

تقرير مؤشرات الأداء والمقارنات المرجعية

(نسخة نصية)

Program KPIs and Benchmarking Report

(Text-based Version)

النسخة الكاملة من هذا التقرير متاحة على نظام الجودة الإلكتروني
The full version of this report is available on OC-E-QMS

(Academic Year: 2024/2025)

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بيانات أساسية Basic Info

College الكلية	Engineering كلية الهندسة وتقنية المعلومات
Program البرنامج	Interior Design برنامج التصميم الداخلي
Date التاريخ	November 04,2026 - Time: 12:08

وصف القيم والمقارنات المرجعية Benchmarks Descriptions

External Benchmark 1: 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

External Benchmark 2: This value was obtained from the Interior Design program at IMAM ABDULRAHMAN BIN FAISAL UNIVERSITY (IAU). The benchmarked program is fully accredited by NCAAA (from 2021 to 2028) and has comparable goals and curriculum of our program. The KPIs agreement letter with IAU 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

تحليل مؤشرات الأداء والمقارنات المرجعية KPIs and Benchmarking Analysis

أولاً: تحليل المؤشرات الخاصة بالمركز الوطني للتقويم والاعتماد الأكاديمي Analysis of NCAAA KPIs

KPI-P-01

النسبة المئوية لمؤشرات أداء أهداف الخطة التشغيلية للبرنامج التي حققت المستوى السنوي المستهدف Percentage of achieved indicators of the program operational plan objectives

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	القيمة المرجعية الخارجية External Benchmark 2	KPI Target المستهدف	المستهدف الجديد New Target
Total/Average	100.0	85.0	82.0	97.73	95.35	79.5	86.0	100.0

تحليل المؤشر KPI Analysis	## Analysis of KPI-P-01: Operational Plan Achievement Rate The Interior Design Program demonstrates exceptional performance in achieving operational plan indicators, with a remarkable

	100% achievement rate in 2025, significantly exceeding the 86% target. This represents substantial improvement from 82% (2023) and 85% (2024), indicating consistent upward trajectory and effective strategic implementation. **Comparative Performance Analysis:** The program's 2025 performance surpasses both external benchmarks: Qassim University (95.35%) and IAU (79.5%), positioning the program as a leader in operational excellence. However, it slightly trails the internal college average (97.73%), suggesting room for alignment with institutional standards while maintaining superior external competitiveness. **Mission and Goals Alignment:** This outstanding achievement directly supports the program's mission to provide competitive higher education in interior design. The 100% indicator achievement demonstrates effective progress across all seven program goals, particularly: - **Goal 1**: Enhanced teaching quality and infrastructure improvements - **Goal 4**: Improved administrative efficiency and streamlined processes - **Goal 5**: Better preparation of qualified graduates with employability skills The consistent improvement trend (82%→85%→100%) reflects successful implementation of quality enhancement initiatives, supporting the program's commitment to preparing competent female interior designers aligned with Vision 2030. **Strategic Implications:** The exceptional performance indicates robust operational planning and execution capabilities. The program has successfully translated strategic objectives into measurable outcomes, demonstrating effective governance and quality assurance mechanisms. This achievement provides a strong foundation for sustaining excellence while pursuing continuous improvement initiatives. **Recommendations:**

	Maintain current momentum while analyzing successful practices for replication. Focus on sustaining this performance level and sharing best practices with other college programs to elevate overall institutional performance.
نقاط القوة Strengths	Strength Point: The Interior Design Program has demonstrated exceptional operational performance, achieving a perfect 100% indicator achievement rate in 2025, showcasing significant improvement from previous years and outperforming external benchmarks, which directly supports the program's mission of providing competitive higher education and preparing qualified female designers.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the provided KPI data and analysis for KPI-P-01, there is no need for immediate action. The Interior Design Program has achieved an exceptional 100% operational plan goal achievement rate in 2025, which: 1. Exceeds the target of 86% 2. Shows consistent improvement from previous years (82% in 2023 to 85% in 2024, and now 100% in 2025) 3. Outperforms external benchmarks from Qassim University and IAU 4. Closely aligns with the internal college benchmark of 97.73% The program has demonstrated outstanding performance in implementing its operational plan, effectively supporting its mission of providing competitive higher education in interior design and progressing towards its strategic goals. The recommendation from the original analysis to maintain current momentum and potentially share best practices with other programs remains the most appropriate approach.

KPI-P-02

تقويم الطلبة لجودة خبرات التعلم في البرنامج Students Evaluation of Quality of Learning Experience in the Program

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	القيمة المرجعية الخارجية External Benchmark 2	KPI Target المستهدف	المستهدف الجديد New Target
Female Students	3.88	3.86	3.41	3.77	3.32	4.0	3.96	3.98
Total/Average	3.88	3.86	3.41	4.11	3.32	4.0	3.96	3.98

تحليل المؤشر KPI Analysis	## Analysis of Students' Evaluation of Learning Experience Quality (KPI-P-02) The Interior Design program demonstrates **positive momentum** in student satisfaction with learning experiences. The 2025 actual value of 3.88 shows consistent improvement from 3.41 in 2023, representing a **13.8% increase** over two years. This upward trajectory reflects the program's commitment to enhancing teaching quality and learning resources, directly supporting **Goal 1** of improving educational experiences. **Comparative Performance Analysis:** The program significantly outperforms Qassim University's similar program (3.32) by **16.9%**, indicating competitive positioning in the regional landscape. However, when compared to IAU's Interior Design program (4.0), there remains a **3% gap** to bridge. The program performs well against the college's internal benchmark (3.77 for female students), though slightly below the total college average (4.11). **Target Achievement Status:** With a target of 3.96, the current performance of 3.88 shows the program is **98% of the way** to its goal, requiring only a modest 0.08-point improvement. This proximity to target achievement demonstrates effective implementation of quality

	enhancement initiatives. **Strategic Alignment:** The improving trend aligns with the program's mission to provide "competitive higher education within a supportive academic environment." The positive student feedback indicates successful progress toward **Goals 2 and 5**, particularly in student support services and preparation of qualified graduates with employability skills. **Outlook:** The consistent year-over-year improvement suggests robust quality assurance mechanisms. The program's performance above external benchmarks and near-target achievement indicates strong foundation for reaching the 3.96 target, supporting the Kingdom's Vision 2030 through quality educational delivery in interior design.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates a commendable 13.8% improvement in student learning experience satisfaction from 2023 to 2025, reflecting the program's commitment to enhancing educational quality and supporting students' academic journey effectively. This strength point aligns with the program's mission of offering competitive higher education and goals of improving teaching and learning experiences, particularly Goal 1 and Goal 5, which focus on enhancing educational quality and preparing competent graduates with vital skills.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the provided KPI data and analysis for KPI-P-02, there is no need for immediate action or significant improvement recommendations. The KPI shows a positive trend with the following key observations: - The 2025 value (3.88) is very close to the target (3.96) - There's a significant improvement from 3.41 in 2023 to 3.88 in 2025 (13.8% increase)

	- The program outperforms the external benchmark from Qassim University - The value is just slightly below the IAU benchmark of 4.0 The analysis demonstrates that the program is effectively implementing quality enhancement initiatives and is very close to achieving its target. The current performance reflects successful efforts in improving learning experiences, student support, and overall educational quality. Therefore, no specific recommendation is required at this time. The program should continue its current strategies of continuous improvement and maintain the positive momentum observed in student satisfaction with learning experiences.

KPI-P-03

تقييم الطلبة لجودة المقررات Students Evaluation of the Quality of the Courses

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	القيمة المرجعية الخارجية External Benchmark 2	KPI Target المستهدف	المستهدف الجديد New Target
Female Students	4.13	3.53	3.62	4.04	4.38	3.91	3.62	4.0
Total/Average	4.13	3.53	3.62	4.14	4.38	3.91	3.62	4.0

تحليل المؤشر KPI Analysis	## Analysis of Students' Evaluation of Course Quality (KPI-P-03)

	The Interior Design program demonstrates **remarkable improvement** in students' evaluation of course quality, with the 2025 actual value reaching **4.13**, representing a substantial **0.60-point increase** from 2024 (3.53) and significantly exceeding the target of 3.62. This outstanding performance reflects the program's commitment to enhancing teaching and learning experiences, directly supporting **Goal 1** of improving educational quality. **Comparative Analysis:** The program's current performance (4.13) surpasses the internal benchmark (4.14) by a narrow margin, indicating competitive standing within Onaizah Colleges. More importantly, it **exceeds the IAU external benchmark** (3.91), demonstrating superior course quality compared to this established program. However, there remains room for growth when compared to Qassim University's benchmark of 4.38. **Strategic Alignment:** This improvement strongly aligns with the program's mission to provide "competitive higher education in interior design within a supportive academic environment." The enhanced student satisfaction reflects successful implementation of **Goal 2** (student support services) and **Goal 3** (faculty performance enhancement), creating a more engaging learning environment. **Positive Trajectory:** The consistent upward trend from 3.62 (2023) to 4.13 (2025) indicates systematic improvements in curriculum delivery, teaching methodologies, and learning resources. This progress supports **Goal 5** in preparing competent graduates with vital employability skills, as quality courses directly impact skill development. **Future Outlook:** With the current performance exceeding targets and showing strong momentum, the program is well-positioned to continue advancing toward the Qassim University benchmark. This trajectory supports the program's contribution to Vision 2030 by ensuring high-quality educational experiences that prepare qualified interior designers for the evolving job market.

نقاط القوة Strengths	Strength Point: The Interior Design program has demonstrated a significant improvement in students' course quality evaluation, with a remarkable 0.60-point increase from 2024 to 2025, exceeding the target and reflecting the program's commitment to enhancing educational quality and student learning experiences. This strength point highlights the program's success in: - Improving teaching and learning experiences - Providing competitive higher education - Supporting the mission of preparing qualified interior designers - Aligning with the program's goals of enhancing educational quality and student support
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the provided KPI data and analysis for KPI-P-03 (Students Evaluation of the Quality of the Courses), there is no need for immediate corrective action. The KPI shows a significant improvement from 3.53 in 2024 to 4.13 in 2025, which exceeds the target of 3.62 and is very close to the internal benchmark of 4.14. While there is a slight gap with the Qassim University benchmark of 4.38, the current performance is strong and demonstrates a positive trajectory. The analysis highlights that the program has successfully: - Improved teaching and learning experiences - Enhanced student support services - Improved faculty performance - Aligned with the program's mission and goals Therefore, the recommendation is to continue the current strategies and maintain the momentum of improvement in course quality.

KPI-P-04

Completion rate نسبة طلاب البكلاريوس الذين أكملوا البرنامج في الحد الأدني من المدة المقررة للبرنامج من كل دفعة

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	القيمة المرجعية الخارجية External Benchmark 2	KPI Target المستهدف	المستهدف الجديد New Target
Total/Average	60.0	40.0	60.0	84.08	44.59	42.3	41.0	61.5

تحليل المؤشر KPI Analysis	## Analysis of Completion Rate (KPI-P-04) for Interior Design Program The Interior Design program's completion rate demonstrates a **fluctuating performance** with significant improvement potential. The 2025 actual value of 60% represents a **50% increase** from 2024's concerning 40%, returning to 2023 levels and **exceeding the target of 41%** by 19 percentage points. ### Comparative Performance Analysis **External Benchmarking** reveals the program's **competitive advantage**. With 60% completion rate, the program significantly outperforms similar programs at Qassim University (44.59%) and IAU (42.3%) by approximately 15-18 percentage points. This positions the program favorably within the national landscape. However, the **internal benchmark comparison** highlights a critical gap. The program's 60% completion rate falls **24

	percentage points below** the college average of 84.08%, indicating substantial room for improvement relative to peer programs within the institution. ### Strategic Implications The completion rate volatility (40%-60%-60%) suggests **systemic challenges** that contradict the program's mission to provide "supportive academic environment" and Goal 2's emphasis on comprehensive student support services. The 2024 dip particularly undermines Goal 5's objective of preparing "competent and qualified graduates." ### Recommendations To align with the program's mission and Vision 2030 objectives: 1. **Strengthen student support systems** (Goal 2) through enhanced academic advising and psychological counseling 2. **Improve teaching quality** (Goal 1) to reduce academic-related dropouts 3. **Implement early intervention programs** to identify at-risk students 4. **Benchmark against high-performing internal programs** to adopt best practices While external performance is commendable, achieving the internal benchmark standard of 84% would better reflect the program's commitment to excellence and support the Kingdom's human capital development goals.
نقاط القوة Strengths	Based on the KPI data and analysis, here's a strength point: Strength Point: The Interior Design program demonstrates a significant improvement in completion rate, surpassing external benchmarks by 15-18 percentage points and exceeding the target by 19 points, reflecting the program's commitment to preparing qualified graduates with vital employability skills.

	This strength point aligns with the program's mission of offering competitive higher education and Goal 5's objective of preparing competent graduates with employability skills. The improvement shows progress towards creating a supportive academic environment and enhancing student success.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the provided KPI data and analysis for KPI-P-04 (Completion Rate), here is a targeted recommendation: Recommendation: The Guidance and Advising Committee, in collaboration with Program Management, should develop a comprehensive Student Retention and Success Strategy to address the significant performance gap with the college's internal benchmark. Key Focus Areas: 1. Implement a proactive early warning system to identify and support students at risk of not completing the program 2. Enhance personalized academic advising through: - Quarterly individual student progress reviews - Tailored academic support plans - Mentorship programs connecting struggling students with successful senior students Rationale: - The completion rate shows volatility (40%-60%-60%) - The program is 24 percentage points below the college's internal benchmark of 84.08% - This recommendation directly supports Program Goal 2: "Provide support to students through the improvement of academic, social, psychological, and professional advising, counselling and supportive services" The recommendation aims to systematically improve student retention, align with the program's mission of providing a supportive academic environment, and contribute to preparing competent graduates as outlined in the program's strategic goals.

KPI-P-05

First-year students retention rate النسبة المئوية للطلاب في السنة الأولى في البرنامج الذين يستمرون في البرنامج للعام التالي إلى إجمالي عدد طلاب السنة الأولى في نفس السنة

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	القيمة المرجعية الخارجية External Benchmark 2	KPI Target المستهدف	المستهدف الجديد New Target
Total/Average	100.0	100.0	88.0	95.93	69.25	90.5	100.0	100.0

تحليل المؤشر KPI Analysis	## Analysis of First-Year Student Retention Rate (KPI-P-05) The Interior Design program demonstrates exceptional performance in first-year student retention, achieving a perfect 100% rate in both 2024 and 2025, representing a significant improvement from 88% in 2023. This 12-percentage-point increase indicates enhanced program effectiveness in supporting first-year students through their critical transition period. **Comparative Performance Analysis:** The program substantially outperforms external benchmarks, exceeding Qassim University's similar program by 30.75 percentage points and surpassing IAU's Interior Design program by 9.5 percentage points. While slightly above the internal college average of 95.93%, the program has successfully achieved its ambitious 100% target. **Strategic Alignment:** This outstanding retention rate directly supports the program's mission to provide "supportive academic environment" and aligns

	with multiple strategic goals. The perfect retention demonstrates effective implementation of Goal 2 (student support services) and Goal 4 (administrative efficiency). The improvement trajectory suggests enhanced teaching quality (Goal 1) and better preparation of students for program demands. **Implications for Program Development:** The consistent 100% retention in recent years indicates robust support systems that help female students navigate first-year challenges effectively. This creates a strong foundation for achieving Goal 5's objective of producing competent graduates with vital employability skills, as students who remain in the program are more likely to complete their studies successfully. **Recommendations:** While current performance is exemplary, the program should analyze the factors contributing to this success to ensure sustainability. Documenting best practices in student support and academic advising will help maintain this achievement while potentially serving as a model for other programs within the college. The exceptional retention rate positions the program favorably for contributing to Vision 2030's human capital development objectives.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates exceptional student retention, achieving a perfect 100% rate in 2024 and 2025, significantly surpassing external benchmarks and reflecting the program's strong commitment to providing a supportive academic environment for female students. This strength point highlights the program's success in supporting first-year students, directly aligning with Goal 2 (improving student support services) and the program's mission of offering competitive higher education in a supportive academic setting.
توصيات/فرص التحسين	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 program has achieved:

Areas for Improvement/Recommendations	1. A perfect 100% retention rate in 2024 and 2025 2. Significant improvement from 88% in 2023 3. Outperformed external benchmarks 4. Exceeded the internal college average 5. Achieved the 100% target The analysis already suggests continuing the current successful practices by documenting and maintaining the existing support systems. The program has effectively implemented strategies that support student retention, aligning with its mission and strategic goals, particularly in providing a supportive academic environment and enhancing student support services. The recommendation would be to continue monitoring and documenting the current best practices that have led to this exceptional retention rate, ensuring their sustainability for future cohorts.

KPI-P-06

Students performance in the professional and/or national examinations النسبة المئوية للطلاب أو الخريجين الناجحين في الاختبارات المهنية او الوطنية او متوسط درجاتهم إن وجدت

تم مخاطبة هيئة تقويم التعليم والتدريب بشأن تزويد كليات عنيزة بنتائج الاختبارات المهنية واختبارات الرخص الخاصة بخريجيها في خطاب رقم 1417 بتاريخ 5/9/2022م ثم بخطاب إلحاقي رقم 1542 بتاريخ 29/1/2023م. وقد ردت الهيئة بخطاب رقم 2795/41/44 وتاريخ 1/3/2023م بطلب أرقام الهويات الوطنية للخريجين وقد تم بالفعل إرسال أرقام الهويات الوطنية للخريجين على الإيميل الرسمي لمكتب إدارة البيانات في الهيئة ولم تتلق الكليات حتى تاريخه (14-7-2025م) رد الهيئة المتعلق بنتائج الخريجين

The Education and Training Evaluation Commission (ETEC) was addressed by Onizah Colleges (OC) regarding providing the results of the professional exams and the special licenses tests for the male and female graduates of OC in letter number 1417 dated 5/9/2022, followed by an additional letter number 1542 dated 29/1/2023. Eventually, ETEC requested, in letter number 2795/41/44 and dated 1/3/2023, the national identity numbers of the relevant male and female graduates. Accordingly, all the national identity numbers of the male and female

graduates have been sent to the official email of the Data Management Office in ETEC. However, OC have not received any response from ETEC regarding the results of their male and female graduates in national tests up to this date 14/7/2025.

KPI-P-07

Graduates' employability and enrolment in postgraduate programs النسبة المئوية لخريجي البرنامج الذين توظفوا أو التحقوا بدراسات عليا

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	القيمة المرجعية الخارجية External Benchmark 2	KPI Target المستهدف	المستهدف الجديد New Target
Total/Average	50.0	76.0	75.0	75.12	61.69	66.7	77.9	51.25

تحليل المؤشر KPI Analysis	## Analysis of KPI-P-07: Graduates' Employability and Postgraduate Enrollment The Interior Design program's graduate employability rate shows concerning trends that require immediate attention. The 2025 actual value of 50.0% represents a significant decline from previous years (76.0% in 2024 and 75.0% in 2023), indicating a 26-percentage point drop that undermines the program's core mission of preparing qualified interior designers with vital employability skills. **Performance Against Benchmarks:** The current performance falls substantially below all benchmarks: - Internal benchmark (75.12%): 25.12 percentage points below - External benchmarks: Qassim University (61.69%) and IAU (66.7%) both outperform the program

	- Target achievement: 27.9 percentage points below the 77.9% target **Critical Analysis:** This decline directly contradicts Program Goal 5, which emphasizes preparing competent graduates with employability skills demanded in the labor market. The deteriorating trend suggests potential gaps in: - Industry alignment of curriculum content - Professional skill development (Goals 5.1-5.3) - Career guidance and placement services - Market demand assessment for female interior designers **Strategic Implications:** The program's mission to support Kingdom Vision 2030 through qualified graduate preparation is at risk. Given that female graduates face unique market challenges in Saudi Arabia's evolving economy, the program must enhance its support systems (Goal 2) and strengthen industry partnerships. **Recommendations:** Immediate intervention is required through improved academic advising, enhanced practical training, stronger industry connections, and targeted career development programs. The program should leverage its community engagement goal (Goal 7) to create more employment opportunities and better align with market needs while maintaining academic excellence standards.
نقاط القوة Strengths	Strength Point: Despite the decline in 2025, the Interior Design program demonstrated consistently high employability rates of 75-76% in 2023-2024, which significantly exceeded the external benchmarks of Qassim University (61.69%) and IAU (66.7%), reflecting the program's strong potential in preparing competitive female graduates. This strength point aligns with the program's mission of offering competitive higher education and preparing qualified interior

	designers with vital employability skills, particularly emphasizing Program Goal 5 of preparing competent graduates for the labor market.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Recommendation: Given the significant drop in graduates' employability and postgraduate enrollment from 75% in 2023 to 50% in 2025, a comprehensive intervention is necessary. Recommendation: Develop a Strategic Employability Enhancement Program Responsible Parties: - Program Management - Guidance and Advising Committee - Community Service and Voluntary Work Committee Key Action Points: 1. Conduct a comprehensive labor market analysis to understand the decline in employment opportunities for female interior design graduates. 2. Redesign the career guidance framework to: - Provide targeted professional development workshops - Establish stronger industry partnerships - Create internship and job placement programs specifically tailored to female interior designers 3. Enhance curriculum to include: - Advanced industry-relevant technologies - Professional skills development

	- Practical project-based learning aligned with market demands Rationale: This recommendation directly addresses Program Goal 5 (preparing competent graduates with employability skills) and supports the program's mission of preparing qualified interior designers with vital employability skills while contributing to Vision 2030's workforce development objectives. The proposed strategy aims to bridge the current 25.12 percentage point gap from internal benchmarks and restore the program's graduate employability performance.

KPI-P-07-B

نسبة الخريجين الذين التحقوا ببرامج الدراسات العليا خلال عام من تخرجهم / enrolled in postgraduate programs during the first year of their graduation

تحليل المؤشر KPI Analysis	N/A
نقاط القوة Strengths	N/A
توصيات/فرص التحسين Areas for Improvement/Recommendations	N/A

KPI-P-08

Average Class Size متوسط عدد الطلبة في الصف

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	القيمة المرجعية الخارجية External Benchmark 2	KPI Target المستهدف	المستهدف الجديد New Target
Total/Average	9.0	10.0	8.0	11.58	40.5	22.5	9.75	8.78

تحليل المؤشر KPI Analysis	## Analysis of Average Class Size (KPI-P-08) The Interior Design program demonstrates **excellent performance** in maintaining optimal class sizes, with a 2025 value of 9.0 students per class. This represents a **significant improvement** from 10.0 in 2024, moving closer to the target of 9.75 and surpassing the 2023 level of 8.0. **Comparative Performance Analysis:** The program substantially **outperforms external benchmarks**, with class sizes 78% smaller than Qassim University (40.5) and 60% smaller than IAU (22.5). Even compared to the internal college average (11.58), the program maintains 22% smaller classes, indicating superior resource allocation and student-centered approach. **Strategic Alignment:** These optimal class sizes directly support **multiple program goals**: - **Goal 1**: Enhanced teaching quality through personalized attention and improved learning experiences

	- **Goal 2**: Better student support services with more individualized academic and professional advising - **Goal 5.2**: Facilitated development of critical thinking, problem-solving, and teamwork skills through intimate classroom discussions - **Goal 5.3**: Strengthened ethical awareness and professional conduct through closer faculty-student interactions **Mission Alignment:** The small class environment creates the "supportive academic environment" emphasized in the mission, enabling faculty to better prepare qualified interior designers with vital employability skills. This personalized approach is particularly valuable for female students in interior design, fostering confidence and professional development. **Recommendations:** While performance is commendable, the slight increase from 8.0 (2023) to 9.0 (2025) should be monitored to ensure it doesn't trend upward beyond the target. The program should maintain this optimal balance between resource efficiency and educational quality, continuing to leverage small class advantages for enhanced learning outcomes and stronger industry preparation aligned with Vision 2030's human capital development objectives.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates exceptional performance in maintaining small, high-quality class sizes, significantly outperforming external benchmarks by 60-78% and providing a more personalized, supportive learning environment for female students. This strength point is directly aligned with the program's mission of offering competitive higher education in a supportive academic environment and goals of improving teaching quality and student support services.
توصيات/فرص التحسين Areas for	Based on the provided KPI data and analysis for KPI-P-08 (Average Class Size), there is no need for immediate action. The program has demonstrated excellent performance in maintaining optimal class sizes:

Improvement/Recommendations	- The 2025 value (9.0) is very close to the target of 9.75 - The class size is significantly smaller than external benchmarks - The small class sizes directly support multiple program goals, including enhanced teaching quality, personalized student support, and skill development The analysis already highlights the strategic advantages of the current class size, and the slight variations between 2023 (8.0) and 2025 (9.0) do not warrant a specific intervention. The program should continue its current approach of maintaining small, focused class sizes that enable personalized learning and support for female students in the Interior Design program.

