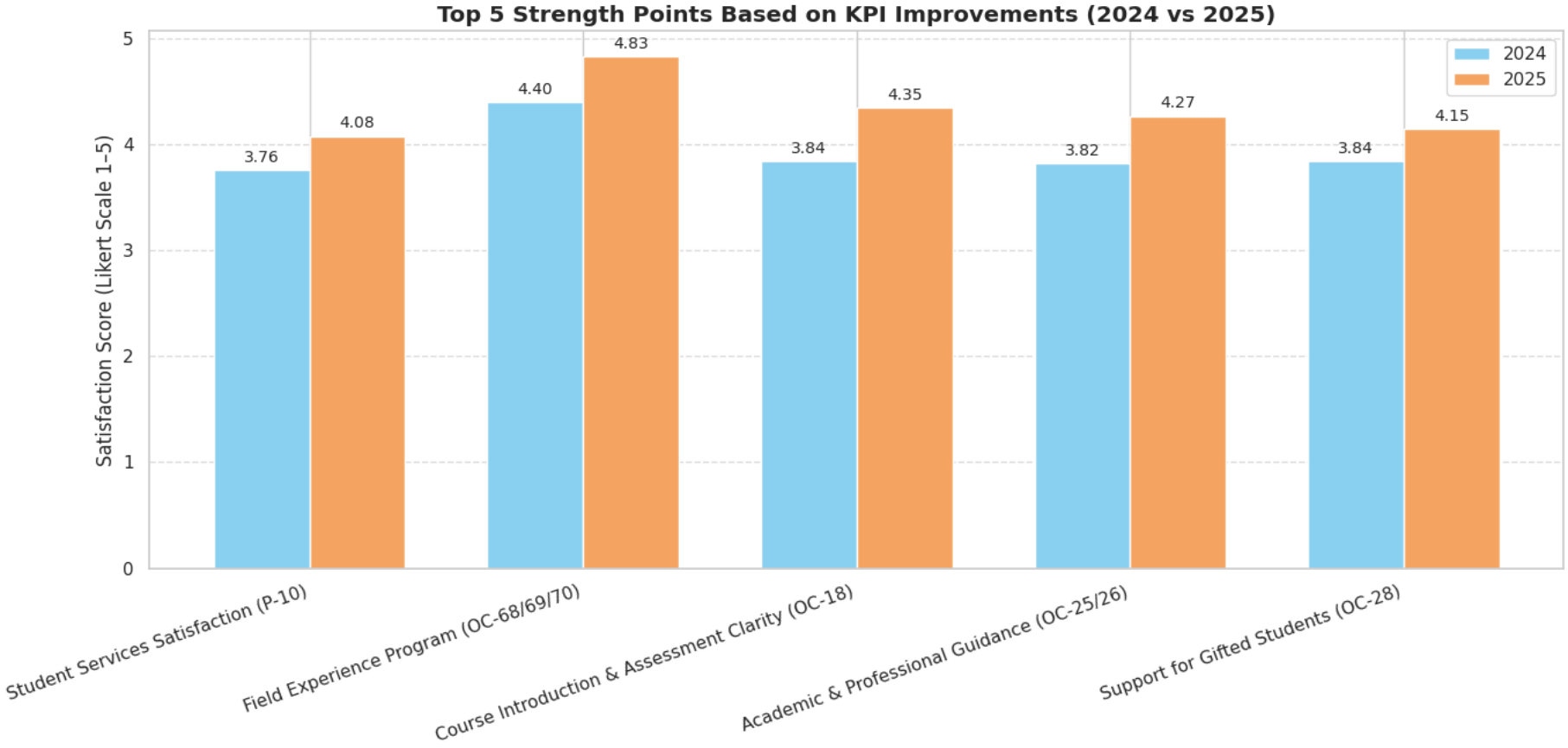
*The field experience program demonstrates outstanding excellence across all evaluation dimensions. Student evaluation of the field experience program improved dramatically from 4.40 in 2024 to 4.83 in 2025, with female students achieving a perfect 5.0 rating. Similarly, evaluation of field experience institutions rose from 4.34 to 4.70, and student evaluation of supervisors reached an exceptional 4.97 (up from 4.14). These outstanding results align perfectly with program goal 5, preparing competent graduates with vital employability skills demanded in the labor market.*