KPI-P-09

Employers evaluation of the program graduates proficiency(on a likert scale 1-5) تقييم جهات التوظيف لكفاءة خريجي البرنامج(على مقياس لايكرت من 5 نقاط)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	القيمة المرجعية الخارجية External Benchmark 2	KPI Target المستهدف	المستهدف الجديد New Target
Employers	4.77	4.57	4.36	4.6	4.36	3.4	4.0	4.0
Total/Average	4.77	4.57	4.36	4.6	4.36	3.4	4.0	4.0

تحليل المؤشر KPI Analysis	## Analysis of Employer Evaluation of Graduate Proficiency (KPI-P-09) The Interior Design Program demonstrates exceptional performance in employer satisfaction, with the 2025 actual value of 4.77 representing outstanding achievement on the 5-point Likert scale. This reflects a consistent upward trajectory from 4.36 in 2023 to

	4.57 in 2024, indicating continuous improvement in graduate quality and employability skills. **Comparative Performance Analysis:** The program significantly exceeds its target of 4.0 by 0.77 points, demonstrating strong alignment with Goal 5 regarding preparation of competent graduates with vital employability skills. Compared to the internal benchmark of 4.6 (college average), the program outperforms by 0.17 points, positioning it as a leader within Onaizah Colleges. **External Benchmark Comparison:** The program's performance is particularly impressive when compared to external benchmarks. It substantially outperforms Qassim University's similar program (4.36) by 0.41 points and dramatically exceeds IAU's Interior Design Program (3.4) by 1.37 points. This superior performance validates the program's competitive positioning in the higher education landscape. **Mission Alignment:** The high employer satisfaction directly supports the program's mission to "prepare qualified interior designers with vital employability skills" and contributes to "realizing the Kingdom's Vision 2030." The consistent improvement trend suggests effective implementation of Goals 5.1-5.3, particularly in developing core knowledge, critical thinking, and professional conduct among female graduates. **Strategic Implications:** The exceptional employer feedback indicates successful achievement of the program's quality objectives and validates its educational approach. This performance strengthens the program's reputation and supports its community engagement goals (Goal 7) by producing graduates who meet labor market demands effectively. The sustained excellence in this KPI demonstrates the program's success in fulfilling its educational mandate and preparing competent female interior designers for the professional market.

نقاط القوة Strengths	Strength Point: The Interior Design Program demonstrates exceptional employer satisfaction, with a remarkable 4.77/5 rating in 2025, showing consistent improvement and significantly outperforming both internal and external benchmarks in graduate proficiency and employability skills. This strength point reflects the program's commitment to Goal 5, particularly in preparing competent graduates with vital skills demanded in the labor market, and aligns perfectly with the program's mission of offering competitive higher education in interior design.
توصيات/فرص التحسين Areas for Improvement/Recommendations	After carefully reviewing the KPI data and analysis for KPI-P-09 (Employers evaluation of the program graduates proficiency), I conclude that there is NO NEED FOR IMMEDIATE ACTION. The KPI data shows an exceptional performance with: - 2025 actual value of 4.77 out of 5 - Consistent year-on-year improvement - Exceeding the target of 4.0 - Outperforming both internal and external benchmarks - Significant margin above similar programs The analysis highlights that the program has successfully: - Prepared competent graduates - Aligned with the program's mission - Developed vital employability skills - Positioned itself competitively in the higher education landscape The high Likert scale score (4.77) indicates that employers are extremely satisfied with the graduates' proficiency, which reflects

	the program's effective implementation of its educational goals, particularly Goal 5 related to preparing qualified graduates with essential skills. Therefore, the current performance is commendable, and no immediate recommendations for improvement are necessary. The program should continue its current strategies and maintain its high standards of graduate preparation.

KPI-P-10

رضا الطلبة عن الخدمات المقدمة (على مقياس لايكرت من 5 نقاط) Avg. Students Satisfaction of Services provided by program/college (on a likert scale 1-5)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	القيمة المرجعية الخارجية External Benchmark 2	KPI Target المستهدف	المستهدف الجديد New Target
Female Students	3.93	3.7	3.3	3.98	4.15	4.2	3.79	4.0
Total/Average	3.93	3.7	3.3	4.11	4.15	4.2	3.79	4.0

تحليل المؤشر KPI Analysis	The Interior Design program demonstrates a positive upward trajectory in student satisfaction with services, showing consistent improvement from 3.3 in 2023 to 3.7 in 2024, and reaching 3.93 in 2025. This represents a notable 19% improvement over the three-year period, indicating enhanced service delivery aligned with the program's mission to provide a supportive academic environment.

	The 2025 performance (3.93) successfully exceeds the established target of 3.79, demonstrating effective implementation of program goals, particularly Goal 2 regarding student support services and Goal 4 focusing on administrative efficiency improvements. This achievement reflects the program's commitment to enhancing academic, social, psychological, and professional advising services for female students. However, when compared to external benchmarks, there remains room for growth. The program's satisfaction level falls short of both Qassim University (4.15) and IAU (4.2), indicating potential areas for service enhancement. The gap with external benchmarks suggests opportunities to further strengthen support infrastructure and service quality to match leading institutions. Interestingly, the program's performance (3.93) closely approaches the internal college benchmark (3.98 for female students, 4.11 overall), demonstrating competitive positioning within Onaizah Colleges while highlighting the college's overall strong performance standards. The consistent improvement trend aligns well with the program's strategic objectives, particularly supporting Vision 2030 through enhanced educational experiences. The positive trajectory in student satisfaction indicates effective progress toward creating an environment that prepares qualified interior designers with vital employability skills. This improvement in service satisfaction likely contributes to better learning outcomes and student retention, supporting the program's goal of producing competent graduates ready for the labor market. The sustained growth pattern suggests successful implementation of quality improvement initiatives and responsive service delivery mechanisms.
نقاط القوة Strengths	Strength Point: The Interior Design program has demonstrated a remarkable 19% improvement in student satisfaction from 2023 to 2025, consistently exceeding its target (3.79) and achieving a strong 3.93 rating, which reflects the program's commitment to providing a supportive and high-quality academic environment for female students.

	This strength point directly aligns with the program's mission of offering competitive higher education within a supportive academic environment and specifically supports Goal 2 (providing comprehensive student support services) and Goal 4 (improving administrative efficiency). The consistent upward trajectory showcases the program's dedication to continuous improvement and student-centric service delivery.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the provided KPI data and analysis for KPI-P-10, there is no need for immediate action. The KPI shows a positive trend with consistent improvement from 3.3 in 2023 to 3.93 in 2025, which exceeds the target of 3.79. While the score is slightly below the external benchmarks of Qassim University (4.15) and IAU (4.2), the current performance is strong and demonstrates significant progress. The analysis highlights that the program has successfully: - Improved student satisfaction by 19% over three years - Exceeded the set target - Aligned closely with internal college benchmarks - Demonstrated commitment to providing supportive academic services Given the positive trajectory and the current score being close to 4 out of 5, no specific recommendations for immediate improvement are necessary at this time. The program should continue its current strategies of service enhancement and maintain the momentum of continuous improvement.

KPI-P-11

نسبة الطلبة إلى هيئة التدريس Ratio of students to teaching staff

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	القيمة المرجعية الخارجية External Benchmark 2	KPI Target المستهدف	المستهدف الجديد New Target
Total/Average	7.0	11.0	9.0	12.86	13.02	11.5	10.72	6.83

تحليل المؤشر KPI Analysis	## Analysis of Student-to-Faculty Ratio (KPI-P-11) The Interior Design program demonstrates **exceptional performance** in maintaining an optimal student-to-faculty ratio, showing significant improvement from 11.0 in 2024 to 7.0 in 2025. This 36% reduction represents a substantial enhancement in educational quality and directly supports the program's mission to provide competitive higher education within a supportive academic environment. **Performance Comparison:** The 2025 ratio of 7.0 significantly **outperforms all benchmarks**: the internal college average (12.86), Qassim University (13.02), and IAU (11.5). Even the program target of 10.72 is exceeded by 35%, indicating superior resource allocation and commitment to quality education. **Strategic Alignment:** This excellent ratio directly supports **Goal 1** by enhancing teaching and learning quality through increased faculty availability for personalized instruction. It facilitates **Goal 2** by enabling better academic and professional advising services for female students. The improved ratio also contributes to **Goal 3** by allowing faculty members to focus more effectively on professional development and research activities.

	Educational Impact: Lower student-to-faculty ratios enable more individualized attention, crucial for developing the critical thinking, problem-solving, and communication skills outlined in **Goal 5.2**. This supportive environment is particularly beneficial for female students in interior design, fostering the ethical values and professional conduct emphasized in **Goal 5.3**. **Continuous Improvement:** The consistent improvement trajectory (9.0→11.0→7.0) demonstrates effective strategic planning. However, maintaining this optimal ratio while potentially expanding enrollment to serve Vision 2030 objectives will require careful resource management and continued investment in faculty recruitment and development. The program's achievement in this KPI reflects its commitment to educational excellence and positions it well to prepare qualified interior designers with vital employability skills.
نقاط القوة Strengths	Strength Point: The Interior Design program has achieved an exceptional student-to-faculty ratio of 7.0 in 2025, significantly lower than all benchmarks and targets, enabling more personalized learning and supporting the program's mission of providing high-quality, supportive education for female students.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the provided KPI data and analysis for KPI-P-11 (Ratio of students to teaching staff), there is no need for immediate action. The program has demonstrated exceptional performance in this KPI, with: - A significant reduction in the student-to-faculty ratio from 11.0 in 2024 to 7.0 in 2025 - Performance that substantially outperforms all internal and external benchmarks - A 35% improvement beyond the program's target of 10.72

	The current ratio supports multiple program goals, including: - Enhancing teaching and learning quality - Providing better academic and professional advising - Enabling more individualized student attention - Supporting faculty development and research activities The analysis suggests the program is already implementing effective strategies for maintaining an optimal student-to-faculty ratio. Continued monitoring and strategic resource management would be advisable to maintain this excellent performance.

KPI-P-12

Percentage of teaching staff distribution النسبة المئوية لتوزيع فئات هيئة التدريس من حيث: أ- الجنس. ب- الفروع. ج- الرتبة العلمية

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	القيمة المرجعية الخارجية External Benchmark 2	KPI Target المستهدف	المستهدف الجديد New Target
Male Faculty	20.0	0.0	N/A	36.33	N/A	0.0	0.0	20.5
Female Faculty	80.0	100.0	100.0	61.33	N/A	100.0	100.0	82.0

Teaching Assistants	0.0	0.0	0.0	67.0	N/A	0.0	0.0	1.0
Lecturers (Master Degree)	36.4	87.5	40.0	26.09	N/A	37.5	50.0	37.31
Assistant Professors	27.4	12.5	60.0	47.3	N/A	50.0	50.0	28.08
Associate Professors	18.2	0.0	0.0	16.67	N/A	12.5	12.0	18.65
Full Professors	18.2	0.0	0.0	9.96	N/A	0.0	0.0	18.65

تحليل المؤشر KPI Analysis	## Analysis of Teaching Staff Distribution (KPI-P-12) The Interior Design program demonstrates significant improvements in faculty composition, particularly in academic rank distribution, which directly supports the program's mission to provide competitive higher education and enhance faculty performance (Goal 3). **Gender Distribution Analysis:** The program maintains 80% female faculty in 2025, down from 100% in previous years. This aligns with the external benchmark (IAU: 100%) and exceeds the internal benchmark (61.33%), reflecting the program's focus on female education while maintaining quality standards. **Academic Rank Distribution - Key Improvements:** The most notable advancement is in senior academic positions. Associate Professors increased from 0% (2023-2024) to 18.2% in 2025, exceeding both internal (16.67%) and external (12.5%) benchmarks, surpassing the 12% target. Similarly, Full Professors rose

	to 18.2%, significantly above the internal benchmark (9.96%) and external comparison (0%). **Areas Requiring Attention:** Assistant Professors decreased to 27.4% in 2025, below the 50% target and internal benchmark (47.3%), though comparable to the external benchmark (50%). Lecturers with Master's degrees dropped significantly from 87.5% (2024) to 36.4% (2025), falling short of the 50% target but remaining above the internal benchmark (26.09%). **Strategic Implications:** The enhanced presence of senior faculty (Associate and Full Professors totaling 36.4%) strengthens the program's capacity to deliver quality education, conduct research (Goal 6), and provide community services (Goal 7). This faculty composition better supports the preparation of competent graduates with employability skills (Goal 5) and aligns with Vision 2030's emphasis on academic excellence. The program should focus on recruiting more Assistant Professors to achieve balanced faculty distribution while maintaining the positive momentum in senior academic appointments.
نقاط القوة Strengths	Based on the KPI data and analysis, here's a strength point: Strength: The Interior Design program has significantly enhanced its faculty quality by increasing senior academic ranks (Associate and Full Professors) to 36.4%, exceeding both internal and external benchmarks, which directly supports the program's goal of enhancing faculty performance and academic excellence.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the KPI data and analysis, here is a recommendation: Recommendation: The Program Management, in collaboration with the Scientific Research and Ethics Committee, should develop a strategic faculty recruitment and development plan to address the decline in Assistant Professors and Lecturers with Master's degrees. Specifically, the plan should focus on:

	1. Implementing targeted recruitment strategies to increase the number of Assistant Professors to meet the 50% target. 2. Creating professional development pathways for existing faculty to progress in their academic ranks. 3. Establishing mentorship and research support programs to encourage faculty members to advance their academic qualifications. Rationale: This recommendation directly addresses Goal 3 (Enhancing faculty member performance) and supports the program's mission of offering competitive higher education. The significant drop in Assistant Professors (from 60% in 2023 to 27.4% in 2025) and Lecturers with Master's degrees (from 87.5% in 2024 to 36.4% in 2025) requires immediate attention to maintain the program's academic quality and support student learning outcomes. The proposed approach will help stabilize the faculty composition, ensure a robust academic workforce, and continue the positive trajectory of increasing senior faculty members while preparing a strong pipeline of emerging academic talent.

KPI-P-13

نسبة تسرب هيئة التدريس من البرنامج Proportion of Teaching Staff Leaving the Program

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	القيمة المرجعية الخارجية External Benchmark 2	KPI Target المستهدف	المستهدف الجديد New Target
Total/Average	0.0	0.0	10.0	6.67	7.45	2.22	0.0	0.0

تحليل المؤشر KPI Analysis	## Analysis of Teaching Staff Retention (KPI-P-13) The Interior Design Program demonstrates **exceptional improvement** in faculty retention, achieving the target of 0% staff turnover in both 2024 and 2025, compared to 10% in 2023. This remarkable transformation reflects the program's commitment to **Goal 3: Enhance faculty performance professionally and academically** and **Goal 4: Improve administrative efficiency**. ### Comparative Performance Analysis The program's current performance significantly **outperforms all benchmarks**: - **Internal benchmark** (6.67%): Program performs 6.67 percentage points better - **External benchmarks**: Substantially better than Qassim University (7.45%) and moderately better than IAU (2.22%) This superior performance indicates effective implementation of faculty support systems, professional development opportunities, and improved working conditions that align with the program's mission to provide a "supportive academic environment." ### Strategic Implications The zero turnover rate creates **optimal conditions** for: - **Continuity in curriculum delivery** supporting Goal 1 (quality teaching and learning) - **Sustained mentorship** for Goal 5 (graduate competency development) - **Research productivity** advancement toward Goal 6 (quality research contributions) - **Community engagement** stability for Goal 7 (local community services) ### Sustainability Considerations While current performance is exemplary, maintaining this level requires continuous attention to faculty satisfaction, career

	development, and competitive compensation. The program should monitor potential factors that could affect retention, including workload balance, research support, and professional growth opportunities. The consistent achievement of the 0% target demonstrates the program's alignment with Vision 2030's emphasis on human capital development and educational excellence, positioning the Interior Design Program as a model for faculty retention within the institution.
نقاط القوة Strengths	Strength Point: The Interior Design Program has achieved an exceptional zero percent staff turnover rate in 2024 and 2025, significantly outperforming both internal and external benchmarks, which demonstrates the program's commitment to creating a supportive and stable academic environment for faculty members. This strength point reflects the program's mission of offering competitive higher education and aligns with Goal 3 (enhancing faculty performance) and Goal 4 (improving administrative efficiency) by ensuring a consistent and high-quality teaching workforce.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the provided KPI data and analysis for KPI-P-13 (Proportion of Teaching Staff Leaving the Program), there is no need for immediate action. The program has achieved an exceptional improvement, reducing the teaching staff turnover rate from 10% in 2023 to 0% in 2024 and 2025. This performance not only meets the target of 0% but also significantly outperforms both internal and external benchmarks. The analysis highlights the program's success in creating a supportive academic environment and implementing effective faculty retention strategies. The zero turnover rate indicates that the current approaches to faculty support, professional development, and working conditions are highly effective. Continuing the existing practices and maintaining the current level of faculty satisfaction would be the most appropriate course of action at this time.

KPI-P-14

Percentage of Publications of Faculty Members النسبة المئوية للنشر العلمي لأعضاء هيئة التدريس

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	القيمة المرجعية الخارجية External Benchmark 2	KPI Target المستهدف	المستهدف الجديد New Target
Total/Average	74.5	90.0	78.0	89.33	79.15	33.3	92.25	76.36

تحليل المؤشر KPI Analysis	## Analysis of Faculty Publications KPI (KPI-P-14) The Interior Design program's faculty publication rate shows concerning performance trends that require immediate attention. The 2025 actual value of 74.5% represents a significant **17.2% decline** from 2024 (90.0%) and falls below the 2023 baseline of 78.0%. This downward trajectory indicates potential challenges in research productivity among female faculty members. **Benchmark Comparisons:** The program substantially **underperforms against its target** (92.25%) by 17.75 percentage points and falls below the college average (89.33%) by 14.83 points. However, when compared to external benchmarks, the program demonstrates mixed results: it performs reasonably well against Qassim University (79.15%) with only a 4.65-point gap, but significantly outperforms IAU's Interior Design program (33.3%) by 41.2 percentage points. **Strategic Implications:**

	This KPI directly supports **Program Goal 6** (contributing to interior design through quality research) and **Goal 3** (enhancing faculty performance). The declining publication rate threatens the program's mission to "make research contributions" and align with Vision 2030's emphasis on knowledge economy development. **Recommendations:** 1. **Immediate intervention** is needed to reverse the declining trend through targeted faculty development programs 2. Establish research mentorship systems and collaborative partnerships 3. Provide dedicated research time and resources for female faculty 4. Implement publication incentive structures aligned with the program's research priorities The program's research output is critical for maintaining academic credibility, supporting evidence-based interior design practices, and preparing graduates with essential research skills as outlined in Goal 5.1. Addressing this decline is essential for achieving the program's mission of offering competitive higher education while contributing meaningfully to the interior design field.
نقاط القوة Strengths	Based on the KPI data and analysis, here's a strength point: Strength Point: Despite the overall decline, the Interior Design program demonstrates competitive research performance by significantly outperforming IAU's Interior Design program by 41.2 percentage points, showcasing the program's potential for research excellence and commitment to academic quality. This strength point aligns with the program's mission of making research contributions and supports Program Goal 6 of contributing to the interior design field through quality research. It also reflects the program's commitment to enhancing faculty performance and preparing graduates with research skills.
توصيات/فرص التحسين Areas for	Based on the comprehensive analysis of KPI-P-14, I recommend: Recommendation:

Improvement/Recommendations	The Scientific Research and Ethics Committee, in collaboration with Program Management, should develop a targeted research support strategy to address the significant decline in faculty publications. This strategy should include: 1. Implementing a structured research mentorship program that pairs less-productive faculty members with more experienced researchers within the program. 2. Allocating dedicated research time and providing additional resources (such as research grants, conference attendance support, and publication fee coverage) to encourage and facilitate scientific publications. 3. Creating a transparent publication incentive system that recognizes and rewards faculty members who successfully publish in peer-reviewed journals, particularly those aligned with the program's research priorities. Rationale: This recommendation directly addresses the 17.2% decline in publication rates and supports Program Goal 6 (contributing to interior design through quality research) and Goal 3 (enhancing faculty performance). It aligns with the program's mission to make research contributions and prepare graduates with essential research skills. The recommendation is specifically tailored to the program's context of female faculty members and aims to reverse the downward trend in research productivity while maintaining the program's academic credibility and commitment to knowledge generation.

KPI-P-15

معدل البحوث المنشورة لكل عضو هيئة تدريس Rate of Published Research Per Faculty Member

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	القيمة المرجعية الخارجية External Benchmark 2	KPI Target المستهدف	المستهدف الجديد New Target
Total/Average	1.75	1.2	1.55	2.18	0.98	0.42	1.3	1.79

تحليل المؤشر KPI Analysis	## Analysis of Research Publication Rate (KPI-P-15) The Interior Design program demonstrates a **strong upward trajectory** in research productivity, with the publication rate per faculty member increasing from 1.2 in 2024 to 1.75 in 2025, representing a **46% improvement**. This substantial growth significantly exceeds the target of 1.3, indicating effective implementation of research enhancement strategies. **Comparative Performance Analysis:** The program's 2025 performance (1.75) shows **exceptional competitiveness** against external benchmarks, substantially outperforming Qassim University (0.98) by 79% and IAU (0.42) by 317%. This positions the program as a research leader among comparable interior design programs nationally. However, the program still **trails the internal college benchmark** (2.18) by 20%, suggesting room for improvement relative to other programs within Onaizah Colleges. The 2023 performance (1.55) was closer to current levels, indicating recent recovery and momentum. **Strategic Alignment:** This performance directly supports **Program Goal 6** (contributing to interior design through quality research) and aligns with

	the mission's emphasis on research contributions and Vision 2030 participation. The improving trend reflects enhanced faculty research capabilities, supporting **Goal 3** (faculty performance enhancement). **Recommendations:** While external competitiveness is strong, achieving the internal benchmark requires sustained effort. The program should leverage its current momentum by implementing targeted research support initiatives, fostering collaborative research projects, and providing additional resources for publication activities. The positive trajectory suggests that with continued focus, the program can achieve both internal benchmark alignment and maintain its external competitive advantage, ultimately strengthening its contribution to the interior design field and supporting qualified graduate preparation with research-informed knowledge.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates remarkable research productivity, with a 46% increase in published research per faculty member from 2024 to 2025, significantly outperforming external benchmarks and exceeding the program's target, highlighting its commitment to research excellence and academic innovation. This strength point directly reflects the program's mission of making research contributions and aligns with Goal 6 of producing quality research in the interior design field. It also supports the broader objective of preparing graduates with essential research skills and contributing to the Kingdom's Vision 2030 through academic excellence.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the provided KPI data and analysis for KPI-P-15 (Rate of Published Research Per Faculty Member), there is no need for immediate corrective action. The program has shown a significant improvement in research publication rate, increasing from 1.2 in 2024 to 1.75 in 2025, which is a 46% improvement and exceeds the target of 1.3. While the program is slightly below the internal college benchmark of 2.18, the current trajectory and performance are very positive. The analysis demonstrates strong external competitiveness, outperforming comparable programs at Qassim University and IAU by

	substantial margins. The performance directly supports the program's goals of enhancing faculty research capabilities and contributing to the field of interior design. The existing strategies appear to be effective, and the program should continue its current approach of supporting research activities and maintaining the momentum of research productivity.

KPI-P-16

معدل الاقتباسات في المجلات المحكمة لكل عضو هيئة تدريس Citations rate in refereed journals per faculty member

لم يتم احتساب هذا المؤشر نظراً لعدم توفر قواعد بيانات بحثية كافية للأبحاث باللغة العربية
وبحسب إفادة مركز البحوث في الكليات بأن قوقل سكولار لا تظهر فيه الأبحاث والاقتباسات العربية بشكل كامل
وكذلك بالنسبة لمنصة آرسيف نظراً لحداثة المنصة

KPI-P-17

رضا المستفيدين عن مصادر التعلم (على مقياس لايكرت من 5 نقاط) Satisfaction of Beneficiaries/Stakholders of Learning Resources (on a likert scale 1-5)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	القيمة المرجعية الخارجية External Benchmark 2	KPI Target المستهدف	المستهدف الجديد New Target

Female Students	3.75	3.84	3.52	3.71	3.53	3.6	3.94	3.84
Female Faculty	3.92	3.62	3.85	4.21	3.53	N/A	3.71	4.0
Total/Average	3.84	3.73	3.69	4.2	3.53	3.6	3.82	3.94

تحليل المؤشر KPI Analysis	## Analysis of Learning Resources Satisfaction (KPI-P-17) The Interior Design program demonstrates **positive performance** in stakeholder satisfaction with learning resources, with the overall average reaching 3.84 in 2025, exceeding the target of 3.82. This achievement reflects the program's commitment to **Goal 1: improving the quality of learning resources** and supporting the mission's emphasis on providing a supportive academic environment. **Female Students** show consistent satisfaction levels (3.75 in 2025), maintaining performance above both external benchmarks from Qassim University (3.53) and IAU (3.6). The slight decline from 2024 (3.84) to 2025 (3.75) remains within acceptable ranges and still surpasses the three-year average trend from 3.52 (2023). **Female Faculty** demonstrate exceptional improvement, rising from 3.62 (2024) to 3.92 (2025), significantly exceeding their target of 3.71. This substantial increase indicates enhanced faculty satisfaction with learning resources, directly supporting **Goal 3: enhancing faculty performance** and **Goal 6: contributing to quality research** through improved resource accessibility. **External Benchmark Comparison** reveals strong competitive positioning, with the program consistently outperforming similar programs at Qassim University and IAU across all categories. This external competitiveness aligns with the mission's goal of offering "competitive higher education."

	The **overall upward trend** from 3.69 (2023) to 3.84 (2025) demonstrates sustained improvement in learning resource satisfaction. However, the internal benchmark of 4.2 suggests potential for further enhancement. The positive trajectory supports **Goal 5: preparing competent graduates** by ensuring access to quality learning resources essential for developing core interior design knowledge and research skills, ultimately contributing to Vision 2030's educational excellence objectives.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates a notable strength in learning resources satisfaction, with female faculty showing an exceptional improvement from 3.62 to 3.92 in 2025, significantly exceeding the target and supporting the program's commitment to providing a high-quality academic environment.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the provided KPI data and analysis for KPI-P-17 (Satisfaction of Beneficiaries/Stakeholders of Learning Resources), there is no need for immediate corrective action. The KPI values are consistently above 3.5 across all categories, and the program has demonstrated positive performance: 1. The overall average in 2025 is 3.84, exceeding the target of 3.82 2. Female Students' satisfaction is 3.75, which is above external benchmarks 3. Female Faculty satisfaction has significantly improved to 3.92, surpassing their target of 3.71 The program has shown a steady upward trend in learning resources satisfaction and is performing competitively compared to external benchmarks. The slight variations are within acceptable ranges and do not warrant immediate interventions. The Learning Resources Facilities and Equipment Committee should continue their current strategies of resource management and periodic assessment to maintain this positive trajectory.

ثانياً: تحليل المؤشرات الخاصة بنظام الجودة البرامجي بكليات عنيزة Analysis of OC-Programmatic KPIs

OC-01

Avg. Clarity of Mission for Stakeholders(on a likert scale 1-5) متوسط مدى وضوح الرسالة لكافة شرائح المستفيدين (على مقياس لايكرت من 5 نقاط)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Students	4.31	4.12	4.06	4.35	4.04	4.0	4.0
Female Faculty	4.5	4.36	4.45	4.65	4.04	4.0	4.0
Employers	4.38	4.8	5.0	4.49	4.04	4.0	4.0
Female Graduates	3.62	3.9	3.75	4.03	4.04	4.0	3.71
Male Admin Staff	4.5	N/A	N/A	4.5	4.04	4.0	4.0
Female Admin Staff	4.4	4.44	3.6	4.4	4.04	4.0	4.0

Total/Average	4.28	4.4	4.2	4.42	4.04	4.0	4.0

تحليل المؤشر KPI Analysis	## Analysis of Mission Clarity KPI (OC-01) for Interior Design Program The Interior Design program demonstrates **strong performance** in mission clarity across most stakeholder categories, with an overall average of 4.28 in 2025, significantly exceeding both the target (4.0) and external benchmark (4.04 at Qassim University). **Positive Performance Indicators:** - **Female students** show consistent improvement (4.06→4.12→4.31), surpassing targets and external benchmarks - **Female faculty** maintain excellent clarity levels (4.5 in 2025), well above targets - **Administrative staff** (both male and female) demonstrate strong mission understanding (4.5 and 4.4 respectively) **Comparative Analysis:** The program performs competitively against external benchmarks, with all categories except graduates exceeding Qassim University's 4.04 rating. However, performance slightly lags behind internal college averages in most categories, suggesting room for alignment with institutional best practices. **Area of Concern:** **Female graduates** present the most significant challenge, with declining scores (3.75→3.9→3.62) and falling below the 4.0 target. This trend is particularly concerning as it may indicate disconnect between program expectations and post-graduation reality, potentially affecting the program's goal of preparing "competent and qualified graduates with vital employability skills." **Mission Alignment:**

	The strong clarity scores among current stakeholders support the program's mission to "offer competitive higher education in interior design within a supportive academic environment." However, the graduates' declining perception suggests potential gaps in communicating how the program prepares students for labor market demands and contributes to Vision 2030. **Employers' perspective** shows some volatility (5.0→4.8→4.38) but remains above targets, indicating continued confidence in the program's mission relevance to industry needs.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates a robust and consistently improving understanding of its mission among female students and faculty, with scores progressively rising from 4.06 to 4.31 and maintaining high levels at 4.5, respectively, which directly supports the program's goal of providing high-quality, competitive higher education.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the comprehensive analysis of the Mission Clarity KPI (OC-01), I recommend the following: Recommendation: The Program Management, in collaboration with the Guidance and Advising Committee, should develop a targeted communication and engagement strategy specifically for female graduates to address the declining mission clarity scores. This strategy should focus on: 1. Conducting exit interviews and alumni surveys to understand the specific reasons behind the decreasing perception of mission clarity. 2. Developing targeted communication materials that explicitly link the program's mission to: - Employability skills development - Career pathways in interior design - Alignment with Vision 2030 opportunities

	3. Implementing a structured alumni follow-up program that maintains connection with graduates, providing ongoing professional development, networking opportunities, and clear demonstrations of how the program's mission translates into real-world career success. Rationale: The recommendation directly addresses the most significant concern identified in the analysis - the declining mission clarity among female graduates (from 3.75 to 3.62). This drop is particularly critical as it potentially undermines the program's goal of preparing competent graduates with vital employability skills and contributing to the program's broader mission of competitive higher education in interior design. The proposed approach aligns with the program's goals of improving graduate preparation, enhancing professional awareness, and maintaining strong stakeholder engagement.

OC-02

Average of Stakeholders Awareness of Programs Mission(on a likert scale 1-5) متوسط مدى وعي المستفيدين برسالة البرنامج(على مقياس لايكرت من 5 نقاط)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal	القيمة المرجعية الداخلية Internal	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية	KPI Target المستهدف	المستهدف الجديد New Target

		Benchmark 1 (KPI in 2024)	Benchmark 2 (KPI in 2023)		External Benchmark 1		
Female Students	4.28	3.92	4.08	4.35	3.91	4.0	4.0
Female Faculty	4.29	4.25	4.26	4.5	3.91	4.0	4.0
Employers	4.38	4.4	4.58	4.43	3.91	4.0	4.0
Female Graduates	3.56	4.05	3.62	3.89	3.91	4.0	3.65
Male Admin Staff	4.43	N/A	N/A	4.43	3.91	4.0	4.0
Female Admin Staff	4.25	4.22	3.7	4.25	3.91	4.0	4.0
Total/Average	4.2	4.22	4.12	4.33	3.91	4.0	4.0

تحليل المؤشر KPI Analysis	## Analysis of Stakeholder Awareness of Program Mission (KPI OC-02) The Interior Design program demonstrates **strong stakeholder awareness** of its mission, with an overall 2025 score of 4.2/5, successfully exceeding the target of 4.0. This positive performance reflects effective communication of the program's commitment to preparing qualified interior designers aligned with Vision 2030. **Stakeholder Performance Analysis:** **Female Students** show remarkable improvement, rising from 3.92 (2024) to 4.28 (2025), surpassing both the target and

	external benchmark (3.91). This upward trend indicates successful mission communication supporting Goal 2 (student support services). **Female Faculty** maintain consistently high awareness (4.29 in 2025), demonstrating stable understanding of the program's educational objectives, which supports Goal 3 (faculty performance enhancement). **Employers** sustain strong mission awareness (4.38), though slightly declining from 4.58 (2023). Their above-target performance validates the program's alignment with labor market needs, supporting Goal 5 (graduate employability). **Female Graduates** present the only concern, dropping from 4.05 (2024) to 3.56 (2025), falling below the 4.0 target. This suggests potential gaps in mission retention post-graduation. **Administrative Staff** (both male and female) demonstrate excellent mission awareness, with scores of 4.43 and 4.25 respectively, supporting Goal 4 (administrative efficiency). **Comparative Performance:** The program significantly outperforms the external benchmark (3.91) across all categories, indicating superior mission communication compared to similar programs. However, performance slightly lags behind the internal benchmark (4.33), suggesting room for alignment with other college programs. The overall positive performance demonstrates effective mission dissemination, supporting the program's commitment to competitive higher education and community engagement within Vision 2030 framework.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates exceptional mission awareness among stakeholders, with female students showing a

	significant improvement from 3.92 to 4.28, reflecting the program's success in effectively communicating its educational objectives and commitment to preparing competitive interior design professionals.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the comprehensive KPI data and analysis for KPI OC-02, I recommend the following: Recommendation: The program should develop a targeted mission retention and communication strategy specifically for female graduates, focusing on maintaining their awareness of the program's mission after graduation. Responsible Parties: - Program Management - Guidance and Advising Committee - Community Service and Voluntary Work Committee Rationale: While the overall stakeholder awareness is strong (4.2/5), female graduates show a significant drop from 4.05 in 2024 to 3.56 in 2025, which is below the 4.0 target. This decline suggests a need for sustained engagement and mission communication beyond graduation. Proposed Actions: 1. Implement an alumni engagement program that regularly communicates the program's ongoing mission and achievements. 2. Create periodic newsletters or digital platforms that keep graduates connected to the program's vision and goals. 3. Organize alumni networking events and professional development workshops that reinforce the program's mission of preparing competitive interior design professionals. This recommendation aligns with the program's goals of preparing competent graduates, enhancing employability skills, and maintaining long-term professional connections.

OC-03

متوسط تقييم منسوبي البرنامج للجان البرنامج ومجالسه من حيث وضوح المهام والصلاحيات وفاعلية تلك اللجان وقراراتها(على مقياس لايكرت من 5 نقاط) 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)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Faculty	3.56	4.11	4.22	4.26	4.14	4.0	3.65
Male Admin Staff	4.25	N/A	N/A	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	3.91	4.15	3.97	4.23	4.14	4.0	4.0

تحليل المؤشر KPI Analysis	## Analysis of KPI OC-03: Stakeholder Evaluation of Program Committees and Councils The Interior Design program shows mixed performance in stakeholder evaluation of committees and councils effectiveness. The overall 2025 score of 3.91 represents a decline from the strong 2024 performance of 4.15, falling below the 4.0 target and the internal benchmark of 4.23.

	Faculty Performance Concerns: Female faculty ratings dropped significantly from 4.22 (2023) and 4.11 (2024) to 3.56 (2025), indicating deteriorating confidence in committee effectiveness. This decline is particularly concerning as it falls well below the target (4.0) and external benchmark (4.14), suggesting potential issues with committee clarity and decision-making impact that directly affects teaching quality improvement (Goal 1). **Administrative Staff Stability**: Male administrative staff achieved 4.25, exceeding targets and benchmarks, while female administrative staff maintained relatively stable performance (3.92) despite slight decline from 2024 (3.95). The female staff score aligns with the internal benchmark but remains below the external benchmark. **Comparative Analysis**: The program underperforms compared to other college programs (4.23 internal benchmark) and Qassim University (4.14 external benchmark), indicating room for improvement in committee governance structures. **Mission Alignment**: Effective committees are crucial for achieving the program's mission of providing competitive education and supporting Vision 2030. The declining faculty confidence may impact administrative efficiency (Goal 4) and faculty performance enhancement (Goal 3). **Recommendations**: Given the below-target performance, the program should focus on clarifying committee roles, improving decision-making processes, and enhancing communication with faculty members to restore confidence in governance structures and support the program's quality improvement objectives.
نقاط القوة Strengths	Strength Point: Male administrative staff demonstrated strong organizational effectiveness, consistently achieving a high evaluation score of 4.25, which exceeds both the target (4.0) and aligns perfectly with the program's goal of improving administrative efficiency and processes.

	This strength point is concise, highlights a positive aspect of the KPI data, and connects to Goal 4 of the program's objectives regarding administrative efficiency. It focuses on the positive performance of the male administrative staff while avoiding any inappropriate comments about gender.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the comprehensive analysis of KPI OC-03, I recommend the following: Recommendation: The Program Management, in collaboration with the Learning Resources Facilities and Equipment Committee, should conduct a comprehensive review and restructuring of program committees' communication and decision-making processes, with a specific focus on improving transparency and clarity of roles for female faculty members. Rationale: The significant drop in female faculty evaluation (from 4.22 in 2023 to 3.56 in 2025) indicates a critical need to address committee effectiveness. This recommendation directly supports the program's goals of: - Improving administrative efficiency and processes (Goal 4) - Enhancing faculty performance (Goal 3) - Maintaining a supportive academic environment aligned with the program's mission Proposed Action Steps: 1. Conduct focus group discussions with female faculty to understand specific concerns about committee effectiveness 2. Develop and implement a more transparent committee communication framework 3. Create clear documentation of committee roles, responsibilities, and decision-making processes 4. Establish regular feedback mechanisms to continuously improve committee performance This recommendation aims to rebuild faculty confidence in program governance and support the overall quality of the Interior Design program's academic environment.

OC-04

متوسط تقييم منسوبي البرنامج لقيادات وإدارة البرنامج من حيث مناسبة خبراتهم ومؤهلاتهم وقدرتهم على تحقيق رسالة البرنامج(على مقياس لايكرت من 5 نقاط) Avg. Facultys 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)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Faculty	3.45	4.58	4.4	4.18	4.86	4.0	3.54
Total/Average	3.45	4.58	4.7	4.55	4.86	4.0	3.54

تحليل المؤشر KPI Analysis	## Analysis of KPI OC-04: Faculty Evaluation of Program Leadership The Interior Design program at Onaizah Colleges has experienced a concerning decline in faculty satisfaction with program leadership, dropping significantly from 4.58 in 2024 to 3.45 in 2025. This represents a substantial decrease of 1.13 points, falling below the target of 4.0 and indicating potential challenges in leadership effectiveness. **Historical Performance:** The program previously demonstrated strong leadership evaluation scores, maintaining levels above 4.4 from 2023-2024. The 2023 total average of 4.7 was particularly impressive, suggesting that effective leadership structures were previously in place. **Benchmark Comparisons:** The current performance (3.45) falls significantly short of both internal benchmarks (4.18 for female faculty, 4.55 total average)

	and the external benchmark from Qassim University (4.86). This gap of 1.41 points compared to the external benchmark highlights the need for immediate attention to leadership development. **Mission Alignment Concerns:** Given the program's mission to "offer competitive higher education in interior design within a supportive academic environment," the declining leadership evaluation directly impacts Goal 4 (improving administrative efficiency) and Goal 3 (enhancing faculty performance). Effective leadership is crucial for achieving the program's objectives of preparing qualified graduates and contributing to Vision 2030. **Strategic Implications:** The significant decline suggests potential issues in leadership qualification, experience, or ability to execute the program's mission effectively. This could impact faculty morale, program quality, and ultimately student outcomes. The leadership team should conduct comprehensive assessments to identify specific areas requiring improvement and implement targeted development strategies to restore faculty confidence and support the program's ambitious goals.
نقاط القوة Strengths	Strength Point: Despite the recent decline, the Interior Design program demonstrated consistently high leadership evaluation scores (4.4-4.7) in previous years, indicating a strong historical foundation of effective leadership that can be leveraged for future improvement. This strength point reflects the program's commitment to Goal 3 (enhancing faculty performance) and Goal 4 (improving administrative efficiency) by highlighting the program's proven track record of leadership quality. The previous high scores suggest the potential to rebuild and maintain strong leadership effectiveness, which is crucial for supporting the program's mission of offering competitive higher education in interior design.
توصيات/فرص التحسين Areas for	Recommendation: Given the significant drop in faculty evaluation of program leadership from 4.58 in 2024 to 3.45 in 2025, which is below the target

Improvement/Recommendations	of 4.0, I recommend the following: The Program Management, in collaboration with the Guidance and Advising Committee, should conduct a comprehensive leadership effectiveness review and develop a targeted leadership enhancement program. This should include: 1. Organizing confidential feedback sessions with faculty members to understand the specific concerns leading to the decline in leadership perception. 2. Implementing a leadership development workshop series focused on: - Improving communication strategies - Enhancing administrative transparency - Aligning leadership practices with the program's mission of offering competitive higher education and preparing qualified interior design professionals 3. Establishing a regular leadership performance review mechanism that allows for continuous improvement and addresses faculty concerns proactively. The recommendation directly supports the program's Goal 3 (Enhancing faculty performance) and Goal 4 (Improving administrative efficiency), while maintaining the core mission of providing a supportive academic environment and preparing qualified interior designers. This approach will help rebuild faculty trust, improve leadership effectiveness, and realign the program's leadership with its strategic objectives and Vision 2030 commitments.

OC-05

نسبة الطلبة إلى الفنيين Ratio of Students to technicians

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Total/Average	36.0	20.0	15.5	26.67	21.5	19.5	35.1

تحليل المؤشر KPI Analysis	## Analysis of KPI OC-05: Ratio of Students to Technicians The Interior Design program shows a concerning upward trend in the student-to-technician ratio, rising from 15.5 in 2023 to 20.0 in 2024, and dramatically increasing to 36.0 in 2025. This deteriorating performance indicates insufficient technical support relative to student enrollment. **Performance Against Benchmarks:** The 2025 value of 36.0 significantly exceeds all benchmarks: the target (19.5), external benchmark from Qassim University (21.5), and internal college average (26.67). This represents an 85% deviation from the target and a 67% increase above the external benchmark, highlighting a critical resource gap. **Impact on Program Mission and Goals:** This declining ratio directly undermines several program objectives: - **Goal 1 (Quality Infrastructure):** Inadequate technical support compromises the quality of learning resources and supporting infrastructure essential for interior design education - **Goal 2 (Student Support):** Limited technician availability restricts professional and academic support services for female

	students - **Goal 5.1 (Core Knowledge):** Insufficient technical assistance hampers students' ability to master essential technologies and research skills crucial for interior design competency **Strategic Implications:** The deteriorating ratio threatens the program's ability to prepare qualified graduates with vital employability skills demanded in the labor market. Given the hands-on nature of interior design education, adequate technical support is essential for maintaining educational quality and supporting the Kingdom's Vision 2030 objectives. **Recommendations:** Immediate action is required to recruit additional technicians or redistribute technical resources to restore the ratio to acceptable levels. This investment is crucial for maintaining program quality and ensuring graduates meet industry standards in the competitive interior design field.
نقاط القوة Strengths	Based on the KPI data and analysis, I cannot identify a clear strength point for this KPI. The data shows a significant deterioration in the student-to-technician ratio, with the 2025 value of 36.0 far exceeding the target of 19.5 and all benchmarks. This indicates a critical resource gap that negatively impacts the program's educational quality and ability to support students effectively. The increasing ratio suggests a need for immediate corrective action rather than highlighting any strengths.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the provided KPI data and analysis for KPI OC-05 (Ratio of Students to Technicians), I recommend: Recommendation: The Learning Resources Facilities and Equipment Committee, in collaboration with Program Management, should develop and implement a comprehensive technical staffing strategy to address the significant increase in student-to-technician ratio. Specifically, the committee should: 1. Conduct an urgent review of current technical staff allocation 2. Develop a targeted recruitment plan to hire additional technical support staff

	3. Optimize existing technical resources through strategic workforce planning Rationale: The dramatic increase in the student-to-technician ratio from 15.5 in 2023 to 36.0 in 2025 represents a critical deviation from the program's target of 19.5 and external benchmarks. This substantial increase directly impacts the program's ability to: - Provide high-quality learning resources - Support students' technical skill development - Ensure effective practical training in interior design This recommendation aligns with the program's goals of improving learning infrastructure (Goal 1) and preparing competent graduates with essential skills (Goal 5.1), while supporting the overall mission of offering competitive higher education in interior design.

OC-06

متوسط تقييم منسوبي البرنامج للمناخ والبيئة التنظيمية داخل البرنامج(على مقياس لايكرت من 5 نقاط) Avg. Stakeholders evaluation of Programs Administrative and Organizational Environment and Workplace Atmosphere(on a likert scale 1-5)*

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target

Female Students	3.71	3.19	2.71	3.84	3.46	3.27	3.8
Female Faculty	3.34	4.44	4.0	4.04	3.46	4.0	3.42
Female Graduates	2.88	3.6	2.75	3.34	3.46	3.69	2.95
Male Admin Staff	4.3	N/A	N/A	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	3.63	3.91	3.71	4.15	3.46	4.0	3.72

تحليل المؤشر KPI Analysis	## Analysis of KPI OC-06: Stakeholders' Evaluation of Administrative and Organizational Environment The Interior Design program demonstrates mixed performance in stakeholder satisfaction with the administrative and organizational environment. The overall average of 3.63 in 2025, while exceeding the external benchmark of 3.46 (Qassim University), falls short of both the internal benchmark (4.15) and target (4.0). **Positive Developments:** Female students show remarkable improvement, rising from 2.71 (2023) to 3.71 (2025), surpassing their target of 3.27. This upward trajectory reflects enhanced administrative efficiency and improved processes, aligning with program goal 4. Male administrative staff achieved an excellent rating of 4.3, exceeding their target and matching the internal benchmark. Female administrative staff maintained steady performance at 3.91, approaching their target of 3.96.

	Areas of Concern: Female faculty ratings declined significantly from 4.44 (2024) to 3.34 (2025), falling below both the internal benchmark (4.04) and target (4.0). This decline may impact goal 3 regarding faculty performance enhancement. Female graduates' satisfaction dropped from 3.6 (2024) to 2.88 (2025), the lowest among all categories and significantly below their target of 3.69. **Strategic Implications:** The declining faculty satisfaction could affect teaching quality and learning experiences (goal 1), while low graduate satisfaction may indicate insufficient support services (goal 2) or gaps in preparing competent graduates (goal 5). The program's mission to provide a supportive academic environment requires addressing these stakeholder concerns. **Conclusion:** While student satisfaction improvements are encouraging, the program must prioritize addressing faculty and graduate concerns to create a truly supportive environment that enables achievement of Vision 2030 objectives and maintains competitive higher education standards.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates a significant improvement in female students' satisfaction with the administrative and organizational environment, rising from 2.71 in 2023 to 3.71 in 2025, showcasing enhanced administrative efficiency and supportive academic processes. This strength directly supports the program's mission of offering competitive higher education within a supportive academic environment and aligns with the goal of improving administrative efficiency and processes.
توصيات/فرص التحسين Areas for Improveme	Based on the comprehensive analysis of KPI OC-06, I recommend the following: Recommendation: The Program Management, in collaboration with the Guidance and Advising Committee and the Scientific Research and Ethics

nt/Recommendations	Committee, should conduct a comprehensive stakeholder satisfaction diagnostic study focusing specifically on female faculty and female graduates to understand the root causes of their declining satisfaction with the administrative and organizational environment. Rationale: The data reveals significant drops in satisfaction levels for two critical stakeholder groups: 1. Female faculty satisfaction declined from 4.44 to 3.34 2. Female graduates' satisfaction dropped from 3.6 to 2.88 This recommendation directly addresses: - Program Goal 2: Providing comprehensive support to students - Program Goal 3: Enhancing faculty performance - Program Goal 4: Improving administrative efficiency - Program Mission of offering a supportive academic environment The diagnostic study should: - Use in-depth qualitative methods like focus groups and interviews - Explore potential issues in administrative processes, communication, support mechanisms, and workplace atmosphere - Develop targeted intervention strategies based on findings - Create an action plan to address identified gaps This targeted approach will help restore stakeholder confidence, improve the organizational environment, and align with the program's strategic objectives of delivering competitive higher education in interior design.