***3. Significant Improvement in Course Introduction and Assessment Clarity (KPI OC-18)***

*Students' evaluation of course introductory materials and assessment methods showed substantial enhancement, increasing from 3.84 in 2024 to 4.35 in 2025. Male students' ratings improved from 4.17 to 4.56, while female students showed remarkable progress from 3.50 to 4.14. This improvement exceeds all targets and demonstrates enhanced teaching quality, directly supporting program goal 1 regarding improving teaching and learning experiences.*

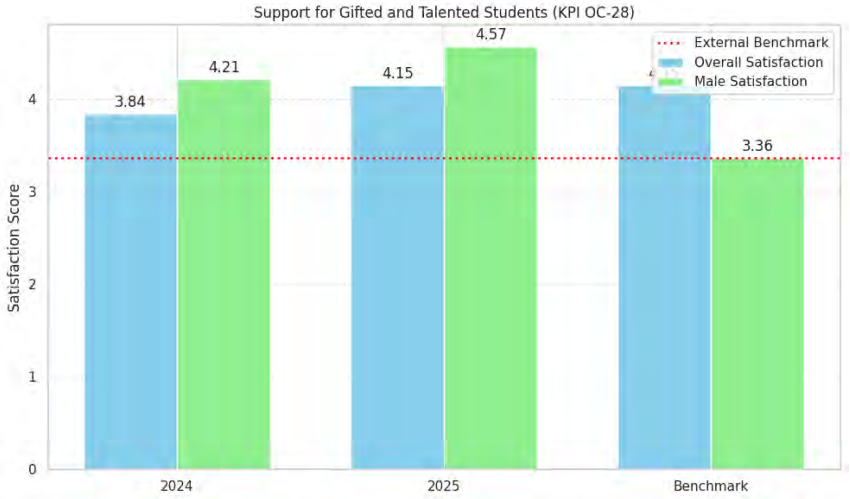
***4. Enhanced Academic and Professional Guidance Services (KPI OC-25, OC-26)***

*Both academic advising and professional guidance services showed significant improvements. Academic advising satisfaction increased from 3.82 to 4.27 overall, with male students' satisfaction rising from 4.0 to 4.54. Professional guidance satisfaction improved from 3.82 to 4.22, with male students achieving an exceptional 4.66 rating. These improvements exceed external benchmarks and targets, supporting program goals 2 and 5.2, enhancing student support and developing critical thinking and communication skills essential for professional success.*



***5. Strengthened Support for Gifted and Talented Students (KPI OC-28)***

*The program demonstrated enhanced mechanisms for supporting gifted and talented students, with overall satisfaction improving from 3.84 in 2024 to 4.15 in 2025. Male students' satisfaction increased from 4.21 to 4.57, significantly exceeding the external benchmark of 3.36. This improvement aligns with the program's mission to provide supportive academic environments and contributes to program goal 5.2, enhancing students' critical thinking and problem-solving capabilities.*




*These strength points collectively demonstrate the Architecture Program's commitment to* ***continuous improvement*** *and* ***alignment with Vision 2030****, showcasing enhanced student satisfaction, superior field experience programs, improved teaching quality, and comprehensive student support services across both male and female sections.*

***Top Recommendations***

*Based on the comprehensive KPI analysis for the Architecture Program at Onaizah Colleges, there are several areas requiring immediate attention. Here are my recommendations:*

***Recommendation 1: Implement targeted support mechanisms to address the significant decline in female faculty research productivity and publication rates.***

- ***Justification:*** *KPI-P-14 shows female faculty publications dropped dramatically from 100% (2024) to 66% (2025), falling 34 points below target. KPI-P-15 indicates female faculty research rate declined from 1.4 to 1.2 publications per faculty member.*
- ***Alignment with Mission and Goals:*** *Directly supports Goal 6 (quality research contributions) and Goal 3 (faculty performance enhancement), essential for the program's mission to make research contributions and support Vision 2030's knowledge economy.*
- ***Responsibility:*** *Scientific Research and Ethics Committee, Program Management.*