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متوسط تقييم منسوبي البرنامج لمناسبة وفعالية التمثيل والتكامل والتنسيق والمشاركة بين شطري البرنامج(على مقياس لايكرت من 5 نقاط) Avg. Facultys Evaluation of Adequacy of Representativeness Coordination and Integration between Programs male and female sections(on a likert scale 1-5)

تحليل المؤشر KPI Analysis	N/A
نقاط القوة Strengths	N/A
توصيات/فرص التحسين Areas for Improvement/Recommendations	N/A

OC-08

متوسط تقييم منسوبي البرنامج لنزاهة وعدالة ومساواة إدارة البرنامج بين كافة منسوبيه(على مقياس لايكرت من 5 نقاط) Avg. of Stakeholders Evaluation of Programs Integrity and Promotion of Equity and Equality between all of its Stakeholders(on a likert scale 1-5)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Students	3.94	3.48	3.0	3.88	3.35	3.57	4.0
Female Faculty	3.36	4.5	4.0	4.02	3.35	4.0	3.44
Female Graduates	3.38	4.2	2.75	3.33	3.35	4.0	3.46
Male Admin Staff	4.29	N/A	N/A	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	3.73	4.02	3.61	4.04	3.35	4.0	3.82

تحليل المؤشر KPI Analysis	The Interior Design program's stakeholder evaluation of integrity, equity, and equality shows mixed performance across different categories in 2025. While the overall average of 3.73 demonstrates reasonable satisfaction levels, it represents a decline from the strong 4.02 achieved in 2024, falling short of the 4.0 target. **Positive Developments:** Female students show remarkable improvement, rising from 3.0 (2023) to 3.94 (2025), exceeding their target of 3.57 and surpassing the external benchmark of 3.35. This upward trajectory suggests enhanced program administration effectiveness in promoting fairness among students. Male administrative staff achieved an excellent 4.29, significantly exceeding targets and

	benchmarks. Female administrative staff also demonstrated consistent growth, reaching 3.7 and meeting their target of 3.65. **Areas of Concern:** The most significant challenge lies with female faculty, whose evaluation dropped dramatically from 4.5 (2024) to 3.36 (2025), falling below both the 4.0 target and internal benchmark of 4.02. Similarly, female graduates' ratings declined from 4.2 (2024) to 3.38 (2025), missing the 4.0 target. **Strategic Alignment:** These results directly impact program goals 3 and 4, concerning faculty performance enhancement and administrative efficiency improvement. The declining faculty satisfaction may affect goal 1 (quality of teaching and learning) and goal 5 (graduate competency preparation), as faculty perceptions of equity influence their engagement and effectiveness. **Comparative Performance:** While all categories exceed the external benchmark of 3.35, the program falls slightly below the internal college average of 4.04, indicating room for improvement relative to peer programs. The mixed results suggest that while student and administrative staff satisfaction is improving, faculty and graduate perceptions of program integrity require immediate attention to maintain the supportive academic environment essential for achieving the program's mission.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates a significant improvement in female students' perception of program integrity, with ratings rising from 3.0 in 2023 to 3.94 in 2025, exceeding the target and external benchmarks, which aligns with the program's goal of providing a supportive academic environment.
توصيات/فرص التحسين Areas for Improveme	Recommendation: Given the significant drop in female faculty and female graduates' evaluation of the program's integrity and equity, the Program Management and the Scientific Research and Ethics Committee should conduct a comprehensive review and enhancement of

nt/Recommendations	faculty support mechanisms and graduate engagement strategies. Specifically, the recommendation is to: 1. Implement a structured "Faculty and Graduate Equity Dialogue Program" that: - Conducts confidential focus group discussions to understand the root causes of decreased satisfaction - Develops transparent communication channels for addressing perceived inequities - Creates a formal mechanism for faculty and graduates to provide feedback on administrative practices This recommendation aligns with the program's mission of offering competitive higher education within a supportive academic environment and directly addresses goals 3 (enhancing faculty performance) and 4 (improving administrative efficiency). The proposed initiative will help restore the high levels of satisfaction observed in 2024, rebuild trust, and ensure that female faculty and graduates feel fully supported and valued within the Interior Design program. Responsible Parties: - Program Management - Scientific Research and Ethics Committee - Guidance and Advising Committee

OC-11

متوسط رضا المستفيدين عن شمولية وكفاية الوصف والمعلومات المعلنة من قبل البرنامج(على مقياس لايكرت من 5 نقاط) Avg. of Stakeholders Satisfaction of Comprehensiveness and Adequacy of Information and Description provided about the Program(on a likert scale 1-5)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Students	4.25	3.97	3.92	4.22	3.9	4.0	4.0
Female Faculty	4.0	4.33	4.28	4.42	3.9	4.0	4.0
Employers	4.38	4.4	4.5	4.59	3.9	4.0	4.0
Female Graduates	3.44	3.8	2.88	3.87	3.9	3.9	3.53
Male Admin Staff	4.36	N/A	N/A	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	4.11	4.22	3.9	4.31	3.9	4.0	4.0

تحليل المؤشر KPI Analysis	## Analysis of KPI OC-11: Stakeholder Satisfaction with Program Information The Interior Design program demonstrates strong performance in stakeholder satisfaction regarding information

	comprehensiveness and adequacy, with most categories exceeding targets and external benchmarks. **Positive Performance Indicators:** Female students show remarkable improvement, rising from 3.92 (2023) to 4.25 (2025), surpassing both the 4.0 target and external benchmark (3.9). This upward trajectory reflects enhanced communication strategies that align with Goal 2's emphasis on student support services. Employers consistently rate satisfaction highly (4.38-4.5), significantly exceeding targets and external benchmarks, indicating effective program marketing that supports Goal 5's objective of preparing market-ready graduates. Both administrative staff categories (male: 4.36, female: 4.25) demonstrate strong satisfaction levels, reflecting Goal 4's focus on administrative efficiency. **Areas Requiring Attention:** Female graduates present the most concerning trend, declining from 3.8 (2024) to 3.44 (2025), falling below both the 3.9 target and external benchmark. This suggests potential gaps in post-graduation communication or alumni engagement strategies. Female faculty satisfaction decreased from 4.33 (2024) to 4.0 (2025), though still meeting targets. This decline warrants monitoring given Goal 3's emphasis on faculty performance enhancement. **Comparative Analysis:** The program consistently outperforms Qassim University's benchmark (3.9) across most categories, demonstrating competitive positioning. However, performance relative to internal benchmarks varies, with some categories slightly underperforming college averages. **Strategic Implications:** The overall satisfaction level (4.11) exceeds targets and external benchmarks, supporting the program's mission to provide competitive higher education. The strong employer satisfaction particularly validates the program's alignment with Vision 2030's

	workforce development objectives. Addressing graduate satisfaction concerns while maintaining current strengths will be crucial for sustained stakeholder confidence.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates exceptional performance in stakeholder satisfaction, with female students showing a significant improvement from 3.92 to 4.25, reflecting the program's commitment to enhancing communication and support services for students. This strength point is aligned with the program's mission to offer competitive higher education and Goal 2's objective of providing comprehensive student support, showcasing the program's continuous efforts to improve the learning experience for female students.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the comprehensive analysis of KPI OC-11, there is one key recommendation: Recommendation: Develop a Targeted Alumni Engagement and Communication Strategy The most significant area of concern is the decline in female graduates' satisfaction from 3.8 to 3.44, which falls below the target of 3.9. To address this, the program should: 1. Establish a robust alumni tracking and communication system 2. Create tailored post-graduation support and information sharing mechanisms 3. Develop regular feedback channels and networking opportunities for recent graduates Responsible Parties: - Program Management - Guidance and Advising Committee - Community Service and Voluntary Work Committee

	Alignment with Program Goals: - Supports Goal 2: Providing comprehensive student support services - Supports Goal 5: Preparing competent graduates with employability skills - Supports the program's mission of offering competitive higher education and preparing qualified interior designers Rationale: The significant drop in graduate satisfaction suggests potential gaps in post-graduation communication, support, and engagement. By implementing a strategic approach to alumni relations, the program can improve information sharing, maintain connections, and gain valuable insights into graduates' professional journeys. This recommendation aims to bridge the communication gap and ensure continued support for graduates beyond their academic tenure.

OC-12

متوسط رضا منسوبي البرنامج عن تشجيع إدارة البرنامج للمبادرات والمقترحات التطويرية ومدى وضوح الآليات المتعلقة بذلك(على مقياس لايكرت من 5 نقاط) Avg. Stakeholders Satisfaction of Programs Encouragement of Developmental Suggestions and Initiatives and their relevant mechanisms and procedures(on a likert scale 1-5)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Students	4.2	4.11	3.71	4.35	N/A	4.0	4.0
Female Faculty	3.63	4.5	3.7	4.15	N/A	4.0	3.72
Female Graduates	3.5	4.0	2.5	3.71	N/A	4.0	3.59
Male Admin Staff	4.21	N/A	N/A	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	3.91	4.12	3.77	4.21	N/A	4.0	4.0

تحليل المؤشر KPI Analysis	## Analysis of KPI OC-12: Stakeholder Satisfaction with Program's Encouragement of Developmental Initiatives The Interior Design program demonstrates mixed performance in encouraging developmental suggestions and initiatives across stakeholder categories in 2025. **Positive Performance Areas:** Female students show exceptional satisfaction (4.2), exceeding the target (4.0) and demonstrating consistent improvement from 3.71 (2023) to 4.11 (2024) to 4.2 (2025). This upward trajectory reflects effective implementation of Goal 4 regarding

	administrative efficiency improvements. Male administrative staff achieved the highest satisfaction (4.21), meeting both target and internal benchmark expectations. Female administrative staff reached their target exactly (4.0), showing steady progress from 3.4 (2023), indicating improved internal processes and communication mechanisms. **Areas Requiring Attention:** The most concerning decline occurred among female faculty, dropping significantly from 4.5 (2024) to 3.63 (2025), falling below both the target (4.0) and internal benchmark (4.15). This substantial decrease suggests potential challenges in faculty engagement mechanisms that may impact Goal 3 (enhancing faculty performance). Female graduates' satisfaction decreased from 4.0 (2024) to 3.5 (2025), falling short of the target. However, this still represents improvement from the 2.5 baseline in 2023. **Overall Assessment:** The total average declined from 4.12 (2024) to 3.91 (2025), falling below the 4.0 target and significantly under the internal benchmark (4.21). This suggests other programs within the college are more effective at encouraging developmental initiatives. **Strategic Implications:** The declining faculty satisfaction particularly threatens the program's mission to provide competitive higher education and contribute to Vision 2030. While student satisfaction improvements support Goals 1 and 2, addressing faculty engagement mechanisms is crucial for maintaining program quality and research contributions (Goal 6).
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates a remarkable improvement in female students' satisfaction with developmental

	initiatives, consistently rising from 3.71 in 2023 to 4.2 in 2025, which directly supports the program's mission of offering competitive higher education in a supportive academic environment.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the comprehensive analysis of KPI OC-12, I recommend the following: Recommendation: The Program Management, in collaboration with the Scientific Research and Ethics Committee, should develop a targeted Faculty Engagement Enhancement Program specifically addressing the significant drop in faculty satisfaction regarding developmental initiatives and suggestions. Key Focus Areas: 1. Conduct confidential faculty feedback surveys to understand the root causes of decreased satisfaction 2. Establish more transparent and structured mechanisms for faculty to propose and implement developmental initiatives 3. Create a formal recognition and reward system for faculty members who contribute innovative suggestions 4. Implement regular communication forums where faculty can discuss potential improvements openly Rationale: The dramatic decline in female faculty satisfaction from 4.5 (2024) to 3.63 (2025) indicates a critical need for intervention. This recommendation directly supports the program's mission of offering competitive higher education and aligns with Goal 3 (enhancing faculty performance) and Goal 6 (contributing to research through faculty engagement). By systematically addressing faculty concerns and creating a more supportive environment for developmental initiatives, the program can restore faculty confidence, improve overall program quality, and maintain its competitive edge in interior design education.

OC-13

مدى وعي المستفيدين بضوابط وقيم وقواعد الأمانة العلمية وحقوق الملكية الفكرية والممارسات الأخلاقية(على مقياس لايكرت من 5 نقاط) Avg. Stakeholders Awareness of Values of Scientific Integrity Intellectual Property Rights Rules of Ethical Practices and Proper Conduct(on a likert scale 1-5)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Students	4.33	4.15	3.43	4.25	3.61	4.0	4.0
Female Faculty	3.91	4.54	3.9	4.31	3.61	4.0	4.0
Female Graduates	4.0	4.0	3.75	4.17	3.61	4.0	4.0
Total/Average	4.08	4.23	4.02	4.33	3.61	4.0	4.0

تحليل المؤشر KPI Analysis	## Analysis of KPI OC-13: Stakeholders' Awareness of Scientific Integrity and Ethical Practices The Interior Design program demonstrates commendable performance in fostering awareness of scientific integrity, intellectual property rights, and ethical practices among its stakeholders. The overall 2025 score of 4.08 exceeds the target of 4.0, indicating strong alignment with program goal 5.3, which emphasizes improving students' awareness of ethical values and professional conduct principles.

	Female Students show exceptional progress, achieving 4.33 in 2025—a significant improvement from 3.43 in 2023. This upward trajectory reflects the program's commitment to preparing qualified graduates with vital employability skills, as outlined in goal 5. The score surpasses both the internal benchmark (4.25) and substantially exceeds external benchmarks from Qassim University (3.61). **Female Faculty** performance presents a mixed picture, declining from 4.54 in 2024 to 3.91 in 2025, falling below the internal benchmark (4.31) and target (4.0). This temporary dip may reflect transitional challenges but remains above external benchmarks. **Female Graduates** maintain consistent performance at the target level (4.0), demonstrating sustained ethical awareness post-graduation, which supports the program's mission of preparing competent professionals for the labor market. The program significantly outperforms external benchmarks across all categories, with Qassim University (3.61) and IAU (3.5) scoring considerably lower. This superior performance reflects the program's effective integration of ethical education within its supportive academic environment. The strong ethical foundation established through this KPI directly supports the program's contribution to Kingdom Vision 2030 by developing professionally responsible interior designers who uphold scientific integrity and intellectual property standards in their practice.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates exceptional progress in cultivating ethical awareness, with female students achieving a remarkable 4.33 score in 2025, significantly improving from 3.43 in 2023 and surpassing both internal and external benchmarks, reflecting the program's commitment to developing professionally responsible designers.
توصيات/فرص التحسين	Based on the comprehensive analysis of KPI OC-13, there is no need for immediate corrective action. The KPI data shows strong performance across all stakeholder categories, with the overall 2025 value of 4.08 exceeding the target of 4.0 and demonstrating

Areas for Improvement/Recommendations	consistent improvement in awareness of scientific integrity and ethical practices. Key observations: - Female Students achieved an impressive 4.33 in 2025 - Female Graduates maintained the target score of 4.0 - The total/average score of 4.08 surpasses both internal and external benchmarks The slight decline in Female Faculty's score from 4.54 to 3.91 does not warrant a critical intervention, as it still remains close to the target and above external benchmarks. The program has effectively demonstrated its commitment to ethical awareness and professional conduct across all stakeholders groups. The data reflects the program's success in implementing goal 5.3 of enhancing students' awareness of ethical values and principles of professional conduct, and aligns well with the program's mission of preparing qualified interior designers with vital employability skills.

OC-14

Avg. of Stakeholders Awareness of Programs Mechanisms and Procedures for Complaints Grievance and Disciplinary(on a likert scale 1-5) مدى وعي منسوبي البرنامج بآليات الشكاوى والتظلم والتأديب(على مقياس لايكرت من 5 نقاط)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target

Female Students	3.88	3.93	3.57	3.98	3.42	4.0	3.98
Female Faculty	3.77	4.12	3.0	4.08	3.42	4.0	3.86
Female Graduates	3.5	3.7	2.25	3.61	3.42	3.79	3.59
Total/Average	3.72	3.92	3.46	4.13	3.42	4.0	3.81

تحليل المؤشر KPI Analysis	## Analysis of KPI OC-14: Stakeholder Awareness of Complaints, Grievance and Disciplinary Mechanisms The Interior Design program demonstrates **strong performance** in stakeholder awareness of complaints and grievance procedures, with all categories consistently exceeding the external benchmark of 3.42 from Qassim University. This reflects effective communication and transparency in program administration, directly supporting **Goal 4** regarding administrative efficiency and processes. **Performance Trends:** - **Female Students** maintained stable awareness levels (3.88 in 2025 vs 3.93 in 2024), showing consistent understanding of available support mechanisms - **Female Faculty** experienced a decline from 4.12 to 3.77, though still maintaining good awareness levels - **Female Graduates** showed improvement from 2.25 in 2023 to 3.5 in 2025, indicating enhanced program communication over time **Benchmark Comparisons:** The program performs competitively against external standards, with all stakeholder categories surpassing Qassim University's

	benchmark. However, when compared to internal benchmarks, there are opportunities for alignment with college-wide standards, particularly for faculty (4.08 internal vs 3.77 actual) and overall average (4.13 internal vs 3.72 actual). **Mission Alignment:** This KPI directly supports the program's mission of providing a "supportive academic environment" by ensuring stakeholders understand available grievance mechanisms. Strong awareness levels contribute to **Goal 2** by facilitating effective student support services and counseling accessibility. The program's performance demonstrates adequate stakeholder awareness, with particularly strong results among students and graduates. The consistent outperformance of external benchmarks indicates effective communication strategies that support the program's commitment to creating a supportive learning environment aligned with Vision 2030's emphasis on quality education and student welfare.
نقاط القوة Strengths	Based on the KPI data and analysis, here's a strength point: Strength Point: The Interior Design program has demonstrated significant improvement in graduates' awareness of complaints and grievance mechanisms, rising from 2.25 in 2023 to 3.5 in 2025, showcasing enhanced communication and support for student welfare. This strength point reflects the program's commitment to: - Goal 2: Providing support to students through improved advising and supportive services - Mission statement: Offering a supportive academic environment - Enhancing student experience and transparency in program administration
توصيات/فرص التحسين Areas for Improveme	Based on the provided KPI data and analysis for KPI OC-14, I recommend the following: Recommendation: The Program Management and Guidance and Advising Committee should develop a targeted awareness enhancement strategy for

nt/Recommendations	female faculty members to improve their understanding of complaints, grievance, and disciplinary mechanisms. This strategy should include: 1. Conducting periodic orientation sessions specifically focused on explaining the detailed procedures for complaints and grievance mechanisms 2. Creating easily accessible documentation and visual guides that clearly outline the steps and channels for raising concerns 3. Implementing a feedback loop to ensure faculty members feel comfortable and informed about these processes Rationale: While the overall performance is strong, there is a noticeable decline in faculty awareness from 4.12 in 2024 to 3.77 in 2025. This drop is significant, especially considering the internal benchmark of 4.08. The recommendation aligns with the program's Goal 2 (providing support services) and Goal 4 (improving administrative efficiency), and supports the mission of offering a supportive academic environment. The proposed approach will help maintain the program's commitment to transparency and effective communication, ensuring all stakeholders are well-informed about available support mechanisms.

OC-15

Avg. of Stakeholders Awareness of Programs Graduate Attributes and Learning Outcomes(on a likert scale 1-5) مدى وعي المستفيدين بخصائص خريجي البرنامج ومخرجات التعلم(على مقياس لايكرت من 5 نقاط)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Students	4.09	3.74	2.29	3.93	3.76	3.83	4.0
Female Faculty	3.84	3.83	4.21	4.18	3.76	3.93	3.94
Employers	4.5	4.75	5.0	4.58	3.76	4.0	4.0
Female Graduates	3.62	3.8	3.38	3.8	3.76	3.9	3.71
Total/Average	4.01	4.03	3.72	4.27	3.76	4.0	4.0

تحليل المؤشر KPI Analysis	The Interior Design program demonstrates strong stakeholder awareness of graduate attributes and learning outcomes, with the overall 2025 score of 4.01 maintaining consistency with 2024 (4.03) and showing substantial improvement from 2023 (3.72). This positive performance aligns well with the program's mission to prepare qualified interior designers and supports goals 5.1-5.3 regarding graduate competencies and employability skills. **Stakeholder Analysis:** Female students show remarkable improvement, rising from 2.29 (2023) to 4.09 (2025), significantly exceeding their target of 3.83. This dramatic enhancement reflects effective communication of program outcomes and graduate attributes, supporting goal 2 regarding student support services. Employers consistently rate awareness highest across all categories, maintaining excellent scores (5.0 in 2023, 4.75 in 2024, 4.5 in

	2025) while still exceeding the 4.0 target. This strong employer awareness directly supports the program's commitment to producing graduates with vital employability skills demanded in the labor market. Female faculty awareness remains stable around 3.84, meeting the 3.93 target, while female graduates scored 3.62, slightly below the 3.9 target but showing recovery from 2023 levels. **Benchmark Comparison:** The program significantly outperforms the external benchmark (Qassim University: 3.76) across most categories, particularly among employers and students. However, the internal benchmark (4.27) suggests room for alignment with other college programs. **Strategic Alignment:** The strong stakeholder awareness supports the program's Vision 2030 alignment and community engagement goals (goal 7). The high employer awareness particularly validates the program's focus on preparing competent graduates with market-relevant skills, while improved student awareness enhances the supportive academic environment central to the program's mission.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates exceptional improvement in student stakeholder awareness, with female students' perception of graduate attributes and learning outcomes dramatically rising from 2.29 in 2023 to 4.09 in 2025, significantly exceeding the target and reflecting the program's commitment to high-quality education and student support. This strength point highlights the program's success in effectively communicating its learning outcomes, directly supporting goals 2 and 5 of preparing competent graduates with vital employability skills and providing comprehensive student support services.
توصيات/فرص التحسين Areas for Improveme	Based on the comprehensive analysis of KPI OC-15, there is no need for immediate corrective action. The KPI data shows strong performance across all stakeholder categories, with the overall 2025 score of 4.01 being consistent with the 2024 score and significantly improved from 2023.

nt/Recommendations	Key observations: - Female students showed a remarkable improvement from 2.29 to 4.09 - Employers consistently maintained high awareness scores - The overall score exceeds both internal and external benchmarks - The program is effectively communicating graduate attributes and learning outcomes The data demonstrates successful implementation of the program's goals, particularly in preparing qualified interior designers and enhancing stakeholder awareness of program outcomes. The performance aligns well with the program's mission of offering competitive higher education and preparing graduates with vital employability skills.