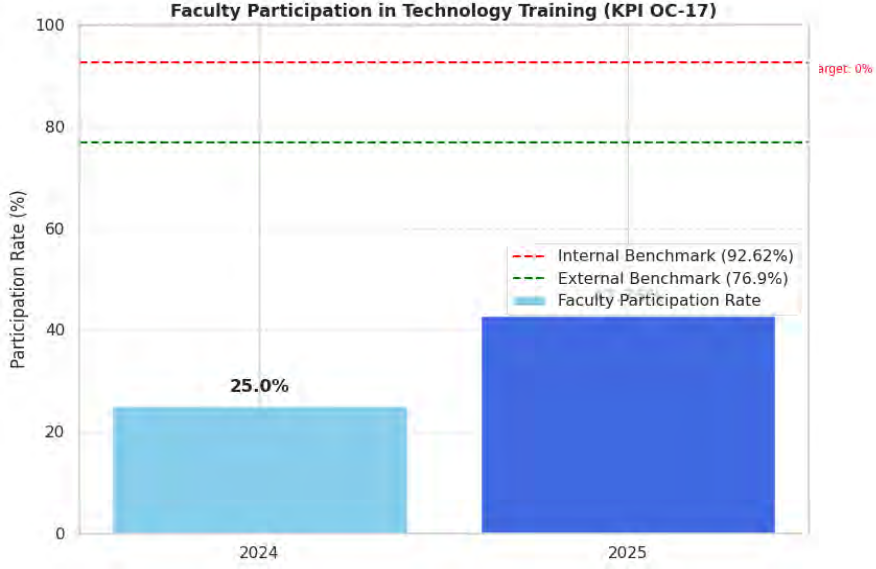
***Recommendation 2: Develop comprehensive faculty retention strategies to address the concerning 16% turnover rate across both sections.***

- ***Justification:*** *KPI-P-13 shows faculty turnover increased from 0% (2024) to 16% (2025), substantially exceeding all benchmarks and the 0% target, threatening program continuity and quality.*
- ***Alignment with Mission and Goals:*** *Critical for Goal 3 and Goal 1, as faculty stability is essential for maintaining the supportive academic environment outlined in the mission.*
- ***Responsibility:*** *Program Management, relevant Department Management.*
-

***Recommendation 3: Establish systematic faculty technology training programs to improve participation rates in modern teaching technology training.***

- ***Justification:*** *KPI OC-17 shows only 42.75% faculty participation in technology training, significantly below internal benchmark (92.62%) and external benchmark (76.9%), despite recovery from 2024's 25%.*
- ***Alignment with Mission and Goals:*** *Essential for Goal 1 and Goal 5.1, supporting the mission's commitment to competitive higher education.*



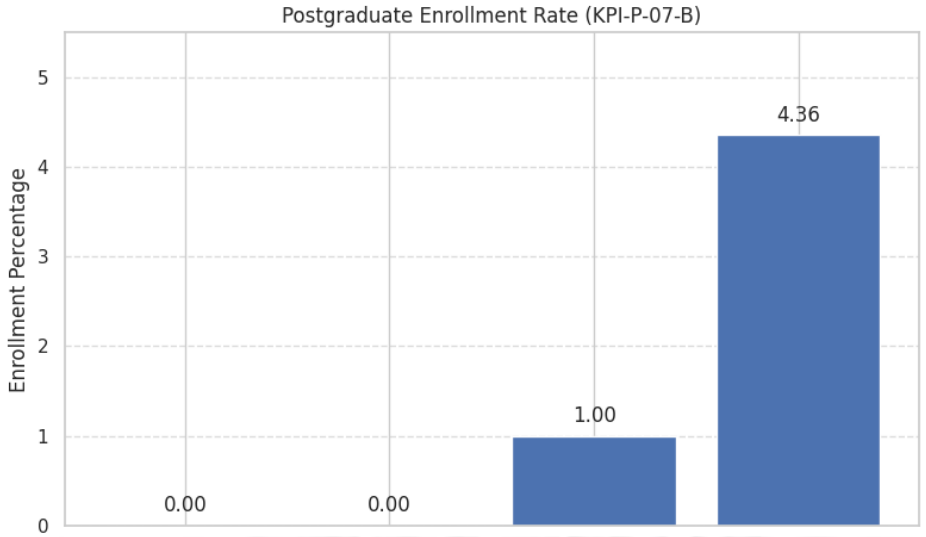
- ***Responsibility:*** *Learning Resources Facilities and Equipment Committee, Course Teams.*