OC-16

نسبة مشاركة هيئة التدريس في برامج التدريب على استراتيجيات التدريس وطرق تقييم المخرجات(على مقياس لايكرت من 5 نقاط) Percentage of Facultys Participation in Training Programs on Teaching Strategies and Learning Outcomes Assessment Methods(on a likert scale 1-5)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Total/Average	60.0	52.0	100.0	86.79	77.45	53.3	62.23

تحليل المؤشر KPI Analysis	## Analysis of Faculty Training Participation (KPI OC-16) The Interior Design program's faculty participation in teaching strategies and learning outcomes assessment training shows concerning fluctuations over the three-year period. The data reveals a dramatic decline from 100% participation in 2023 to 52% in

	2024, followed by a modest recovery to 60% in 2025. **Performance Against Benchmarks:** While the 2025 performance (60%) exceeds the program target (53.3%), it significantly underperforms against both internal (86.79%) and external benchmarks (77.45% at Qassim University). This 26.79-point gap with the college average and 17.45-point deficit compared to the external benchmark indicates substantial room for improvement. **Alignment with Program Mission and Goals:** This KPI directly supports Goal 3 (enhancing faculty performance professionally and academically) and Goal 1 (improving teaching quality). The current participation level may compromise the program's mission to provide "competitive higher education" and prepare "qualified interior designers with vital employability skills." **Critical Implications:** The declining trend from 2023's perfect participation suggests potential barriers to professional development engagement. Given the program's focus on preparing graduates with essential technologies and research skills (Goal 5.1), faculty training in modern teaching strategies and assessment methods is crucial for maintaining educational quality. **Recommendations:** The program should investigate factors contributing to the 2024 decline and implement strategies to boost participation rates. Enhanced faculty development initiatives are essential to bridge the performance gap with peer institutions and support the program's commitment to Vision 2030. Achieving participation rates closer to the internal benchmark would better align with the program's quality improvement objectives and ensure faculty are equipped with contemporary pedagogical approaches necessary for preparing competitive graduates in the interior design field.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrated a positive upward trajectory in faculty training participation, recovering from 52% in

	2024 to 60% in 2025, successfully surpassing the program's target of 53.3% and indicating a commitment to continuous professional development. This strength point reflects the program's dedication to Goal 3 (enhancing faculty performance) and Goal 1 (improving teaching quality), supporting the mission of providing competitive higher education and preparing qualified interior designers with vital employability skills.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the provided KPI data and analysis for KPI OC-16, here is a targeted recommendation: Recommendation: The Program Management, in collaboration with the Learning Resources Facilities and Equipment Committee, should develop a comprehensive faculty professional development strategy to increase and sustain training participation rates in teaching strategies and learning outcomes assessment methods. Rationale: While the 2025 value (60%) meets the program target, it significantly lags behind internal (86.79%) and external benchmarks (77.45%). The dramatic drop from 100% in 2023 to 52% in 2024 indicates potential barriers to faculty training engagement. This recommendation directly supports Program Goal 3 (enhancing faculty performance) and Goal 1 (improving teaching quality), ensuring alignment with the program's mission of providing competitive higher education in interior design. Key Action Items: 1. Conduct a survey to identify barriers to training participation 2. Design flexible training formats (online, hybrid, short-duration sessions) 3. Integrate training participation into faculty performance evaluation 4. Create incentive mechanisms for consistent professional development

	This recommendation aims to bridge the performance gap, enhance teaching quality, and ultimately support the preparation of qualified interior designers with vital employability skills.

OC-17

Percentage of Facultys نسبة مشاركة هيئة التدريس في برامج التدريب على استخدام التقنيات الحديثة في التدريس وتقييم الطلبة(على مقياس لايكرت من 5 نقاط) Participation in Training Programs on Using New Technology in Teaching and Assessment(on a likert scale 1-5)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Total/Average	85.71	40.0	100.0	92.62	76.9	41.0	87.85

تحليل المؤشر KPI Analysis	## Analysis of Faculty Technology Training Participation (OC-17) The Interior Design program demonstrates **exceptional performance** in faculty participation in technology training programs, with 2025 achieving 85.71% - significantly exceeding the target of 41.0% by **109%**. This outstanding result reflects strong commitment to Goal 3 (enhancing faculty performance) and Goal 1 (improving teaching quality). **Trend Analysis:** The program shows remarkable recovery from a concerning dip to 40.0% in 2024, nearly returning to the excellent 100.0% level achieved in 2023. This V-shaped trajectory suggests effective intervention and renewed focus on professional development. **Benchmark Comparisons:** While the current performance (85.71%) falls slightly below the internal college average (92.62%), it

	substantially outperforms the external benchmark from Qassim University (76.9%) by 11.4%. This positions the program favorably within the broader academic landscape. **Strategic Alignment:** This KPI directly supports the program's mission to provide "competitive higher education" through faculty equipped with modern teaching technologies. High participation rates enable faculty to integrate essential technologies into interior design education (Goal 5.1) and enhance critical thinking development (Goal 5.2). **Impact on Program Quality:** Strong technology training participation ensures faculty can deliver contemporary interior design education aligned with Vision 2030's digital transformation goals. This technological competency directly benefits female students by providing them with modern learning experiences and preparing them for technology-integrated professional environments. **Recommendations:** While performance is strong, achieving consistency with the internal benchmark (92.62%) would further enhance the program's competitive position. Sustained investment in faculty technology training will continue supporting the program's mission to prepare qualified interior designers with vital employability skills demanded in the evolving labor market.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates exceptional improvement in faculty technology training participation, surpassing the target by 109% in 2025 and outperforming the external benchmark, which directly supports the program's mission of providing competitive, technology-integrated education for female students. This strength point reflects the program's commitment to Goals 3 (enhancing faculty performance) and 1 (improving teaching quality), while aligning with the mission of preparing qualified interior designers with vital employability skills through modern technological training.
توصيات/فرص التحسين Areas for	Based on the comprehensive analysis of KPI OC-17, there is no need for immediate corrective action. The program has demonstrated exceptional performance in faculty participation in technology training programs, with the 2025 value of 85.71% significantly exceeding the target and showing a strong recovery from the 2024 dip.

Improvement/Recommendations	The KPI value is well above the critical threshold of 3.5 on the Likert scale, and the program has nearly returned to its 2023 performance level of 100%. While there is a slight gap between the current performance and the internal college benchmark (92.62%), the difference is minimal and does not warrant an urgent recommendation. The program continues to effectively support its mission of providing competitive higher education and preparing qualified interior designers with modern technological skills. The high participation rate in technology training programs demonstrates a strong commitment to faculty development and educational quality.

OC-18

متوسط تقييم الطلبة لعناصر الأسئلة الخاصة ببداية المقرر والتي تشمل مدى تزويد الطلبة بمعلومات شاملة حول المقرر في بداية الفصل وتعريفهم بمتطلبات النجاح وطرق التقويم(على مقياس لايكرت من 5 نقاط) 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)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Students	4.17	4.03	4.11	4.2	4.5	4.0	4.0
Total/Average	4.17	4.03	4.11	4.26	4.5	4.0	4.0

تحليل المؤشر KPI Analysis	## Analysis of KPI OC-18: Student Evaluation of Course Introductory Materials

	The Interior Design program demonstrates **strong performance** in providing comprehensive course introductory materials, with the 2025 actual value of 4.17 exceeding the target of 4.0 and showing positive improvement from 2024 (4.03). This upward trajectory indicates enhanced effectiveness in communicating course information, assessment methods, and success requirements to female students. **Comparative Analysis:** The program performs competitively against internal benchmarks, achieving 4.17 compared to the college average of 4.26, representing a minimal gap of 0.09 points. However, when compared to the external benchmark from Qassim University (4.5), there remains room for enhancement, with a 0.33-point difference. **Historical Trends:** The three-year data reveals consistent performance above the 4.0 threshold, with values fluctuating between 4.03-4.17. The recent improvement from 2024 to 2025 suggests positive momentum in course orientation practices. **Program Alignment:** This KPI directly supports **Program Goal 1** (improving teaching and learning quality) and **Goal 2** (enhancing student support services). Effective course introductions are fundamental to creating the "supportive academic environment" emphasized in the program's mission. Clear communication of requirements and assessment methods enables students to develop the "vital employability skills" central to the program's vision. **Strategic Implications:** The strong performance in this area contributes to preparing "qualified interior designers" by establishing clear expectations from course inception. This foundation supports the development of critical thinking and problem-solving skills (Goal 5.2) while promoting professional conduct awareness (Goal 5.3).

	The consistent above-target performance demonstrates the program's commitment to quality education delivery, aligning with the Kingdom's Vision 2030 objectives for educational excellence.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates a commendable strength in providing comprehensive course introductory materials, with a consistent and improving student evaluation score of 4.17 in 2025, which exceeds the target and supports the program's mission of delivering high-quality, supportive academic experiences.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the provided KPI data and analysis for KPI OC-18, there is no need for immediate action or significant improvement. The KPI demonstrates strong performance with the following positive indicators: 1. The 2025 actual value (4.17) exceeds the target of 4.0 2. There's a positive improvement from 2024 (4.03) 3. The values consistently remain above 4.0 over the past three years 4. The performance is very close to the internal benchmark (4.26) While there is a small gap with the external benchmark from Qassim University (4.5), the difference is minimal (0.33 points). The program is already effectively communicating course information, assessment methods, and success requirements to students. The current approach aligns well with the program's mission of offering competitive higher education in interior design within a supportive academic environment. Therefore, the program should continue its existing practices for course introductory materials and maintain the current level of comprehensive course information provision.

OC-19

متوسط تقييم الطلبة لعنصر تقديم درجات الواجبات والاختبارات خلال وقت كاف وبشكل عادل لكافة المقررات(على مقياس لايكرت من 5 نقاط) 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)"

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Students	3.72	3.91	3.79	3.87	4.28	4.0	3.81
Total/Average	3.72	3.91	3.79	4.0	4.28	4.0	3.81

تحليل المؤشر KPI Analysis	## Analysis of KPI OC-19: Student Evaluation of Feedback Timeliness and Fairness The Interior Design program's performance in providing timely and fair feedback shows concerning trends that require immediate attention. The 2025 actual value of 3.72 represents a notable decline from 3.91 in 2024, falling significantly below the target of 4.0 and creating a gap of 0.28 points. **Comparative Analysis:** The program underperforms against multiple benchmarks. Compared to the internal benchmark of 4.0 (average across all college programs), the current performance indicates systemic challenges specific to the Interior Design program. More critically, the external benchmark from Qassim University at 4.28 reveals a substantial performance gap of 0.56 points, suggesting that similar programs elsewhere achieve significantly better student satisfaction in feedback provision. **Trend Analysis:** The three-year trend (2023: 3.79, 2024: 3.91, 2025: 3.72) shows initial improvement followed by regression, indicating inconsistent feedback practices that may undermine student learning experiences.

	Program Alignment: This KPI directly impacts several program goals, particularly Goal 2 (student support services) and Goal 5.2 (enhancing critical thinking and problem-solving skills). Timely, constructive feedback is essential for developing competent graduates with vital employability skills, as outlined in the program's mission. The current performance may hinder students' ability to improve their performance and develop professional competencies required in the interior design field. **Strategic Implications:** Given the program's commitment to preparing qualified interior designers within a supportive academic environment, the declining feedback quality threatens the achievement of Vision 2030 alignment. The performance gap suggests need for systematic improvements in faculty feedback practices, assessment timing, and evaluation processes to ensure female students receive the support necessary for academic and professional success.
نقاط القوة Strengths	Based on the KPI data and analysis, I cannot identify a clear strength point for this KPI. The performance has declined from 3.91 in 2024 to 3.72 in 2025, falling below the target of 4.0 and significantly lower than the external benchmark of 4.28. The analysis highlights concerns about feedback timeliness and fairness, which do not present any notable strengths to highlight. The data suggests the need for improvement in feedback mechanisms rather than identifying a strength. The program would benefit from investigating the reasons behind the performance decline and implementing strategies to enhance student feedback processes.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the analysis of KPI OC-19, here is a targeted recommendation: Recommendation: The Program Management and Course Teams should develop and implement a standardized feedback protocol to improve the timeliness and quality of assignment and exam feedback. This protocol should include: 1. Establishing clear turnaround times for returning graded assignments and exams (maximum 2 weeks after submission)

	2. Creating a structured feedback template that provides specific, constructive comments to help students understand their performance and areas for improvement 3. Implementing a mid-semester feedback review to ensure consistent application of feedback practices across all courses Rationale: The KPI data shows a decline in student satisfaction with feedback (from 3.91 in 2024 to 3.72 in 2025), falling short of the 4.0 target and significantly below the external benchmark of 4.28. This recommendation directly addresses the program's goals of improving teaching quality, student support, and preparing competent graduates with critical thinking skills. The proposed protocol will help: - Enhance student learning experiences - Provide more actionable feedback - Support students' academic and professional development - Align with the program's mission of offering competitive higher education in interior design Responsible Parties: - Program Management - Course Teams This recommendation aims to systematically improve feedback practices and support the program's commitment to high-quality education for female students in the Interior Design program.

OC-20

متوسط تقييم الطلبة لعدالة البرنامج في تطبيق معايير وشروط القبول والتسجيل فيه(على مقياس لايكرت من 5 نقاط) Avg. of Students Evaluation of Fairness of Programs Admission and Regsiteration Processes(on a likert scale 1-5)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Students	4.16	4.35	4.19	4.27	4.5	4.0	4.0
Total/Average	4.16	4.35	4.19	4.38	4.5	4.0	4.0

تحليل المؤشر KPI Analysis	## Analysis of KPI OC-20: Student Evaluation of Admission and Registration Fairness The Interior Design program demonstrates **strong performance** in students' perception of fairness in admission and registration processes, with the 2025 actual value of 4.16 significantly exceeding the target of 4.0. This positive outcome reflects the program's commitment to **Goal 4** (improving administrative efficiency and processes) and supports **Goal 2** (providing comprehensive student support services). **Trend Analysis:** The three-year data reveals fluctuation patterns, with 2024 showing the highest score (4.35), followed by a slight decline to 4.16 in 2025, yet remaining above the 2023 baseline of 4.19. This indicates sustained student satisfaction with admission fairness, demonstrating the program's consistent adherence to transparent and equitable processes. **Benchmark Comparison:** While the program exceeds its internal target, it falls slightly below the external benchmark of 4.5 from Qassim University, indicating room for enhancement. The internal benchmark comparison shows the program performing at 4.16 versus the college average of 4.38, suggesting opportunities for process refinement. **Mission Alignment:** These results support the program's mission to provide "competitive higher education within a supportive

	academic environment." Fair admission processes are fundamental to creating an inclusive learning environment that prepares qualified interior designers, directly contributing to **Goal 5** (preparation of competent graduates) and the broader Vision 2030 objectives. **Strategic Implications:** The consistently high scores above 4.0 demonstrate effective implementation of admission criteria and registration procedures. This fairness perception enhances student trust and satisfaction, creating a positive foundation for academic success. The program's performance in this area supports its commitment to quality education delivery and student-centered services, essential for developing the skilled interior designers needed in the evolving Saudi market. The sustained positive performance indicates robust administrative systems supporting the program's educational excellence goals.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates a strong commitment to fairness in admission and registration processes, consistently achieving scores above 4.0 on the student evaluation scale, which directly supports the program's mission of providing a supportive academic environment and preparing qualified interior designers.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the provided KPI data and analysis for KPI OC-20, there is no need for immediate action or specific recommendations for improvement. The KPI demonstrates strong performance with the following positive indicators: - 2025 actual value of 4.16 (out of 5) exceeds the target of 4.0 - Consistent performance across multiple years - Reflects the program's commitment to fair admission and registration processes While there is a slight decline from the 2024 value of 4.35 to 4.16 in 2025, and the score is marginally below the external benchmark of 4.5, the overall performance remains robust and above the target. The program has maintained a high level of

	student satisfaction regarding the fairness of admission and registration processes. The analysis already highlights the KPI's alignment with the program's mission and strategic goals, particularly in providing a supportive academic environment and maintaining administrative efficiency. Therefore, the current approach appears to be effective, and no specific recommendations are warranted at this time.

OC-22

متوسط تقييم الطلبة لسهولة الحصول على معلومات حول البرنامج قبل التسجيل فيه (على مقياس لايكرت من 5 نقاط) Avg. of Students Evaluation of Accessibility of Programs Information Prior to Registeration and Admission (on a likert scale 1-5)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Students	4.31	3.71	4.17	4.23	4.28	3.8	4.0
Total/Average	4.31	3.71	4.17	4.33	4.28	3.8	4.0

تحليل المؤشر KPI Analysis	## Analysis of KPI OC-22: Student Evaluation of Program Information Accessibility The Interior Design program demonstrates **exceptional performance** in providing accessible program information to prospective students, with the 2025 actual value of **4.31** significantly exceeding the target of **3.8** by 13.4%. This outstanding achievement reflects the program's commitment to transparency and effective communication with potential applicants.

	Trend Analysis: The program shows remarkable improvement from 2024 (3.71) to 2025 (4.31), representing a substantial **16.2% increase**. While there was a slight decline from 2023 (4.17) to 2024, the 2025 recovery demonstrates resilience and effective corrective measures. This upward trajectory indicates enhanced information dissemination strategies and improved accessibility channels. **Benchmark Comparison:** The 2025 performance (4.31) **surpasses the external benchmark** from Qassim University (4.28), positioning the program competitively within the higher education landscape. The performance also aligns closely with the internal college average (4.33), demonstrating consistency with institutional standards while maintaining program-specific excellence. **Strategic Alignment:** This achievement directly supports **Program Goals 2 and 4**, enhancing student support services and improving administrative efficiency. The high accessibility rating facilitates informed decision-making for prospective female students, contributing to better program-student fit and ultimately supporting **Goal 5** in preparing qualified graduates. **Mission Connection:** The excellent information accessibility aligns with the program's mission to provide "competitive higher education in interior design within a supportive academic environment." By ensuring prospective students have comprehensive program information, the program creates a foundation for successful academic journeys and contributes to realizing Vision 2030's educational excellence objectives. The consistently high performance indicates robust information systems and effective communication strategies that support the program's overall educational mission.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates exceptional performance in providing accessible program information, with a significant 16.2% improvement in 2025, exceeding both internal and external benchmarks and surpassing the target by 13.4%, reflecting a strong commitment to transparent and effective student communication.

	This strength point highlights the program's success in supporting its mission of offering competitive higher education and providing a supportive academic environment, particularly in enhancing information accessibility for prospective female students.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the provided KPI data and analysis for KPI OC-22, there is no need for immediate action or improvement. The KPI demonstrates exceptional performance with the following positive indicators: 1. The 2025 actual value of 4.31 significantly exceeds the target of 3.8 2. There's a substantial 16.2% increase from 2024 to 2025 3. The performance surpasses both external and internal benchmarks 4. The KPI value is well above 3.5 on the 5-point Likert scale The analysis highlights that the Interior Design program has successfully implemented effective communication and information accessibility strategies for prospective students. The program has not only met but exceeded expectations in providing clear and accessible information about the program prior to registration and admission. The current approach aligns well with the program's mission of offering competitive higher education and supporting students' decision-making processes. Therefore, the program should continue maintaining its current strategies for information dissemination and accessibility.

OC-23

Avg. of Students Evaluation of Student Orientation Programs (on a likert scale 1-5) متوسط تقييم الطلبة لبرامج تهيئة الطلبة الجدد (على مقياس لايكرت من 5 نقاط)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Students	3.84	3.47	3.47	3.87	N/A	3.56	3.94
Total/Average	3.84	3.47	3.47	3.97	N/A	3.56	3.94

تحليل المؤشر KPI Analysis	The Interior Design program demonstrates significant improvement in student evaluation of orientation programs, with KPI OC-23 showing a notable increase from 3.47 in both 2023 and 2024 to 3.84 in 2025. This 0.37-point improvement represents a 10.7% enhancement, substantially exceeding the program target of 3.56 and indicating effective refinements to orientation delivery. This positive trajectory aligns strongly with the program's mission to provide a "supportive academic environment" and directly supports Goal 2, which emphasizes improving student support services including academic and social advising. The enhanced orientation experience creates a stronger foundation for new students entering the interior design program, facilitating their transition into higher education. The 2025 performance approaches the college-wide benchmark of 3.87 for female students and 3.97 overall, with only a 0.03 and 0.13-point gap respectively. This near-benchmark performance demonstrates the program's competitive standing within Onaizah Colleges while highlighting potential for further enhancement. The consistent improvement from the stagnant 2023-2024 period to the 2025 achievement suggests successful implementation of orientation program enhancements. This progress supports Goal 1's emphasis on improving learning experiences and Goal 5's focus on preparing competent graduates, as effective orientation programs establish crucial early connections between students and their academic journey.

	The strong orientation evaluation contributes to the program's alignment with Saudi Vision 2030 by ensuring female students receive comprehensive support from program entry. This foundation enables them to develop the critical thinking, problem-solving, and communication skills outlined in Goal 5.2, ultimately preparing qualified interior designers for the evolving labor market. The upward trend indicates the program's commitment to continuous improvement in student support services, creating an environment where new students can successfully transition into their interior design education and develop the employability skills essential for their professional success.
نقاط القوة Strengths	Strength Point: The Interior Design program has demonstrated a significant 10.7% improvement in student orientation program evaluations, rising from 3.47 to 3.84 in 2025, which effectively supports the program's mission of providing a supportive academic environment and enhancing student transition into higher education.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the provided KPI data and analysis for KPI OC-23 (Average of Students Evaluation of Student Orientation Programs), there is no need for immediate action. The KPI shows a positive improvement from 3.47 in 2023-2024 to 3.84 in 2025, which is: - Above the target of 3.56 - Close to the internal benchmarks (3.87 for female students and 3.97 overall) - Represents a 10.7% enhancement in student orientation program evaluation The analysis demonstrates that the program has successfully implemented enhancements to its orientation programs, aligning with the program's goals of providing supportive academic environment and improving student support services. The current performance indicates effective strategies are already in place, and the program should continue its current approach of continuous improvement.

OC-24

متوسط تقييم الطلبة لعدالة البرنامج في تطبيق آليات التظلم والشكاوى والتأديب (على مقياس لايكرت من 5 نقاط) Avg. of Students Evaluation of Programs Fairness of Complaints Grievance and Disciplinary Procedures and Implementation (on a likert scale 1-5)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Students	3.61	3.56	3.71	3.89	N/A	3.65	3.7
Total/Average	3.61	3.56	3.71	4.2	N/A	3.65	3.7

تحليل المؤشر KPI Analysis	## Analysis of KPI OC-24: Student Evaluation of Program Fairness in Grievance Procedures The Interior Design program's performance in student evaluation of fairness in complaints, grievance, and disciplinary procedures shows mixed results that require attention. With a 2025 actual value of 3.61 out of 5, the program slightly exceeds its target of 3.65, indicating moderate student satisfaction with procedural fairness. **Trend Analysis:** The three-year trend reveals concerning fluctuations: starting at 3.71 in 2023, declining to 3.56 in 2024, then recovering to 3.61 in 2025. This volatility suggests inconsistency in how students perceive the fairness of grievance mechanisms, which directly impacts the supportive academic environment emphasized in the program's mission.

	Benchmark Comparison: The program significantly underperforms compared to other college programs, with internal benchmarks showing 3.89 (female students) and 4.2 (total average). This 0.28-0.59 point gap indicates that the Interior Design program lags behind institutional standards in procedural fairness perception. **Mission and Goals Alignment:** This KPI directly relates to Program Goal 2 (student support services) and Goal 4 (administrative efficiency improvement). The moderate scores suggest that while basic grievance procedures exist, students may not fully perceive them as fair or effectively implemented. This perception gap could undermine the program's mission to provide a "supportive academic environment." **Strategic Implications:** Given the program's focus on preparing qualified female interior designers with vital employability skills, ensuring fair and transparent grievance procedures is crucial for maintaining student trust and academic integrity. The current performance, while meeting targets, falls short of institutional benchmarks, suggesting room for procedural improvements and enhanced communication about existing mechanisms. The program should focus on strengthening procedural transparency and student awareness of grievance mechanisms to align with institutional standards.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates a positive trend of gradual improvement in student perception of procedural fairness, with the 2025 value (3.61) showing recovery and slight advancement from the 2024 level, aligning with the program's commitment to providing a supportive academic environment for female students. This strength point highlights the program's ongoing efforts to maintain and incrementally enhance student support mechanisms,

	which is directly connected to Program Goal 2 (improving student support services) and the program's mission of offering competitive higher education within a supportive academic environment.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the provided KPI data and analysis for KPI OC-24, here is a recommendation: Recommendation: The Program Management and Guidance and Advising Committee should develop and implement a comprehensive communication and transparency strategy to improve students' perception of fairness in grievance and disciplinary procedures. This should include: 1. Conducting focus group discussions with students to understand specific concerns about the current grievance mechanisms 2. Creating clear, easily accessible documentation of complaint and disciplinary procedures 3. Developing a transparent tracking and feedback system that allows students to understand the status and resolution of their grievances 4. Organizing periodic workshops to educate students about their rights, the existing grievance mechanisms, and the principles of procedural fairness Rationale: While the KPI value (3.61) is close to the target (3.65), the significant gap with internal benchmarks (3.89 for female students and 4.2 overall) indicates a need for improvement. The recommendation aligns with Program Goal 2 (providing student support services) and Goal 4 (improving administrative efficiency), and supports the program's mission of offering a supportive academic environment for female interior design students. The proposed strategy aims to enhance students' understanding and perception of procedural fairness, ultimately contributing to a more transparent and supportive learning environment.

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رضا الطلبة عن خدمات الإرشاد الأكاديمي المقدم من البرنامج (على مقياس لايكرت من 5 نقاط) Avg. Students Satisfaction of Programs Academic Advising and Counseling (on a likert scale 1-5)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Students	4.21	3.91	3.94	4.18	4.42	4.0	4.0
Total/Average	4.21	3.91	3.94	4.29	4.42	4.0	4.0

تحليل المؤشر KPI Analysis	The Interior Design program demonstrates significant improvement in student satisfaction with academic advising services, with the 2025 score of 4.21 representing a notable increase from 3.91 in 2024 and 3.94 in 2023. This upward trajectory indicates enhanced effectiveness in delivering academic guidance and counseling services to female students. The program has successfully exceeded its target of 4.0, demonstrating strong performance in supporting students through improved academic advising services, directly aligning with Program Goal 2. This achievement reflects the program's commitment to providing comprehensive support that enhances the overall learning experience and contributes to preparing qualified interior designers with vital employability skills. When compared to internal benchmarks, the program performs competitively, scoring 4.21 against the college average of 4.18-4.29 across different categories. This indicates that the Interior Design program's academic advising services are performing at or above institutional standards, suggesting effective implementation of support systems.

	However, the external benchmark comparison with Qassim University (4.42) reveals an opportunity gap of 0.21 points. While the program's performance is commendable and above target, this comparison suggests potential for further enhancement in academic advising quality and delivery methods. The positive trend and above-target performance indicate that the program's academic advising framework effectively supports female students' academic journey, contributing to their professional development and preparation for the interior design field. The improvement trajectory suggests that recent initiatives in academic counseling and support services are yielding positive results, enhancing student satisfaction and potentially contributing to better academic outcomes and graduate preparedness for the labor market, supporting the program's mission to prepare qualified interior designers within a supportive academic environment.
نقاط القوة Strengths	Strength Point: The Interior Design program has demonstrated a significant improvement in student satisfaction with academic advising services, achieving a high score of 4.21 in 2025, which exceeds both the program target and internal benchmarks, reflecting the program's commitment to providing comprehensive student support and enhancing the learning experience. This strength point directly aligns with Program Goal 2, which focuses on providing support to students through improved academic, social, psychological, and professional advising services. The improvement supports the program's mission of offering competitive higher education within a supportive academic environment and preparing qualified interior designers with vital employability skills.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the provided KPI data and analysis for KPI OC-25, there is no need for immediate action or specific recommendations for improvement. The KPI demonstrates a positive trend with the 2025 value of 4.21, which: - Exceeds the program's target of 4.0 - Shows improvement from previous years (3.91 in 2024 and 3.94 in 2023)

	- Performs competitively with internal benchmarks (4.18-4.29) While there is a small gap with the external benchmark from Qassim University (4.42), the current performance is strong and indicates effective academic advising services. The program has successfully implemented support systems that contribute to student satisfaction and align with the program's goals, particularly Goal 2 regarding student support and academic counseling. The analysis suggests that the current approaches to academic advising are working well and continue to enhance the student experience in the Interior Design program.

OC-26

رضا الطلبة عن خدمات الإرشاد المهني المقدم من البرنامج (على مقياس لايكرت من 5 نقاط) Avg. Students Satisfaction of Programs Professional Guidance and Counseling (on a likert scale 1-5)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Students	3.98	3.59	2.58	3.96	2.94	3.68	4.0
Total/Average	3.98	3.59	2.58	4.2	2.94	3.68	4.0

تحليل المؤشر KPI Analysis	The Interior Design program demonstrates remarkable improvement in student satisfaction with professional guidance and counseling services, with scores rising from 2.58 in 2023 to 3.59 in 2024, and further to 3.98 in 2025. This substantial 54% improvement over two years reflects the program's commitment to Goal 2: providing enhanced academic, social, psychological,

	and professional advising services. The 2025 performance (3.98) significantly exceeds the target of 3.68 and substantially outperforms the external benchmark from Qassim University (2.94), demonstrating competitive advantage in professional guidance delivery. This superior performance aligns with the program's mission to prepare qualified interior designers with vital employability skills within a supportive academic environment. However, when compared to internal benchmarks, the program performs slightly below the college average (4.2 for total average, 3.96 for female students). This indicates room for enhancement to match the excellence demonstrated by other programs within Onaizah Colleges. The consistent upward trajectory suggests effective implementation of professional counseling initiatives that support Goal 5's objective of preparing competent graduates with market-demanded employability skills. The strong satisfaction levels indicate that female students are receiving adequate guidance for career development, which directly contributes to realizing Vision 2030's objectives. The positive trend demonstrates the program's success in creating a supportive academic environment that enhances students' professional development. This improvement in professional guidance satisfaction is crucial for developing graduates who demonstrate core interior design knowledge while possessing essential career readiness skills. The program's performance reflects its commitment to student support services, though continued efforts to reach internal benchmark levels would further strengthen its competitive position and better serve its female student population in their professional preparation journey.
نقاط القوة Strengths	Strength Point: The Interior Design program has achieved a remarkable 54% improvement in student satisfaction with professional guidance and counseling services from 2023 to 2025, exceeding the target by 0.3 points and demonstrating a strong commitment to supporting students' professional development and employability skills.

	This strength point is directly aligned with the program's mission to provide a supportive academic environment and Goal 2, which focuses on improving academic, social, psychological, and professional advising services. The significant increase in student satisfaction reflects the program's dedication to preparing qualified interior design graduates with vital career readiness skills.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the provided KPI data and analysis for KPI OC-26, there is no need for immediate action or specific recommendations for improvement. The KPI shows a remarkable positive trajectory: - The satisfaction score has significantly improved from 2.58 in 2023 to 3.98 in 2025 - The 2025 value (3.98) exceeds the target of 3.68 - The score is well above the external benchmark of 2.94 - The improvement demonstrates the program's commitment to providing professional guidance and counseling While the score is slightly below the internal college benchmark (4.2 for total average, 3.96 for female students), the substantial improvement and current high level of satisfaction suggest that the current strategies are working effectively. The program should continue its existing approach to professional guidance and counseling services. The data reflects successful implementation of the program's goals, particularly Goal 2 (providing support to students) and Goal 5 (preparing competent graduates with employability skills). The positive trend indicates that the program is effectively supporting its female students in their professional development.

OC-27

رضا الطلبة عن خدمات الإرشاد النفسي والاجتماعي المقدم من البرنامج (على مقياس لايكرت من 5 نقاط) Avg. Students Satisfaction of Programs Pyschological and Social Guidance and Counseling (on a likert scale 1-5)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Students	3.77	3.63	3.14	3.89	3.08	3.72	3.86
Total/Average	3.77	3.63	3.14	4.0	3.08	3.72	3.86

تحليل المؤشر KPI Analysis	
	The Interior Design program demonstrates a commendable upward trajectory in student satisfaction with psychological and social guidance services, with scores improving consistently from 3.14 in 2023 to 3.63 in 2024, and further to 3.77 in 2025. This positive trend indicates the program's commitment to enhancing student support services, directly aligning with Goal 2 of providing comprehensive academic, social, and psychological advising. The 2025 performance (3.77) successfully exceeds the established target of 3.72, demonstrating effective implementation of support mechanisms. This achievement is particularly significant as it reflects the program's dedication to creating a supportive academic environment as outlined in its mission statement. The consistent improvement over three years suggests systematic enhancements in counseling services and student support infrastructure. When compared to external benchmarks, the program significantly outperforms Qassim University's similar program (3.08), showcasing a competitive advantage of 0.69 points. This superior performance reinforces the program's mission to offer competitive higher education while maintaining high-quality student support services. However, the program slightly underperforms against internal college benchmarks (3.89 for female students and 4.0 overall), indicating room for alignment with institutional standards. This gap of approximately 0.12-0.23 points suggests opportunities for knowledge sharing and best practice adoption from other college programs.

	The positive satisfaction levels support the program's goal of preparing qualified interior designers within a supportive environment, contributing to the development of graduates with vital employability skills. The improving trend in psychological and social guidance satisfaction creates a foundation for enhanced student well-being, which is essential for academic success and professional development in the interior design field.
نقاط القوة Strengths	Strength Point: The Interior Design program has demonstrated a remarkable improvement in student satisfaction with psychological and social guidance services, consistently increasing from 3.14 in 2023 to 3.77 in 2025, exceeding the target of 3.72 and outperforming the external benchmark by 0.69 points. This strength point directly reflects the program's commitment to Goal 2 of providing comprehensive student support services and aligns with the mission of offering competitive higher education within a supportive academic environment. The consistent upward trajectory showcases the program's dedication to enhancing student well-being and creating a nurturing educational experience for female students in the Interior Design program.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the provided KPI data and analysis for KPI OC-27, there is no need for immediate action or significant improvement recommendations. The KPI shows a positive trend with consistent improvement: - The 2025 value (3.77) exceeds the target (3.72) - There's a steady increase from 3.14 in 2023 to 3.77 in 2025 - The program outperforms the external benchmark (Qassim University) While there is a slight gap with internal college benchmarks (3.89-4.0), the difference is minimal (0.12-0.23 points), and the overall trajectory is positive. The program has demonstrated a strong commitment to enhancing psychological and social guidance services, directly supporting its mission of providing a supportive academic environment and contributing to student well-being.

	The current performance aligns well with the program's goals, particularly Goal 2 of providing comprehensive academic, social, and psychological advising. Therefore, the program should continue its current approach and maintain the positive momentum in student support services.

OC-28

متوسط رضا الطلبة حول آليات التعرف وإجراءات دعم الطلبة الموهوبين والمبدعين والمتفوقين (على مقياس لايكرت من 5 نقاط) Avg. of Students Satisfaction of Programs Mechanisms and Procedures for Supporting Gifted Talented and Creative Students (on a likert scale 1-5)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Students	3.95	3.62	3.36	4.02	3.36	3.71	4.0
Total/Average	3.95	3.62	3.36	4.15	3.36	3.71	4.0

تحليل المؤشر KPI Analysis	The Interior Design program demonstrates significant improvement in student satisfaction regarding mechanisms and procedures for supporting gifted, talented, and creative students. The KPI shows a consistent upward trajectory from 3.36 in 2023 to 3.62 in 2024, and notably to 3.95 in 2025, representing a substantial 17.6% improvement over two years. This positive trend indicates the program's commitment to Goal 2, which emphasizes providing comprehensive student support through improved academic, social, psychological, and professional services. The enhancement in satisfaction levels suggests that the program has successfully implemented more effective identification and support mechanisms for exceptional students, aligning

	with the mission to provide a supportive academic environment. The 2025 performance (3.95) significantly exceeds the established target of 3.71, demonstrating the program's effectiveness in nurturing gifted and creative female students. This achievement directly supports Goal 5.2, which focuses on enhancing students' critical thinking and problem-solving skills, as proper support for talented students typically involves advanced learning opportunities and creative challenges. When compared to the external benchmark from Qassim University (3.36), the Interior Design program shows superior performance, indicating competitive positioning in student support services. However, the program slightly underperforms compared to the internal college average (4.15), suggesting room for learning from best practices within other college programs. The consistent improvement trend reflects the program's dedication to creating an environment that identifies and nurtures creative talent, which is particularly crucial in interior design education. This progress supports the program's contribution to Vision 2030 by developing qualified designers with enhanced creative capabilities. The positive trajectory indicates that current support mechanisms are effective and should be maintained while exploring opportunities to reach the internal benchmark level.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates a remarkable 17.6% improvement in student satisfaction with support mechanisms for gifted and talented students, consistently exceeding the annual target and showcasing a strong commitment to nurturing creative potential in female students. This strength point reflects the program's alignment with its mission of providing a supportive academic environment and Goal 2, which emphasizes comprehensive student support services. The consistent upward trajectory from 3.36 in 2023 to 3.95 in 2025 highlights the program's effective strategies in identifying and supporting exceptional students.
توصيات/فرص التحسين	Based on the provided KPI data and analysis for KPI OC-28, there is no need for immediate action or significant improvement recommendations.

Areas for Improvement/Recommendations	The KPI shows a very positive trend: - The satisfaction score has consistently improved from 3.36 in 2023 to 3.95 in 2025 - The 2025 value (3.95) exceeds the target of 3.71 - The improvement represents a substantial 17.6% increase over two years While the program is slightly below the internal college benchmark of 4.15, the current trajectory and performance are strong. The analysis demonstrates that the Interior Design program is effectively supporting gifted, talented, and creative students, aligning with the program's goals of providing comprehensive student support and enhancing critical thinking skills. The recommendation would be to continue the current strategies and approaches that have led to this consistent improvement in student satisfaction regarding support mechanisms for exceptional students.

OC-29

متوسط رضا الطلبة حول آليات التعرف وإجراءات دعم الطلبة المتعثرين (على مقياس لايكرت من 5 نقاط) Avg. of Students Satisfaction of Programs Mechanisms and Procedures for Supporting Underachieving Students (on a likert scale 1-5)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Students	3.82	3.63	3.43	4.03	3.09	3.72	3.92
Total/Average	3.82	3.63	3.43	4.14	3.09	3.72	3.92

تحليل المؤشر KPI Analysis	## Analysis of Student Satisfaction with Support Mechanisms for Underachieving Students (OC-29) The Interior Design program demonstrates a **positive upward trajectory** in student satisfaction regarding support mechanisms for underachieving students. The KPI has shown consistent improvement from 3.43 in 2023 to 3.63 in 2024, and further to 3.82 in 2025, representing a notable 11.4% increase over two years. **Performance Against Benchmarks:** The 2025 actual value of 3.82 **exceeds the target of 3.72**, indicating successful achievement of program objectives. More significantly, the program **substantially outperforms the external benchmark** from Qassim University (3.09) by 23.6%, demonstrating competitive advantage in student support services. However, the program falls short of the internal college benchmark (4.14), suggesting room for alignment with best practices within Onaizah Colleges. This gap of 0.32 points indicates that while performance is strong, other programs within the college have achieved higher satisfaction levels. **Alignment with Program Mission and Goals:** This KPI directly supports **Goal 2** regarding student support services improvement and contributes to **Goal 5** by ensuring struggling students receive adequate assistance to develop employability skills. The consistent improvement reflects enhanced academic, social, and psychological support systems, crucial for preparing qualified interior designers. The positive trend indicates effective implementation of support mechanisms, which is essential for maintaining the program's commitment to providing a supportive academic environment as outlined in its mission statement. **Conclusion:** The program shows commendable progress in supporting underachieving students, with satisfaction levels trending positively and

	exceeding both targets and external benchmarks. The consistent year-over-year improvement demonstrates the program's dedication to student success and aligns well with its mission to provide comprehensive support within the interior design education framework.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates a remarkable 11.4% improvement in student satisfaction with support mechanisms for underachieving students over two years, consistently exceeding program targets and outperforming external benchmarks by 23.6%, which directly supports the program's mission of providing a supportive academic environment.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the provided KPI data and analysis for KPI OC-29, there is no need for immediate action or significant improvement recommendations. The KPI shows a positive trend with: - Consistent improvement from 3.43 in 2023 to 3.82 in 2025 - Exceeding the target of 3.72 - Outperforming the external benchmark by 23.6% While the program falls slightly short of the internal college benchmark (4.14), the current performance is strong and demonstrates effective support mechanisms for underachieving students. The upward trajectory and alignment with program goals suggest that the current strategies for student support are working well. The program should continue its current approach to supporting underachieving students, maintaining the positive momentum and incremental improvements observed in recent years.

OC-30

Avg. of Students and Graduates Satisfaction of Professional Development Activities provided by the Program and College رضا الطلبة والخريجين عن أنشطة التطوير المهني المقدمة لهم (على مقياس لايكرت من 5 نقاط)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Students	4.16	3.58	2.93	4.09	2.43	3.67	4.0
Female Graduates	3.25	3.5	2.38	3.71	2.43	3.59	3.33
Total/Average	3.7	3.54	2.65	4.03	2.43	3.63	3.79

تحليل المؤشر KPI Analysis	## Analysis of Professional Development Activities Satisfaction (OC-30) The Interior Design program demonstrates **remarkable improvement** in professional development satisfaction across all categories. Female students show exceptional progress, rising from 2.93 (2023) to 4.16 (2025), representing a **42% increase** and significantly exceeding the target of 3.67. This outstanding performance surpasses both the internal benchmark (4.09) and dramatically outperforms the external benchmark from Qassim University (2.43). Female graduates experienced a **36% improvement** from 2.38 (2023) to 3.25 (2025), though showing a slight decline from 2024 (3.5). Despite this minor decrease, the overall trajectory remains positive, approaching the target of 3.59. The total average demonstrates **consistent upward momentum**, increasing from 2.65 to 3.7, exceeding the target of 3.63.

	This positive trend strongly aligns with **Program Goal 2** (student support enhancement) and **Goal 5** (preparation of competent graduates with employability skills). The substantial improvement reflects effective implementation of professional development initiatives that support the program's mission to prepare qualified interior designers with vital employability skills. The **71% superiority** over external benchmarks indicates the program's competitive advantage in professional development delivery. Current students' exceptional satisfaction (4.16) suggests robust ongoing activities, while graduates' positive feedback (3.25) demonstrates lasting impact on career preparation. The consistent improvement across three years indicates sustainable enhancement in professional development quality, directly supporting **Vision 2030** alignment through enhanced graduate employability. The program's focus on female empowerment in interior design is clearly reflected in these strong satisfaction metrics, positioning graduates advantageously in the labor market with comprehensive professional development experiences.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates exceptional improvement in professional development activities, with female students' satisfaction significantly rising from 2.93 to 4.16, exceeding internal benchmarks and showcasing the program's commitment to preparing highly skilled and employable graduates.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the provided KPI data and analysis, there is no need for immediate action. The KPI shows significant improvement across all categories: 1. Female Students: Increased from 2.93 (2023) to 4.16 (2025), exceeding the target of 3.67 and internal benchmark of 4.09. 2. Female Graduates: Improved from 2.38 (2023) to 3.25 (2025), close to the target of 3.59. 3. Total Average: Increased from 2.65 to 3.7, surpassing the target of 3.63. The analysis highlights exceptional progress in professional development activities, strongly aligning with the program's goals of student support and graduate employability. The satisfaction levels demonstrate the program's effectiveness in preparing students

	for the job market, particularly in line with the program's mission of offering competitive higher education in interior design. The data shows a positive trajectory and successful implementation of professional development initiatives, suggesting that the current strategies are working effectively and do not require immediate intervention.

OC-31

نسبة الخريجين الذين لديهم سجلات في قاعدة بيانات الخريجين من إجمالي عدد الخريجين في السنة Percentage of Graduates who have Records in the Graduates Database of the Program/College within the Year

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
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

تحليل المؤشر KPI Analysis	## Analysis of KPI OC-31: Graduate Database Records The Interior Design program demonstrates **exceptional performance** in maintaining comprehensive graduate records, achieving a perfect 100% rate across all measured years (2023-2025). This outstanding consistency reflects the program's commitment to administrative excellence and systematic graduate tracking. ### Performance Analysis

	The program's sustained 100% achievement significantly **exceeds the external benchmark** of 70% from Qassim University, demonstrating superior administrative processes and graduate engagement strategies. This 30-percentage-point advantage positions the program as a leader in graduate database management within the sector. The consistent performance across three consecutive years indicates **robust administrative systems** and effective data collection procedures, directly supporting **Program Goal 4** (improving administrative efficiency and processes). This systematic approach ensures comprehensive tracking of all female graduates, facilitating future engagement and career monitoring. ### Strategic Alignment This KPI strongly supports the program's **mission to prepare qualified interior designers** by maintaining detailed graduate records that enable: - Long-term career outcome assessment - Alumni network development - Industry partnership facilitation - Employment tracking aligned with **Vision 2030** objectives The perfect record-keeping directly contributes to **Goal 5** (preparation of competent graduates) by enabling continuous monitoring of graduate success and market integration. It also supports **Goal 7** (community contribution) through maintained alumni connections for potential consultations and services. ### Recommendations While performance is exemplary, the program should: 1. Leverage this comprehensive database for graduate outcome studies

	2. Utilize records for industry engagement and partnership development 3. Implement regular database audits to maintain this high standard 4. Share best practices with other programs to enhance institutional performance This outstanding achievement in graduate record maintenance provides a solid foundation for program evaluation and continuous improvement initiatives.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates exceptional administrative excellence by consistently maintaining a 100% graduate database record rate, significantly surpassing the external benchmark and supporting the program's mission of preparing qualified, employable interior design professionals. This strength point reflects the program's commitment to systematic tracking, aligns with Goal 4 (improving administrative efficiency) and Goal 5 (preparing competent graduates), and supports the broader vision of enhancing graduate employability and professional development.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the provided KPI data and analysis for KPI OC-31, there is no need for immediate action. The Interior Design program has consistently achieved a 100% record of graduate database entries across all measured years (2023-2025), which significantly exceeds the external benchmark of 70% from Qassim University. The program has demonstrated exceptional performance in maintaining comprehensive graduate records, which aligns perfectly with its mission and goals, particularly in terms of administrative efficiency and graduate tracking. The current approach effectively supports the program's objectives of preparing qualified interior designers and maintaining strong alumni connections. Therefore, no specific recommendation for improvement is required at this time. The program should continue its current best practices in graduate database management.

OC-34

**Avg. of رضا الطلبة من ذوي الاحتياجات الخاصة وذوي الإعاقة عن ملائمة وكفاية الخدمات والمرافق والتجهيزات المقدمة لهم (على مقياس لايكرت من 5 نقاط)
Students of Special Needs and Disabilities of Facilities Equipment and Services provided by the Program/College (on a likert scale 1-5)**

تحليل المؤشر KPI Analysis	N/A
نقاط القوة Strengths	N/A
توصيات/فرص التحسين Areas for Improvement/Recommendations	N/A

OC-35

**Avg. Facultys متوسط رضا هيئة التدريس في البرنامج عن سياسات وإجراءات البرنامج في الاختيار والتوظيف والتعيين والتعاقد (على مقياس لايكرت من 5 نقاط)
Satisfaction of Programs Policies and Procedures for Selecting Recruiting Appointing and Contracting of/with Faculty (on a likert scale 1-5)**

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target

Female Faculty	3.75	3.64	3.93	4.35	N/A	3.73	3.84
Total/Average	3.75	3.64	3.93	4.43	N/A	3.73	3.84

تحليل المؤشر KPI Analysis	## Analysis of Faculty Satisfaction with Recruitment Policies (KPI OC-35) The Interior Design program demonstrates **moderate satisfaction** levels regarding faculty recruitment and appointment policies, with the 2025 actual value of 3.75 exceeding the target of 3.73. This achievement reflects positively on **Program Goal 4** (improving administrative efficiency and processes) and supports **Goal 3** (enhancing faculty performance) by ensuring transparent recruitment procedures. **Trend Analysis** reveals fluctuating satisfaction levels: declining from 3.93 (2023) to 3.64 (2024), then recovering to 3.75 (2025). This recovery suggests recent improvements in recruitment policies and procedures, aligning with the program's mission to provide a "supportive academic environment." **Performance Comparison** indicates a significant gap with internal benchmarks. The program's 3.75 score falls considerably below the college average of 4.43 for total categories and 4.35 for female faculty. This 0.68-point difference suggests opportunities for policy enhancement to match institutional standards. The current satisfaction level, while meeting targets, may impact the program's ability to attract and retain qualified faculty essential for **Goal 5** (preparing competent graduates) and **Goal 6** (contributing through quality research). Faculty satisfaction with recruitment processes directly influences their commitment to delivering quality education and supporting Vision 2030 objectives. **Positive Indicators** include the upward trajectory from 2024 to 2025 and target achievement, suggesting effective recent policy adjustments. The consistency between female faculty and total averages (both 3.75) indicates uniform satisfaction across

	the program's exclusively female faculty structure. Moving forward, the program should analyze successful practices from other college programs achieving higher satisfaction levels while maintaining the current positive momentum in policy improvements to better support faculty recruitment and retention strategies.
نقاط القوة Strengths	Strength Point: The Interior Design program has demonstrated a positive trend in faculty satisfaction with recruitment policies, successfully meeting its target and showing improvement from 2024 to 2025, which supports the program's commitment to enhancing administrative efficiency and faculty performance. This strength point highlights the program's progress towards its mission of providing a supportive academic environment and aligns with Goals 3 and 4 of continuously improving faculty and administrative processes. The recovery in satisfaction levels indicates responsive management and commitment to faculty well-being.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the provided KPI data and analysis for KPI OC-35, I have carefully reviewed the information. While the KPI value of 3.75 meets the target of 3.73, there is a notable gap between the program's performance and the internal benchmarks (4.43 and 4.35). Recommendation: The Program Management, in collaboration with the Learning Resources Facilities and Equipment Committee, should conduct a comprehensive review and benchmarking of faculty recruitment, selection, and appointment policies. Specifically, they should: 1. Organize focus group discussions with current faculty to identify specific areas of dissatisfaction in the recruitment and appointment processes. 2. Conduct a comparative analysis of recruitment policies with other high-performing programs in the college to identify best practices.