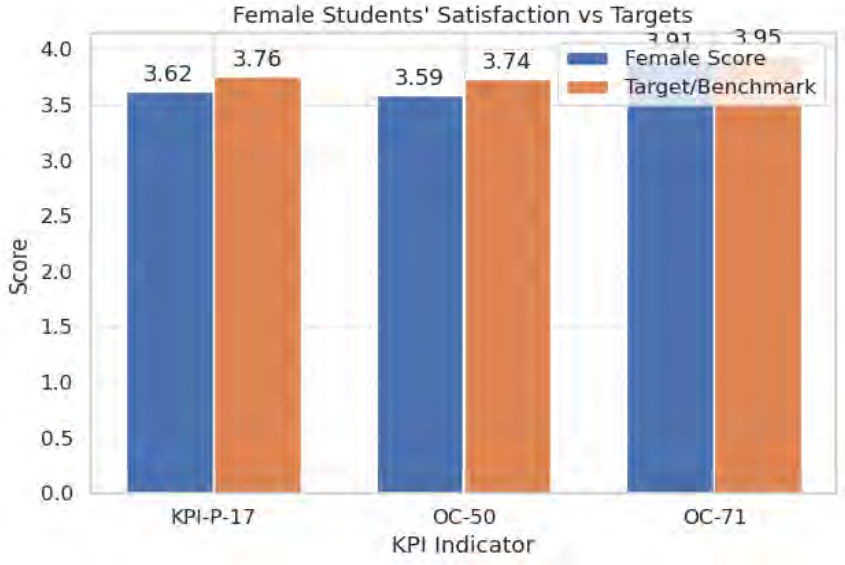
***Recommendation 4: Enhance postgraduate enrollment guidance and career counseling to address zero graduate enrollment in postgraduate programs.***

- ***Justification:*** *KPI-P-07-B shows 0% graduate enrollment in postgraduate programs for both 2024 and 2025, falling short of the 1.0% target and internal benchmark (4.36%).*
- ***Alignment with Mission and Goals:*** *Supports Goals 5 and 6, as postgraduate education enhances the field's development and aligns with Vision 2030.*
-
- ***Responsibility:*** *Academic Guidance and Advising Committee, Program Management.*

***Recommendation 5: Implement targeted interventions to improve female students' satisfaction with learning resources and support services.***

- ***Justification:*** *Multiple KPIs show female students consistently underperforming:*
  - *KPI-P-17: 3.62 vs 3.76 target*
  - *OC-50: 3.59 vs 3.74 target*
  - *OC-71: 3.91 vs 3.95 benchmark*



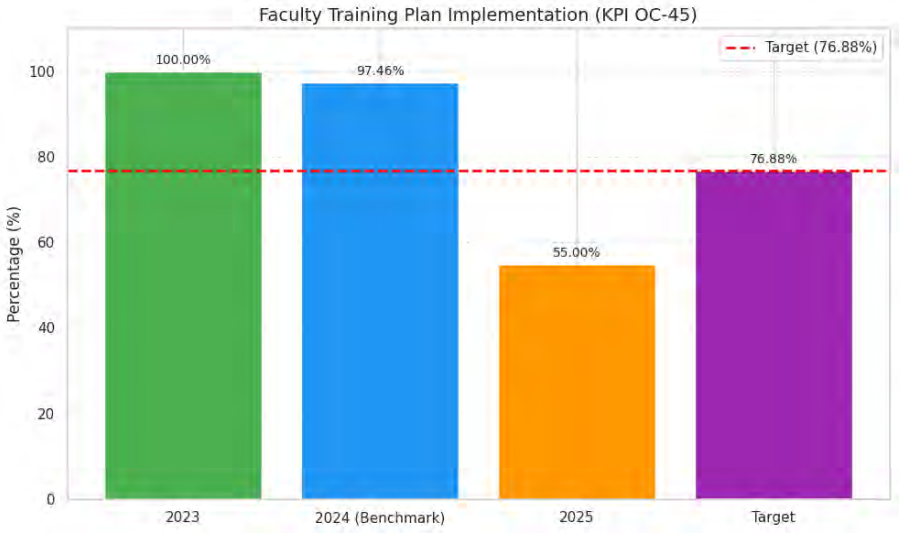
- ***Alignment with Mission and Goals:*** *Critical for Goal 1 and Goal 2, ensuring equitable educational experiences across both sections.*
- ***Responsibility:*** *Learning Resources Facilities and Equipment Committee, Academic Guidance and Advising Committee.*

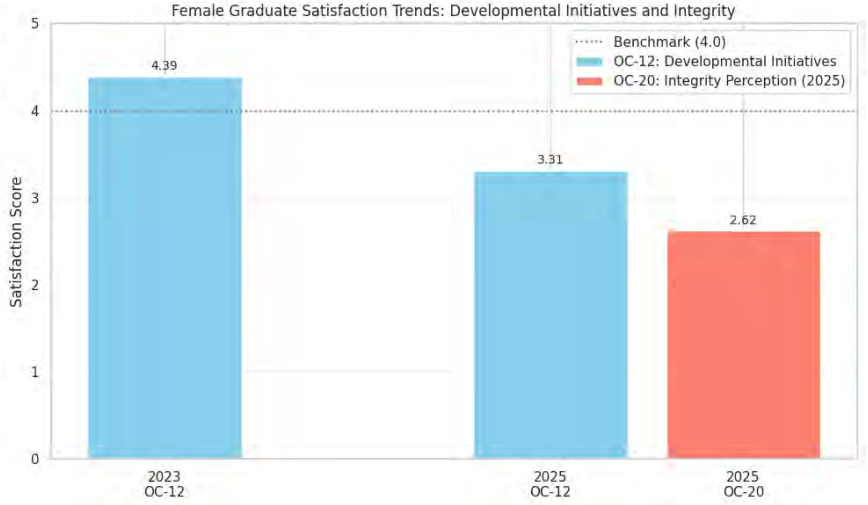
***Recommendation 6: Strengthen faculty training plan implementation and completion rates to restore previous excellence levels.***

- ***Justification:*** *KPI OC-45 shows training plan achievement declined from 100% (2023) to 55% (2025), falling 21.88 points below target and significantly underperforming internal benchmark (97.46%).*
- ***Alignment with Mission and Goals:*** *Directly supports Goals 3 and 1, essential for maintaining competitive higher education standards.*
- ***Responsibility:*** *Program Management, relevant Department Management.*

***Recommendation 7: Address declining graduate satisfaction trends, particularly among female graduates, regarding program developmental***
***initiatives and integrity perceptions.***

- ***Justification:***
  - *KPI OC-12: Female satisfaction with developmental initiatives dropped from 4.39 (2023) to 3.31 (2025).*



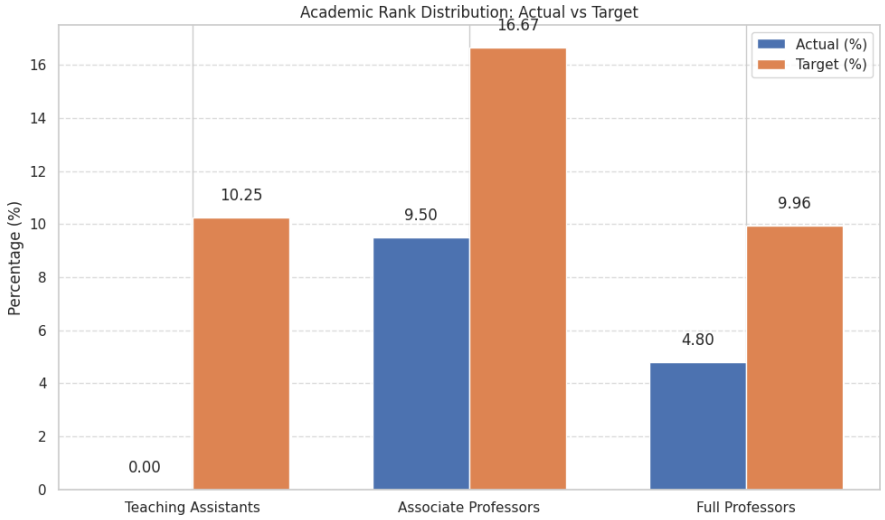
- *KPI OC-20: Integrity perception among female graduates declined to 2.62 (2025).*

- ***Alignment with Mission and Goals:*** *Critical for Goals 7 and 5, as graduate satisfaction affects program reputation and alumni engagement.*
- ***Responsibility:*** *Academic Guidance and Advising Committee, Program Management.*



***Recommendation 8: Recruit senior faculty and teaching assistants to address concerning academic rank distribution gaps.***

- ***Justification:*** *KPI-P-12 shows:*
  - *0% teaching assistants vs 10.25% target*
  - *9.5% associate professors vs 16.67% benchmark*
  - *4.8% full professors vs 9.96% benchmark*
- ***Alignment with Mission and Goals:*** *Essential for Goals 1 and 6, as senior faculty and teaching assistants are crucial for advanced specialization and research support.*
- ***Responsibility:*** *Program Management, relevant Department Management.*