	3. Develop a more transparent and supportive recruitment framework that addresses potential gaps in faculty expectations and institutional procedures. The recommendation aligns with the program's mission of offering competitive higher education and supporting Goal 3 (enhancing faculty performance) and Goal 4 (improving administrative efficiency and processes). By addressing the satisfaction gap, the program can create a more supportive academic environment that attracts and retains high-quality faculty members, ultimately contributing to the quality of education and research output.

OC-40

متوسط رضا هيئة التدريس في البرنامج عن برامج التهيئة (على مقياس لايكرت من 5 نقاط) Avg. of Facultys Satisfaction of New Faculty Orientation Programs (on a likert scale 1-5)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Faculty	3.75	3.83	4.05	4.24	N/A	3.93	3.84
Total/Average	3.75	3.83	4.05	4.45	N/A	3.93	3.84

تحليل المؤشر KPI Analysis	The analysis of KPI OC-40 reveals concerning trends in faculty satisfaction with new faculty orientation programs within the Interior Design program. The data shows a consistent decline from 4.05 in 2023 to 3.83 in 2024, and further to 3.75 in 2025, representing a 7.4% decrease over two years. While the 2025 performance falls below the target of 3.93, it remains within an acceptable range on the Likert scale. However, the

	downward trajectory warrants attention, particularly when compared to internal benchmarks. The program significantly underperforms relative to other college programs, with a gap of 0.49 points (4.24 vs 3.75) for female faculty and 0.70 points (4.45 vs 3.75) overall. This declining satisfaction directly impacts program goal 3, which emphasizes enhancing faculty performance professionally and academically. Effective orientation programs are crucial for new faculty integration, particularly in a specialized field like interior design where faculty must understand both theoretical foundations and practical industry applications aligned with Vision 2030's economic diversification goals. The trend may affect the program's ability to attract and retain quality faculty members essential for achieving goal 1 (improving teaching quality) and goal 6 (contributing through quality research). Given that the program serves only female sections, ensuring comprehensive orientation becomes even more critical for creating supportive academic environments that align with the program's mission. The performance gap compared to other college programs suggests that while the Interior Design program's orientation may address basic requirements, it potentially lacks program-specific elements crucial for faculty success in this creative and technical discipline. The declining trend, though not critically low, indicates a need for program leadership to evaluate current orientation effectiveness and identify areas for enhancement to reverse this negative trajectory.
نقاط القوة Strengths	Based on the KPI data and analysis, here's a strength point: Strength Point: Despite a slight decline, the Interior Design program maintains a satisfactory faculty orientation rating above 3.5, demonstrating a commitment to supporting new faculty members and ensuring a foundational onboarding experience aligned with the program's mission of providing a supportive academic environment. The strength point highlights that:

	1. The rating is still relatively high on a 5-point Likert scale 2. It reflects the program's goal of enhancing faculty performance 3. It shows ongoing commitment to creating a supportive academic environment While the data shows a downward trend, the current rating still indicates a positive approach to faculty orientation, which is crucial for maintaining the quality of education in the Interior Design program.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the KPI data and analysis for KPI OC-40, here is a recommendation: Recommendation: The Program Management, in collaboration with the Learning Resources Facilities and Equipment Committee and the Scientific Research and Ethics Committee, should conduct a comprehensive review and redesign of the new faculty orientation program for the Interior Design program. The review should focus on: 1. Developing program-specific orientation modules that highlight the unique aspects of interior design education 2. Incorporating more targeted professional development components that align with the program's mission of preparing qualified interior designers and contributing to Vision 2030 3. Creating mentorship mechanisms to support new faculty's integration into the program's academic and research culture Rationale: While the current satisfaction level (3.75) is not critically low, the consistent decline from 4.05 in 2023 and the significant gap compared to college benchmarks (0.49-0.70 points) suggest a need for strategic intervention. This recommendation directly addresses program goals 3 (enhancing faculty performance) and 1 (improving teaching and learning experiences) by ensuring new faculty receive comprehensive, tailored support that enables their professional growth and effective integration into the program.

	The recommendation aligns with the program's mission of offering competitive higher education in interior design within a supportive academic environment and preparing qualified professionals with vital employability skills.

OC-41

Percentage of Faculty who Participated in Conferences Seminars or Peer Reviews of Research Projects and Papers نسبة مشاركة هيئة التدريس في المؤتمرات، حلق النقاش، المشروعات البحثية، تحكيم الرسائل العلمية، تحكيم البحوث العلمية

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Total/Average	100.0	100.0	65.0	100.0	78.55	100.0	100.0

تحليل المؤشر KPI Analysis	## Analysis of Faculty Conference and Research Participation (KPI OC-41) The Interior Design program demonstrates **exceptional performance** in faculty scholarly engagement, achieving 100% participation in conferences, seminars, and peer review activities for both 2024 and 2025. This represents a **remarkable improvement** from 65% in 2023, indicating a 35-percentage point increase that reflects enhanced faculty professional development and research culture. **Performance Against Benchmarks:** - **Target Achievement**: The program consistently meets its 100% target for 2024-2025 - **Internal Comparison**: Performance aligns perfectly with the college-wide average (100%), demonstrating institutional consistency - **External Excellence**: The program significantly outperforms Qassim University's similar program (78.55%) by 21.45 percentage points, establishing a competitive advantage

	Strategic Alignment: This outstanding performance directly supports **Program Goal 3** (enhancing faculty professional and academic performance) and **Goal 6** (contributing to interior design research). The high participation rate ensures faculty remain current with industry trends and research methodologies, essential for delivering quality education in interior design. The improvement trajectory from 2023 to 2024-2025 suggests effective implementation of faculty development initiatives. This enhanced scholarly engagement benefits the **all-female student body** through exposure to cutting-edge research, industry connections, and evidence-based teaching practices. **Recommendations:** 1. **Sustain Excellence**: Maintain current participation levels through continued support for conference attendance and research activities 2. **Quality Focus**: While quantity is achieved, emphasize the impact and relevance of participations to interior design education 3. **Knowledge Transfer**: Establish mechanisms for faculty to share conference insights and research findings with students and colleagues The program's superior performance positions it well to fulfill its mission of offering competitive higher education while contributing to Vision 2030 through research excellence and community engagement.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates exceptional faculty scholarly engagement, achieving 100% participation in conferences and research activities, significantly surpassing the external benchmark and reflecting a strong commitment to professional development and research excellence.

	This strength point is directly aligned with the program's mission of offering competitive higher education, enhancing faculty performance, and contributing to research in the field of interior design. It supports the program's goals of professional development and research contribution while preparing high-quality graduates with advanced skills.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the provided KPI data and analysis for KPI OC-41, there is no need for immediate action. The program has achieved exceptional performance, reaching 100% faculty participation in conferences, seminars, and peer review activities in both 2024 and 2025, which is a significant improvement from 65% in 2023. The data shows: - Full achievement of the 100% target - Alignment with college-wide average - Outperformance of the external benchmark by 21.45 percentage points The analysis already suggests maintaining this excellence through: 1. Sustaining current participation levels 2. Focusing on the quality and impact of scholarly activities 3. Establishing knowledge transfer mechanisms Given the outstanding performance and comprehensive recommendations already provided in the analysis, no additional specific recommendation is required at this time.

OC-44

نسب مشاركة هيئة التدريس في الأنشطة المجتمعية Percentage of Faculty Participation in Community Services/Activities

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal	القيمة المرجعية الداخلية Internal	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية	KPI Target المستهدف	المستهدف الجديد New Target

		Benchmark 1 (KPI in 2024)	Benchmark 2 (KPI in 2023)		External Benchmark 1		
Total/Average	100.0	100.0	100.0	92.5	79.95	100.0	100.0

تحليل المؤشر KPI Analysis	## Analysis of Faculty Community Participation (KPI OC-44) The Interior Design program demonstrates **exceptional performance** in faculty community participation, achieving a perfect 100% participation rate consistently across 2023-2025. This outstanding achievement significantly exceeds both internal and external benchmarks, positioning the program as a leader in community engagement. **Performance Comparison:** - **Internal Benchmark**: The program's 100% participation rate surpasses the college average of 92.5% by 7.5 percentage points, demonstrating superior faculty commitment compared to other programs within Onaizah Colleges. - **External Benchmark**: Most notably, the program substantially outperforms Qassim University's similar program (79.95%) by over 20 percentage points, indicating exceptional competitive advantage in community engagement. **Strategic Alignment:** This exemplary performance directly supports the program's mission to "promote community engagement" and specifically advances **Goal 7: Contribute to the local community through services, programs and consultations**. The 100% faculty participation creates a robust foundation for meaningful community partnerships and service delivery. **Implications for Program Excellence:** The consistent perfect participation rate suggests strong institutional culture and faculty dedication to community service. This engagement likely enhances the program's reputation, creates valuable industry connections, and provides students with real-

	world learning opportunities through faculty-led community projects. **Sustainability Considerations:** While maintaining 100% participation is commendable, the program should focus on ensuring the **quality and impact** of community activities rather than just participation rates. Developing metrics to assess the effectiveness and outcomes of these community engagements would provide deeper insights into their contribution to Vision 2030 objectives and local community development. The program's leadership in this area positions it well to serve as a model for other programs while continuing to strengthen community ties.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates exceptional community engagement with a consistent 100% faculty participation rate, significantly exceeding both internal (92.5%) and external (79.95%) benchmarks, which directly supports the program's mission of promoting community involvement and contributing to local development.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the provided KPI data and analysis for KPI OC-44 (Percentage of Faculty Participation in Community Services/Activities), there is no need for immediate action. The program has consistently achieved a perfect 100% faculty participation rate in community services/activities from 2023 to 2025, which: - Exceeds the internal benchmark of 92.5% - Significantly outperforms the external benchmark of 79.95% - Directly aligns with the program's mission of community engagement - Supports Goal 7 of contributing to the local community The only recommendation would be for the Community Service and Voluntary Work Committee to focus on:

	1. Developing more sophisticated metrics to assess the quality and impact of community activities 2. Documenting the specific outcomes and contributions of these community engagements 3. Sharing best practices with other programs in the college This approach will help maintain the program's leadership in community engagement while providing more comprehensive evidence of its community impact.

OC-45

Percentage of Achieved Training Programs in Faculty Training Plan نسبة إنجاز الخطة التدريبية لهيئة التدريس

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Total/Average	93.75	75.0	100.0	97.46	56.5	76.88	96.09

تحليل المؤشر KPI Analysis	## Analysis of Faculty Training Plan Achievement (KPI OC-45) The Interior Design program demonstrates strong performance in faculty training plan achievement, with 2025 showing a significant improvement to 93.75% from 75% in 2024, substantially exceeding the target of 76.88%. This upward trajectory, despite a decline from the perfect 100% achieved in 2023, indicates robust commitment to faculty development. **Performance Comparison:** The program's 2025 performance (93.75%) closely approaches the internal benchmark of 97.46% across all college programs, demonstrating competitive standing within the institution. Most notably, the program significantly outperforms the external benchmark from Qassim University (56.5%) by 37.25 percentage points, highlighting exceptional faculty development practices.

	Strategic Alignment: This strong training achievement directly supports Program Goal 3 (enhancing faculty performance professionally and academically) and Goal 1 (improving teaching quality). Well-trained faculty are essential for delivering the competitive higher education promised in the mission statement, particularly crucial for preparing qualified female interior designers with vital employability skills. **Impact on Program Objectives:** Comprehensive faculty training directly enhances the program's ability to achieve Goals 5.1-5.3 by ensuring instructors possess current knowledge and pedagogical skills to develop students' core competencies, critical thinking, and professional ethics. This investment in faculty development also supports Goal 6 (quality research production) and Goal 7 (community contribution). **Recommendations:** While performance is commendable, the slight gap below the internal benchmark suggests opportunities for enhancement. The program should analyze successful training practices from other college programs and maintain momentum to achieve consistent performance above 95%, ensuring sustained excellence in faculty development that ultimately benefits student outcomes and program reputation.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates exceptional faculty development, achieving 93.75% of its training plan in 2025 and significantly outperforming the external benchmark by 37.25 percentage points, which directly supports the program's mission of offering competitive higher education and preparing qualified female designers.
توصيات/فرص التحسين Areas for Improveme	Based on the provided KPI data and analysis for KPI OC-45 (Percentage of Achieved Training Programs in Faculty Training Plan), there is no need for immediate corrective action. The KPI demonstrates strong performance with:

nt/Recommendations	- 2025 value of 93.75% (exceeding the target of 76.88%) - Significant improvement from 75% in 2024 - Performance close to the internal benchmark of 97.46% - Substantial outperformance of the external benchmark (56.5%) The analysis already suggests continuous improvement through analyzing successful training practices from other college programs. The program is effectively supporting its goals of enhancing faculty performance and teaching quality. The current performance aligns well with the program's mission of offering competitive higher education and preparing qualified interior designers. Therefore, the program should continue its current approach to faculty training and maintain its momentum.

OC-46

Percentage of Faculty who Participated in the Training Programs of the Faculty Training Plan نسبة مشاركة والتحاق هيئة التدريس بالبرامج التدريبية المخطط لها

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Total/Average	58.0	42.0	100.0	80.0	53.4	43.05	59.45

تحليل المؤشر KPI Analysis	The Interior Design program's faculty training participation shows concerning volatility, with significant fluctuations from 100% in 2023 to 42% in 2024, followed by a recovery to 58% in 2025. This inconsistency undermines Goal 3's objective to enhance faculty performance professionally and academically.

	Performance Analysis: The 2025 performance (58%) exceeds the target (43.05%) and external benchmark (53.4% at Qassim University), indicating competitive positioning. However, the program significantly underperforms against the internal benchmark (80%), suggesting other college programs maintain more consistent faculty development practices. **Critical Concerns:** The dramatic decline in 2024 represents a substantial setback in faculty development continuity. This volatility directly impacts Goal 1's emphasis on improving teaching quality and learning experiences, as inconsistent professional development limits faculty's ability to integrate contemporary interior design methodologies and technologies. **Strategic Implications:** For a program preparing qualified interior designers with vital employability skills (Goal 5), faculty must stay current with industry trends and pedagogical innovations. The irregular participation patterns may compromise the program's ability to deliver cutting-edge education aligned with Vision 2030's requirements. **Recommendations:** 1. Establish systematic training schedules to prevent future participation gaps 2. Investigate barriers causing the 2024 decline to prevent recurrence 3. Align training programs with interior design industry developments and research priorities (Goal 6) 4. Implement mandatory professional development requirements to ensure consistency **Positive Outlook:** The 2025 recovery demonstrates resilience and commitment to faculty development. Maintaining this upward trajectory while achieving the internal benchmark level (80%) would significantly strengthen the program's capacity to deliver quality education and support community engagement initiatives (Goal 7), ultimately enhancing graduate competitiveness in the labor market.

نقاط القوة Strengths	Strength Point: The Interior Design program demonstrated a notable improvement in faculty training participation, rising from 42% in 2024 to 58% in 2025, exceeding the target of 43.05% and external benchmark of 53.4%, reflecting the program's commitment to continuous professional development and enhancing teaching quality. This strength point aligns with the program's goals of enhancing faculty performance (Goal 3), improving teaching and learning experiences (Goal 1), and preparing competent graduates with vital employability skills (Goal 5). The recovery in faculty training participation indicates a proactive approach to maintaining educational excellence and staying current with industry trends.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the provided KPI data and analysis for KPI OC-46, here is a recommendation: Recommendation: The Program Management, in collaboration with the Scientific Research and Ethics Committee, should develop a comprehensive and structured Faculty Professional Development Plan that ensures consistent and mandatory participation in training programs. This plan should: 1. Create a systematic tracking mechanism to monitor faculty training participation 2. Design targeted training modules aligned with interior design industry trends and pedagogical innovations 3. Implement incentive and accountability measures to maintain high participation rates 4. Conduct periodic assessments to identify and address barriers to faculty training participation Rationale: This recommendation directly supports Program Goal 3 (Enhance faculty performance professionally and academically) and Goal 1 (Improve teaching and learning experiences). By establishing a robust, consistent professional development framework, the program can mitigate the observed participation volatility, ensure continuous skill enhancement, and maintain alignment with the program's mission of preparing qualified interior designers with vital employability skills.

	The recommendation aims to bridge the gap between the current performance (58% in 2025) and the internal benchmark (80%), ultimately strengthening the program's educational quality and graduate competitiveness.

OC-47

متوسط رضا هيئة التدريس والطلبة عن كفاية وجودة الخدمات المقدمة لهم من قبل الكليات/البرنامج(على مقياس لايكرت من 5 نقاط) Avg. of Students and Facultys Satisfaction of Quality and Adequacy of Services provided by College/Program(on a likert scale 1-5)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Students	4.04	3.83	3.58	4.08	N/A	3.93	4.0
Female Faculty	4.12	3.95	4.21	4.39	N/A	4.0	4.0
Total/Average	4.08	3.89	3.9	4.33	N/A	3.99	4.0

تحليل المؤشر KPI Analysis	The Interior Design program demonstrates commendable performance in service satisfaction, with both stakeholder groups expressing positive feedback that aligns well with the program's mission to provide a supportive academic environment. **Performance Analysis:** The 2025 results show strong satisfaction levels across all categories. Female students rated services at 4.04/5, representing a

	consistent upward trajectory from 3.58 (2023) to 3.83 (2024), indicating sustained improvement in service delivery. This exceeds the target of 3.93, demonstrating effective implementation of Goal 2's emphasis on enhanced student support services. Female faculty satisfaction reached 4.12/5, surpassing the 4.0 target, though showing slight fluctuation from the 2023 peak of 4.21. The overall average of 4.08/5 significantly exceeds the 3.99 target. **Comparative Assessment:** While performance is strong, internal benchmarking reveals opportunities for enhancement. Female students' satisfaction (4.04) approaches but remains slightly below the college average (4.08), while faculty satisfaction (4.12) trails the college benchmark (4.39) more notably. The total average (4.08) also falls short of the college standard (4.33). **Strategic Alignment:** These positive satisfaction levels directly support the program's mission by ensuring a supportive academic environment essential for preparing qualified interior designers. The results particularly reinforce Goals 1 and 2, demonstrating effective quality in learning resources and student support services. The upward trend in student satisfaction suggests successful implementation of academic and professional advising improvements. **Conclusion:** The Interior Design program maintains strong service satisfaction levels that exceed established targets, reflecting a commitment to quality service delivery. The consistent improvement trajectory, particularly among students, indicates effective alignment with the program's mission to provide comprehensive support for developing competent graduates with vital employability skills for the Kingdom's Vision 2030.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates a commendable upward trajectory in service satisfaction, with female students showing a significant improvement from 3.58 in 2023 to 4.04 in 2025, exceeding the target of 3.93 and aligning with the program's mission of providing a supportive academic environment.

توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the comprehensive analysis of KPI OC-47, there is no need for immediate corrective action. The KPI data shows positive performance across all categories: 1. Female Students: 4.04/5 (Exceeds target of 3.93) 2. Female Faculty: 4.12/5 (Exceeds target of 4.0) 3. Overall Average: 4.08/5 (Exceeds target of 3.99) While there are slight gaps compared to the internal college benchmarks, the satisfaction levels are strong and demonstrate a consistent upward trajectory. The program has successfully implemented improvements in service quality and student support, aligning well with its mission and strategic goals. The analysis highlights continuous improvement, particularly in student services, which supports the program's objectives of providing a supportive academic environment and preparing qualified interior designers. Therefore, the current approach should be maintained and incrementally refined through ongoing feedback and assessment.

OC-48

متوسط رضا هيئة التدريس عن آليات وإجراءات التقييم الدوري لأدائهم (على مقياس لايكرت من 5 نقاط) Avg. of Facultys Satisfaction of Mechanisms and Procedures for their Annual Performance Appraisal and Evaluation (on a likert scale 1-5)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Faculty	4.18	4.33	3.6	4.38	4.64	4.0	4.0
Total/Average	4.18	4.33	4.3	4.5	4.64	4.0	4.0

تحليل المؤشر KPI Analysis	## Analysis of Faculty Satisfaction with Performance Evaluation Mechanisms (OC-48) The Interior Design program demonstrates **strong faculty satisfaction** with performance evaluation mechanisms, consistently exceeding the 4.0 target across all measurement periods. The 2025 actual value of 4.18 reflects positive faculty perceptions, though it represents a slight decline from the 2024 peak of 4.33. **Trend Analysis:** The program shows remarkable improvement from 2023 (3.6) to 2024 (4.33), indicating successful enhancements to evaluation procedures. The minor decrease to 4.18 in 2025 still maintains satisfaction well above target levels, suggesting stable faculty confidence in the appraisal system. **Benchmark Comparison:** While the program performs admirably, there are opportunities for enhancement when compared to benchmarks. The internal benchmark (4.38-4.5) indicates that other college programs achieve slightly higher satisfaction levels. More notably, the external benchmark from Qassim University (4.64) demonstrates best practices that could be adopted. **Program Alignment:** This KPI directly supports **Goal 3: Enhance faculty performance professionally and academically** by ensuring transparent, fair evaluation mechanisms. Satisfied faculty are more likely to engage effectively in teaching and research, contributing to **Goal 1's** quality improvement objectives and **Goal 6's** research contributions. The positive satisfaction levels indicate that faculty feel supported in their professional development, which is crucial for preparing competent graduates (**Goal 5**) and maintaining the supportive academic environment outlined in the program's mission. This foundation enables faculty to focus on delivering quality education that aligns with Vision 2030's human capital development objectives.

	Conclusion: The program maintains strong faculty satisfaction with evaluation mechanisms, though benchmarking suggests potential for further refinement to achieve excellence levels demonstrated by peer institutions.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates a commendable achievement in faculty satisfaction with performance evaluation mechanisms, consistently exceeding the target of 4.0 and showing significant improvement from 3.6 in 2023 to 4.18 in 2025, reflecting a robust and supportive academic environment. This strength point aligns with the program's mission of offering competitive higher education within a supportive academic environment and specifically supports Goal 3 of enhancing faculty performance professionally and academically. The high satisfaction levels indicate that the program is effectively supporting its faculty, which directly contributes to the quality of education and student outcomes.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the provided KPI data and analysis for KPI OC-48, there is no need for immediate action. The KPI values are consistently above the target of 4.0, with the 2025 value at 4.18, which is a strong indicator of faculty satisfaction with performance evaluation mechanisms. The slight decrease from 4.33 in 2024 to 4.18 in 2025 is minimal and does not warrant significant intervention. While there is a small gap between the program's performance and the external benchmark from Qassim University (4.64), the current satisfaction levels are still excellent and demonstrate the program's commitment to supporting faculty professional development. The data reflects the program's success in aligning with its goals of enhancing faculty performance and maintaining a supportive academic environment. Continued monitoring and incremental improvements can be pursued, but no urgent recommendations are necessary at this time.

OC-49

متوسط وعي هيئة التدريس بآليات وإجراءات ونماذج التقييم الدوري لأدائهم (على مقياس لايكرت من 5 نقاط) Avg. of Facultys Awareness of Mechanisms Procedures and Forms for their Annual Performance Appraisal and Evaluation (on a likert scale 1-5)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Faculty	3.87	4.21	3.1	4.32	4.61	4.0	3.97
Total/Average	3.87	4.21	4.05	4.42	4.61	4.0	3.97

تحليل المؤشر KPI Analysis	The faculty awareness of performance appraisal mechanisms in the Interior Design program shows concerning trends that require immediate attention. The 2025 actual value of 3.87 represents a significant decline from the 2024 peak of 4.21, falling below the target of 4.0 and creating a performance gap that undermines program goal 3 (enhancing faculty performance). **Comparative Analysis:** The program's performance lags considerably behind external benchmarks, with Qassim University achieving 4.61 compared to our 3.87 - a substantial 0.74-point gap. Similarly, the internal benchmark of 4.42 across other college programs highlights the Interior Design program's underperformance by 0.55 points. This disparity suggests systemic issues in communication and faculty development processes specific to the program. **Historical Perspective:** While 2024 showed promising improvement from 2023's 3.1, the 2025 decline indicates unsustained progress. The volatility in awareness levels suggests inconsistent implementation of faculty development initiatives and communication strategies regarding performance evaluation procedures.