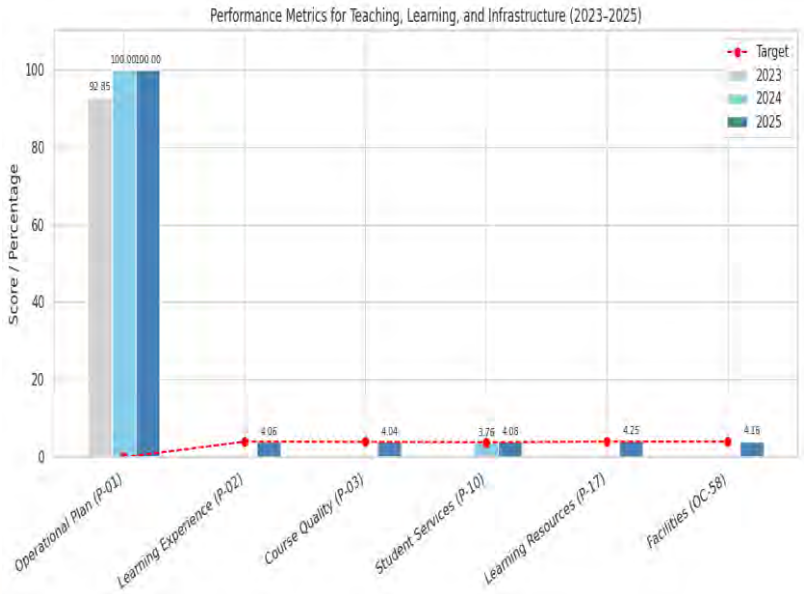

***Progress Analysis of the Architecture Program at Onaizah Colleges***

***Executive Summary***

*The Architecture Program at Onaizah Colleges exhibits substantial progress in fulfilling its mission and goals. In 2025, the majority of its key performance indicators (KPIs) were either met or exceeded. Notable areas of excellence include operational plan execution, student retention, graduate employability, and community engagement. However, there are key areas needing intervention, such as faculty training participation and consistent research productivity.*

***Mission Component Analysis***

***1. Quality of Teaching, Learning, Resources, and Infrastructure***




*Performance in this domain is notably strong. **KPI-P-01** reports a **100%** achievement rate in operational plan implementation for both 2024 and 2025, marking a rise from **92.85%** in 2023. This reflects precise planning and efficient execution.*

*The student learning experience (**KPI-P-02**) attained a score of **4.06** in 2025, aligning with the **4.0** target. Male students reported a significantly higher satisfaction of **4.49**, whereas female students scored **3.62**, slightly below the **3.73** target.*

*Course quality (**KPI-P-03**) registered an average of **4.04**, surpassing the **3.94** benchmark. Male satisfaction stood at **4.42**, while female students reported **3.67**, again exceeding their target of **3.44**.*

*Satisfaction with student services (**KPI-P-10**) reached **4.08**, up from **3.76** in 2024, outperforming the **3.85** target. Learning resources (**KPI-P-17**) scored **4.25**, above the target of **4.0**, while satisfaction with facilities and equipment (**OC-58**) improved to **4.16**, also exceeding its target.*

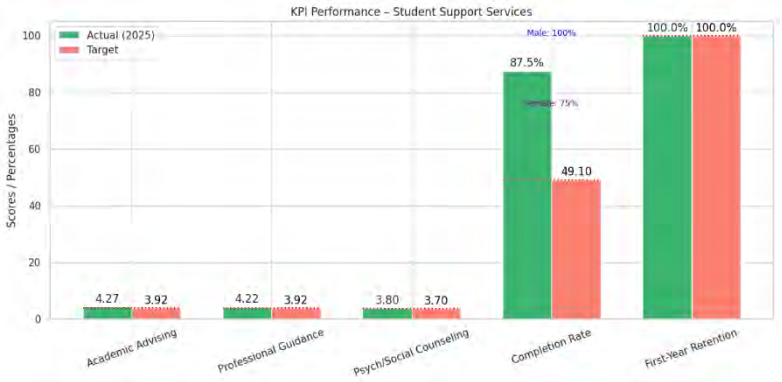
***2. Student Support Services***

*Student support is another area of strength. Academic advising (**OC-25**) scored **4.27**, professional guidance (**OC-26**) reached **4.22**, and*

*psychological/social counseling (**OC-27**) attained **3.8**. All scores exceeded their respective targets.*

*Completion rates (**KPI-P-04**) soared to **87.5%**, vastly surpassing the **49.1%** goal. Male students achieved a perfect **100%**, and female students posted **75%**, well above target.*

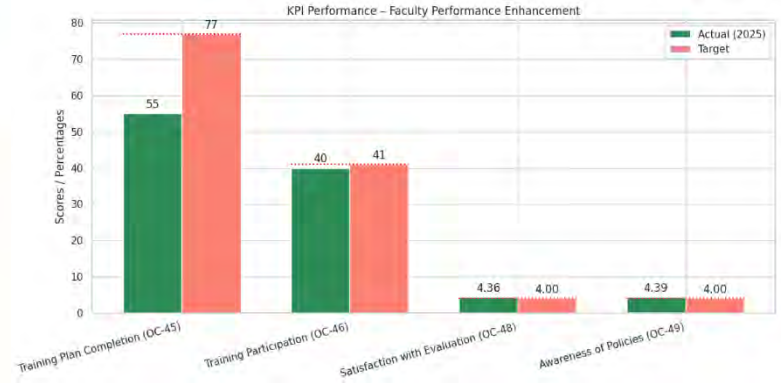
*First-year retention (**KPI-P-05**) was an impressive **100%** for all categories, validating the program's student engagement strategies.*




***3. Faculty Performance Enhancement***

*The area of faculty training requires targeted efforts. The implementation of the training plan (**OC-45**) was only **55%**, under the **76.88%** target. Faculty participation in training (**OC-46**) dropped to **40%**, down from **100%** in 2023.*

*Conversely, faculty satisfaction with evaluation processes (**OC-48**) scored **4.36**, and awareness of evaluation policies (**OC-49**) was **4.39**, both exceeding targets.*




***4. Administrative Efficiency***

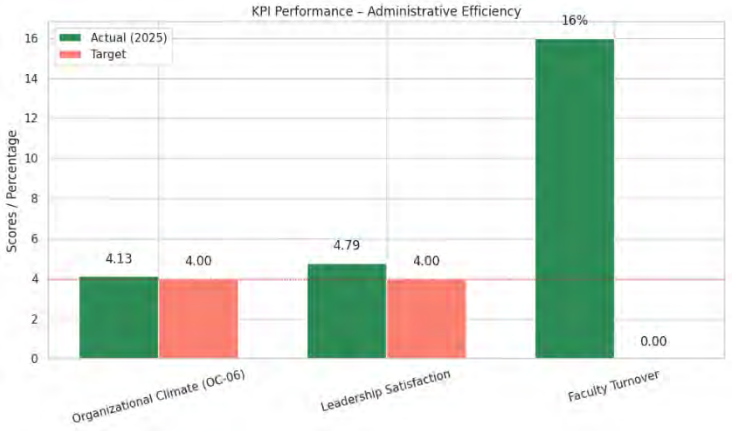
*Administrative operations are robust. Organizational climate (**OC-06**) scored **4.13**, and faculty satisfaction with leadership reached **4.79**, both exceeding the **4.0** benchmarks.*

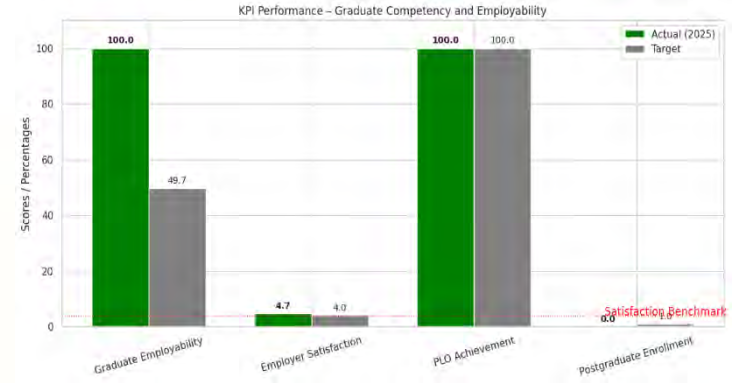
*Faculty turnover (**KPI-P-13**) rose to **16%**, above the **0%** ideal but still within reasonable bounds compared to external standards.*

***5. Graduate Competency and Employability***

*Graduate employability (**KPI-P-07**) achieved **100%** in 2025, a dramatic rise from **48.5%** in 2024, and far above the **49.71%** target. Employer satisfaction (**KPI-P-09**) was **4.7**, validating graduate readiness.*

*Learning outcome achievement (**OC-63**) remained at **100%**, affirming curriculum alignment. However, postgraduate enrollment (**KPI-P-07-B**) was **0%**, below the **1%** benchmark, indicating a gap in advanced academic engagement.*




### 6. Research Contribution

*Research indicators present a mixed picture. Publication rates (**KPI-P-14**) were **74.5%**, below the **92.25%** target. Female faculty publication participation declined from **100%** in 2024 to **66%** in 2025.*

*Despite this, productivity per faculty (**KPI-P-15**) was **1.75**, exceeding the **1.23** target. Male faculty contributed **2.1** publications per person, significantly above the **0.77** target.*

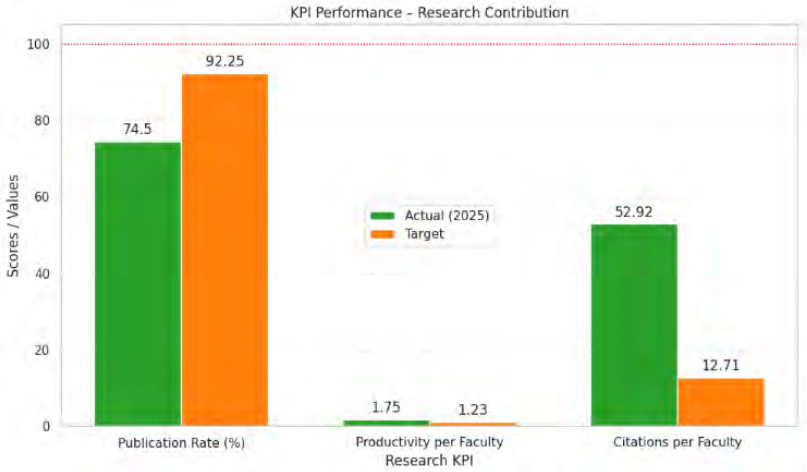
*Citation metrics (**KPI-P-16**) were exceptionally strong at **52.92**, far above the **12.71** target, highlighting impactful research.*

### 7. Community Engagement

*Community involvement is exemplary. Faculty participation (**OC-44**) maintained **100%** engagement, while student volunteer hours (**OC-65**) reached **8.5**, surpassing the **8.2** goal.*

### Gender-Specific Performance Analysis

*There are discernible gender-based discrepancies. Male students generally rated their experiences higher, suggesting a need for improved engagement in female sections. Meanwhile, female faculty demonstrated high satisfaction but decreased research contributions in 2025, indicating potential issues in workload or research support.*




***Areas Requiring Attention***

1. ***Faculty Training***: *A drop to* ***40%*** *participation in 2025 from* ***100%*** *in 2023 indicates an urgent need to revamp faculty development initiatives.*
2. ***Female Faculty Research Output***: *Addressing the decline to* ***66%*** *is critical for maintaining research equity.*
3. ***Postgraduate Enrollment***: *The continued* ***0%*** *enrollment suggests weak pipelines for advanced studies.*
4. ***Gender Parity***: *Bridging satisfaction and performance gaps between male and female sections is necessary for balanced program outcomes.*

***Conclusion***

*The Architecture Program at Onaizah Colleges reflects a healthy trajectory of improvement and high performance across most indicators. While goals related to faculty development and postgraduate progression need reinforcement, the program's achievements in teaching, student support, graduate employability, and community outreach align well with its mission and Vision 2030.*

***KPI-Linked Goal Achievement:***

- *Achieved: 5 out of 7 goals*
- *Goals Achieved: Graduate Competency (Goal 5), Community Engagement (Goal 7), Student Services (Goal 2), Teaching & Learning Quality (Goal 1), Administrative Efficiency (Goal 4)*
- *Goals Needing Attention: Faculty Development (Goal 3), Research Contributions (Goal 6)*

- ***End of Report***



## *5. Approval Data*

| The entity | Date and references |
|---|---|
| **Department council** | Session 01<br>27/08/2024 |
| **College Council Ref. & Date** | Session 04<br>07/10/2025 |

***Note:***

*in accordance with its key responsibilities, the quality assurance committee for the architecture program will conduct a comprehensive review of the report during the upcoming meeting. Following this review, the report will be submitted for approval by the department council and other pertinent stakeholders.*