	Mission Alignment Impact: This declining awareness directly threatens the program's mission to provide competitive higher education. Faculty uncertainty about evaluation mechanisms can compromise their professional development, ultimately affecting teaching quality and student preparation for employability skills demanded in the labor market. **Strategic Implications:** The below-target performance in faculty awareness may cascade into reduced teaching effectiveness, impacting goals 1 and 5 regarding quality education and graduate competency. For a program serving exclusively female students in alignment with Vision 2030's women empowerment objectives, ensuring faculty clarity on performance expectations is crucial for maintaining educational excellence and supporting the Kingdom's transformation goals. Immediate intervention is needed to restore faculty confidence and awareness through enhanced communication channels and comprehensive orientation programs.
نقاط القوة Strengths	Strength Point: Despite the recent decline, the Interior Design program demonstrated a significant improvement in faculty awareness of performance appraisal mechanisms from 3.1 in 2023 to 4.21 in 2024, showcasing the program's commitment to continuous professional development and transparent evaluation processes. This strength point highlights the program's progress towards goal 3 (enhancing faculty performance) and aligns with the mission of offering competitive higher education by supporting faculty professional growth. The substantial year-over-year improvement reflects the program's dedication to maintaining high-quality educational standards for female students.
توصيات/فرص التحسين Areas for	Based on the provided KPI data and analysis for KPI OC-49, here is a targeted recommendation: Recommendation:

Improvement/Recommendations	The Program Management, in collaboration with the Learning Resources Facilities and Equipment Committee, should develop a comprehensive Faculty Performance Evaluation Communication Strategy to address the decline in faculty awareness of performance appraisal mechanisms. Key Action Points: 1. Design a structured onboarding and periodic refresher workshop specifically focused on clarifying performance evaluation procedures, mechanisms, and evaluation forms. 2. Create a user-friendly digital handbook and quick reference guide detailing the entire performance appraisal process. 3. Implement a quarterly feedback session where faculty can discuss and seek clarification about evaluation processes. Rationale: The recommendation directly addresses the 0.74-point gap with external benchmarks and the 0.55-point difference from internal college benchmarks. By enhancing communication and understanding of performance evaluation mechanisms, the program can: - Restore faculty confidence - Align with the program's mission of providing competitive higher education - Support professional development - Maintain high-quality teaching standards This targeted approach will help bridge the awareness gap and support the program's goal of enhancing faculty performance professionally and academically.

OC-50

Avg. مدى رضا المستفيدين عن توفر الأعداد الكافية من مصادر التعلم بأنواعها في المكتبات الخاصة بالبرنامج أو الكلية أو المكتبة المركزية (على مقياس لايكرت من 5 نقاط)
Stakeholders Satisfaction of Adequacy of Learning Resources available in the Program/College/OC Libraries (on a likert scale 1-5)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Students	3.73	3.81	3.43	3.57	N/A	3.91	3.82
Female Faculty	3.91	3.6	3.76	4.21	N/A	3.69	4.0
Total/Average	3.82	3.7	3.6	4.14	N/A	3.79	3.92

تحليل المؤشر KPI Analysis	## Analysis of KPI OC-50: Stakeholder Satisfaction with Learning Resources Adequacy The Interior Design program demonstrates **positive performance** in stakeholder satisfaction regarding learning resources adequacy, with the overall satisfaction score of 3.82 in 2025 exceeding the target of 3.79. This achievement reflects the program's commitment to Goal 1: improving learning resources quality and supporting infrastructure. **Trend Analysis:** The program shows consistent improvement over the three-year period, with overall satisfaction increasing from 3.6 (2023) to 3.82 (2025). This upward trajectory indicates effective resource management and investment in library facilities. **Stakeholder Performance:** - **Female Students:** Satisfaction declined slightly from 3.81 (2024) to 3.73 (2025), falling short of the 3.91 target by 0.18 points. However, the score remains above the college average of 3.57, demonstrating competitive performance. - **Female Faculty:** Showed remarkable improvement from 3.6 (2024) to 3.91 (2025), significantly exceeding their target of 3.69. This 0.31-point increase suggests enhanced faculty access to research materials and academic resources.

	Benchmark Comparison: While the program performs above targets overall, it falls below the college average (4.14) by 0.32 points. The faculty satisfaction (3.91) is notably below the college faculty average (4.21), indicating potential areas for resource enhancement. **Strategic Alignment:** The positive performance supports the program's mission to provide competitive higher education within a supportive academic environment. Adequate learning resources directly contribute to preparing qualified interior designers with vital employability skills, aligning with Goals 5.1 and 5.2 regarding core knowledge demonstration and critical thinking enhancement. The program's resource adequacy satisfaction demonstrates solid foundation for achieving Vision 2030 objectives while maintaining room for continued improvement to match college-wide standards.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates a commendable upward trajectory in learning resources satisfaction, with overall stakeholder satisfaction consistently improving from 3.6 in 2023 to 3.82 in 2025, particularly highlighted by a significant 0.31-point increase in female faculty satisfaction. This strength point reflects the program's commitment to Goal 1 of improving learning resources quality and supporting infrastructure, directly supporting the program's mission of offering competitive higher education in interior design within a supportive academic environment.
توصيات/فرص التحسين Areas for Improveme	Based on the provided KPI data and analysis for KPI OC-50, here's a recommendation: Recommendation: While the overall performance is positive, there is a need to focus on improving learning resources specifically for female students. The Learning Resources Facilities and Equipment Committee, in collaboration with the Program Management, should conduct a

nt/Recommendations	comprehensive review of student learning resources to address the slight decline in student satisfaction. Key actions should include: 1. Conduct a detailed survey to identify specific types of learning resources that students find insufficient 2. Explore opportunities to expand digital and physical library resources tailored to interior design students' needs 3. Enhance resource accessibility and awareness through targeted orientation and resource guide programs This recommendation aligns with the program's Goal 1 (improving learning resources quality) and supports the mission of offering competitive higher education by ensuring students have access to comprehensive and up-to-date learning materials. The recommendation is particularly important given that the student satisfaction dropped from 3.81 in 2024 to 3.73 in 2025, and is below the target of 3.91, despite still being above the college average.

OC-51

مدى رضا المستفيدين عن توفر وكفاية المصادر الإلكترونية وقواعد المعلومات الرقمية وإمكانية الوصول لها (على مقياس لايكرت من 5 نقاط) Avg. Stakeholders Satisfaction of Adequacy and Accessibility of Digital Learning Resources and Databases (on a likert scale 1-5)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Students	3.79	3.91	3.43	3.72	N/A	4.0	3.88
Female Faculty	3.97	3.6	3.95	4.23	N/A	3.69	4.0

Total/Average	3.88	3.76	3.69	4.21	N/A	3.85	3.98

تحليل المؤشر KPI Analysis	## Analysis of Digital Learning Resources Satisfaction (OC-51) The Interior Design program demonstrates **positive performance** in stakeholder satisfaction regarding digital learning resources and databases, with the overall satisfaction score of 3.88 in 2025 exceeding the target of 3.85. This achievement reflects the program's commitment to **Goal 1: improving learning resources quality** and supports the mission's emphasis on providing a supportive academic environment. **Female Students** show consistent satisfaction levels, with 2025 scores (3.79) representing a slight decline from 2024 (3.91) but remaining substantially higher than 2023 (3.43). While approaching the 4.0 target, current performance demonstrates solid progress in digital resource accessibility, crucial for developing **core knowledge in interior design using essential technologies** (Goal 5.1). **Female Faculty** exhibit excellent satisfaction levels at 3.97 in 2025, significantly surpassing their target of 3.69 and showing marked improvement from 2024 (3.6). This high faculty satisfaction indicates effective digital infrastructure supporting **enhanced teaching quality** and **professional development** (Goals 1 and 3). The **three-year upward trend** (3.69→3.76→3.88) demonstrates sustained improvement in digital resource provision, aligning with the program's mission to offer competitive higher education. However, comparison with internal benchmarks reveals opportunities for enhancement, as both students (3.72 benchmark) and faculty (4.23 benchmark) categories show room for improvement relative to other college programs. The strong digital resource satisfaction supports **critical thinking and problem-solving skill development** (Goal 5.2) while

	facilitating **quality research production** (Goal 6). This technological foundation is essential for preparing graduates with vital employability skills demanded in the modern interior design market, directly contributing to **Vision 2030 realization**. Overall performance indicates effective digital infrastructure management supporting the program's comprehensive educational objectives.
نقاط القوة Strengths	Based on the KPI data and analysis, here's a strength point: Strength: The Interior Design program demonstrates a consistent upward trend in digital learning resources satisfaction, with an overall score of 3.88 in 2025, exceeding the target of 3.85 and reflecting continuous improvement in supporting a technology-enhanced learning environment. This strength point aligns with the program's mission of offering competitive higher education and specifically supports Goal 1 (improving learning resources quality) and Goal 5.1 (enabling graduates to demonstrate core knowledge using essential technologies). The steady improvement highlights the program's commitment to providing high-quality digital resources that enhance the learning experience for female students and faculty.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the provided KPI data and analysis for KPI OC-51, there is no need for immediate action. The overall KPI value for 2025 is 3.88, which exceeds the target of 3.85. Both female students (3.79) and female faculty (3.97) have satisfaction levels close to or above their respective targets. While there are slight variations compared to internal benchmarks, the three-year trend shows consistent improvement in digital learning resources satisfaction. The analysis highlights that the program has been successfully implementing strategies to enhance digital learning resources, supporting key program goals such as improving learning resource quality, developing core technological knowledge, and supporting faculty professional development.

	The current performance demonstrates the program's commitment to providing a supportive academic environment and preparing competitive interior design graduates with essential technological skills.

OC-52

متوسط رضا المستفيدين عن الخدمات التقنية المقدمة لهم من حيث مناسبتها وأمانها وسريتها وصيانتها وتحديثها دورياً (على مقياس لايكرت من 5 نقاط) Avg. of Stakeholders Satisfaction of IT Services in terms of their appropriateness security maintenance and up-to-dateness (on a likert scale 1-5)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Students	3.91	3.57	3.36	3.97	3.68	3.66	4.0
Female Faculty	3.83	3.67	4.05	4.19	3.68	3.76	3.93
Total/Average	3.87	3.62	3.71	4.26	3.68	3.71	3.97

تحليل المؤشر KPI Analysis	The Interior Design program demonstrates notable improvement in stakeholder satisfaction with IT services, with the overall average rising from 3.62 in 2024 to 3.87 in 2025, representing a significant 6.9% increase. This upward trajectory aligns with the program's mission to provide competitive higher education within a supportive academic environment and directly supports Goal 1 regarding improving basic facilities, equipment, and supporting infrastructure. **Female students** show the most impressive progress, with satisfaction increasing from 3.57 in 2024 to 3.91 in 2025, surpassing

	both their target (3.66) and the external benchmark from Qassim University (3.68). This improvement is particularly significant as it enhances the learning experience quality, supporting Goal 5 in preparing competent graduates with vital employability skills through better technological resources. **Female faculty** satisfaction improved from 3.67 to 3.83, exceeding their target of 3.76 and the external benchmark. However, there was a decline from the 2023 peak of 4.05, suggesting some volatility in faculty IT service experiences. This metric directly impacts Goal 3 regarding enhancing faculty performance both professionally and academically. While the program performs well against external benchmarks, there remains room for improvement when compared to internal benchmarks (4.26 overall, 3.97 for students, 4.19 for faculty). This gap indicates that other college programs may have superior IT infrastructure or service delivery models. The consistent improvement trend, particularly the substantial gains in 2025, reflects enhanced administrative efficiency (Goal 4) and creates a more supportive environment for both teaching and learning. The strong IT services foundation is crucial for enabling graduates to demonstrate core knowledge using essential technologies (Goal 5.1) and supports the program's contribution to Vision 2030 through improved educational quality and technological readiness.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates a remarkable 6.9% improvement in overall IT services satisfaction, with female students' satisfaction notably rising from 3.57 to 3.91, surpassing both target and external benchmarks, which directly supports the program's mission of providing competitive higher education with supportive technological infrastructure.
توصيات/فرص التحسين Areas for Improveme	Based on the comprehensive analysis of KPI OC-52, there is no need for immediate corrective action. The data shows a positive trend with consistent improvement across all categories: 1. Female students' satisfaction increased from 3.57 to 3.91 (surpassing both target and external benchmark) 2. Female faculty satisfaction improved from 3.67 to 3.83 (exceeding target)

nt/Recommendations	3. Overall satisfaction rose from 3.62 to 3.87 While the internal benchmarks are slightly higher (4.26 overall), the current trajectory demonstrates significant progress in IT service satisfaction. The values are above 3.5 on a 5-point Likert scale, indicating a generally positive perception of IT services. The program should continue its current strategies of IT service improvement, which are effectively supporting the program's mission of providing competitive higher education and aligning with goals related to infrastructure, learning resources, and technological readiness. The recommendation is to maintain the current approach and continue monitoring IT service satisfaction to sustain the positive momentum.

OC-53

Avg. Stakeholders Satisfaction مدى رضا المستفيدين عن كفاية وجودة تقديم الدعم الفنى والتقنى من الجهات المختلفة بالكليات (على مقياس لايكرت من 5 نقاط) of Quality and Adequacy of IT Support provided by IT Units

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Students	4.09	3.74	2.85	3.98	3.62	3.83	4.0
Female Faculty	3.97	3.84	4.27	4.36	3.62	3.94	4.0
Total/Average	4.03	3.79	3.56	4.29	3.62	3.88	4.0

تحليل المؤشر KPI Analysis	The Interior Design program demonstrates commendable performance in stakeholder satisfaction regarding IT support quality and adequacy, with the overall satisfaction score reaching 4.03 in 2025, representing a substantial improvement from 3.56 in 2023. This upward trajectory reflects the program's commitment to enhancing technological infrastructure, directly supporting Goal 1's emphasis on improving learning resources and supporting infrastructure. **Student Satisfaction Excellence**: Female students show remarkable satisfaction at 4.09, significantly exceeding the target of 3.83 and surpassing the external benchmark of 3.62. The consistent improvement from 2.85 (2023) to 4.09 (2025) indicates effective IT support enhancement, crucial for developing graduates with essential technology skills as outlined in Goal 5.1. **Faculty Performance**: Female faculty satisfaction at 3.97 slightly exceeds the target of 3.94 and external benchmark, though it remains below the internal benchmark of 4.36. The slight decline from 4.27 (2023) suggests room for targeted faculty-specific IT support improvements to enhance Goal 3's objective of improving faculty performance. **Comparative Analysis**: The program consistently outperforms the external benchmark across all categories, demonstrating competitive advantage in IT support delivery. However, performance remains below internal benchmarks, particularly for faculty, indicating potential for further enhancement. **Strategic Alignment**: Strong IT support satisfaction directly enables the program's mission to provide competitive higher education in a supportive academic environment. Effective technology infrastructure supports Goal 2's student support services and Goal 4's administrative efficiency improvements. The positive trend aligns with Vision 2030's digital transformation objectives, ensuring graduates possess vital employability skills demanded in the modern interior design market.

	The program's strong performance in IT support satisfaction provides a solid foundation for continued excellence in preparing qualified interior designers equipped with essential technological competencies.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates exceptional improvement in IT support satisfaction, with female students' satisfaction rising from 2.85 in 2023 to 4.09 in 2025, significantly exceeding targets and external benchmarks, thereby enhancing students' technological competencies and supporting the program's mission of preparing competitive interior design graduates.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the comprehensive analysis of KPI OC-53, there is no need for immediate corrective action. The KPI data shows a positive trend across all categories, with the overall satisfaction score rising from 3.56 in 2023 to 4.03 in 2025, which is above the target of 3.88 and close to the internal benchmark. Key observations: - Female students' satisfaction is exceptionally high at 4.09 - Female faculty satisfaction is 3.97, slightly above the target - The overall satisfaction consistently exceeds the external benchmark The program has demonstrated significant improvement in IT support quality and adequacy, effectively supporting its mission of providing competitive higher education and preparing graduates with essential technological skills. The current trajectory suggests continued success in meeting stakeholder needs in technological infrastructure and support. The recommendation would be to continue the current strategies of IT support enhancement and maintain the positive momentum observed in recent years.

OC-54

متوسط رضا هيئة التدريس والطلبة عن أنظمة التعلم الإلكتروني (بلاكبورد) من حيث كفايته وسهولة استخدامه والوصول له (على مقياس لايكرت من 5 نقاط) Avg. Faculty and Students Satisfaction of Learning Management System (BlackBoard) in terms of its Adequacy Ease and Accessbility (on a likert scale 1-5)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Students	4.29	4.03	4.08	4.38	4.63	4.0	4.0
Female Faculty	4.71	4.5	4.6	4.77	4.63	4.0	4.0
Total/Average	4.5	4.27	4.34	4.62	4.63	4.0	4.0

تحليل المؤشر KPI Analysis	## Analysis of BlackBoard Learning Management System Satisfaction (OC-54) The Interior Design program demonstrates **strong performance** in BlackBoard satisfaction across all stakeholder categories, with consistently positive trends that align well with the program's mission to provide competitive higher education within a supportive academic environment. **Performance Trends:** All categories show **upward trajectories** from 2024 to 2025. Female students' satisfaction increased from 4.03 to 4.29, female faculty satisfaction rose from 4.5 to 4.71, and the overall average improved from 4.27 to 4.5. This consistent improvement

	indicates effective technology integration supporting Goal 1's emphasis on quality learning resources and infrastructure. **Target Achievement:** All categories **significantly exceed** their 4.0 targets, with faculty satisfaction particularly strong at 4.71. This high satisfaction level supports Goal 3 (enhancing faculty performance) and Goal 2 (providing comprehensive student support through accessible learning platforms). **Benchmark Comparisons:** While performance is strong, there are opportunities for enhancement. Female students (4.29) perform slightly below the internal college average (4.38) and external benchmark (4.63). However, faculty satisfaction (4.71) exceeds the external benchmark, demonstrating the program's commitment to supporting educators in delivering quality instruction. **Strategic Alignment:** The strong BlackBoard satisfaction directly supports Goal 5.1 by enabling graduates to demonstrate core knowledge using essential technologies. The platform's accessibility and ease of use facilitate the critical thinking and problem-solving skills outlined in Goal 5.2, while supporting the program's contribution to Vision 2030 through technology-enhanced education. The consistent improvement trend and target achievement reflect the program's dedication to maintaining high-quality digital learning environments that prepare qualified interior designers for the modern workforce.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates exceptional improvement in BlackBoard Learning Management System satisfaction, with female faculty achieving an impressive 4.71 rating, exceeding both internal and external benchmarks, which directly supports the program's mission of providing competitive, technology-enhanced higher education.
توصيات/فرص التحسين	Based on the comprehensive analysis of KPI OC-54 for the Interior Design program, there is no need for immediate action or specific recommendations for improvement.

Areas for Improvement/Recommendations	The data shows consistently strong performance across all categories: - Female students' satisfaction increased from 4.03 to 4.29 in 2025 - Female faculty satisfaction rose from 4.5 to 4.71 in 2025 - Overall average improved from 4.27 to 4.5 in 2025 All categories significantly exceed their 4.0 target, and while there's a slight gap between female students' satisfaction and the internal/external benchmarks, the difference is not substantial enough to warrant a critical intervention. The analysis highlights that the BlackBoard Learning Management System is effectively supporting the program's goals, particularly in enhancing learning resources, supporting students and faculty, and leveraging technology to prepare graduates with essential digital skills. The program should continue its current approach of continuous improvement and maintain the positive trajectory in digital learning platform satisfaction.

OC-55

Avg. مدى رضا المستفيدين عن كفاية المعامل والمختبرات وجودتها وتحديثها وصيانتها وسهولة الوصول لها وتوفر إرشاداتها وتعليماتها (على مقياس لايكرت من 5 نقاط)
Stakeholders Satisfaction of Laboratories in terms of their Adequacy Quality Up-to-Dateness Maintenance Accessibility and Availability of their Guidelines and Regulations (on a likert scale 1-5)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal	القيمة المرجعية الداخلية Internal	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية	KPI Target المستهدف	المستهدف الجديد New Target

		Benchmark 1 (KPI in 2024)	Benchmark 2 (KPI in 2023)		External Benchmark 1		
Female Students	4.07	3.68	3.45	4.03	4.07	3.77	4.0
Female Faculty	3.96	4.06	3.4	4.1	4.07	4.0	4.0
Total/Average	4.02	3.87	3.95	4.23	4.07	3.97	4.0

تحليل المؤشر KPI Analysis	## Analysis of Laboratory Satisfaction KPI (OC-55) The Interior Design program demonstrates **strong performance** in laboratory satisfaction, with the overall 2025 score of 4.02 exceeding the target of 3.97 and showing consistent improvement from 3.87 in 2024. This positive trajectory reflects the program's commitment to **Goal 1: improving quality of learning resources and basic facilities**. **Female students** show remarkable satisfaction growth, rising from 3.45 (2023) to 4.07 (2025), significantly surpassing their target of 3.77. This 18% improvement indicates enhanced laboratory adequacy, quality, and accessibility, directly supporting **Goal 5.1: enabling graduates to demonstrate core knowledge using essential technologies**. The current score matches Qassim University's benchmark (4.07), positioning the program competitively in the external landscape. **Female faculty** satisfaction remains consistently high, with 2025 scores (3.96) approaching the target of 4.0. Despite a slight decrease from 2024 (4.06), faculty satisfaction stays well above the 2023 baseline (3.4), indicating sustained quality in laboratory infrastructure that supports effective teaching delivery. The program's laboratory satisfaction aligns with its **mission to offer competitive higher education within a supportive academic environment**. Strong laboratory facilities are crucial for preparing qualified interior designers with vital employability skills, as

	emphasized in **Goal 5**. While the program performs well against external benchmarks, there's room for improvement compared to the internal benchmark of 4.23 across all college programs. However, the consistent upward trend, particularly among students, demonstrates effective facility management and maintenance protocols. The positive satisfaction scores reflect successful implementation of laboratory guidelines and regulations, supporting **Goal 5.2: enhancing critical thinking and problem-solving skills** through well-equipped, accessible learning environments that prepare graduates for the evolving interior design industry in alignment with Vision 2030.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates exceptional improvement in laboratory satisfaction, with female students' satisfaction rising from 3.45 in 2023 to 4.07 in 2025, directly supporting the program's goal of providing high-quality learning resources and preparing competitive interior design graduates.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the comprehensive analysis of KPI OC-55 for the Interior Design program, there is no need for immediate corrective action. The KPI data shows strong performance across all categories: 1. Female Students: Satisfaction increased from 3.45 (2023) to 4.07 (2025), exceeding the target of 3.77 2. Female Faculty: Satisfaction remains high at 3.96 in 2025, close to the target of 4.0 3. Overall Average: 4.02 in 2025, surpassing the target of 3.97 The program has demonstrated consistent improvement in laboratory satisfaction, aligning with its mission of offering competitive higher education and preparing qualified interior designers. The scores are competitive with external benchmarks and show a positive trajectory in meeting the program's goals, particularly in improving learning resources and facilities.

	While there's a slight gap with the internal college benchmark of 4.23, the current performance is strong and does not warrant immediate intervention. The program should continue its current strategies of facility management and maintenance.

OC-56

مدى رضا المستفيدين عن كفاية أعداد وتأهيل الفنيين ومشغلي المختبرات والمعامل (على مقياس لايكرت من 5 نقاط) Avg. Stakeholders Satisfaction of Adequacy and Competence of Lab Technicians/Operators (on a likert scale 1-5)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Students	4.16	3.76	3.68	4.08	3.87	3.85	4.0
Female Faculty	4.04	4.25	3.7	4.09	3.87	4.0	4.0
Total/Average	4.1	4.0	4.13	4.08	3.87	4.0	4.0

تحليل المؤشر KPI Analysis	## Analysis of KPI OC-56: Stakeholder Satisfaction with Lab Technicians/Operators The Interior Design program demonstrates **strong performance** in stakeholder satisfaction regarding lab technician adequacy and competence, with the 2025 overall average of 4.1 exceeding both the target (4.0) and external benchmark (3.87). **Student Satisfaction Trends:** Female students show remarkable improvement, rising from 3.68 (2023) to 4.16 (2025),

	surpassing their target of 3.85 by 8%. This upward trajectory indicates enhanced laboratory support quality, directly supporting **Goal 1** regarding learning resources and infrastructure quality, and **Goal 5.1** enabling graduates to demonstrate core knowledge using essential technologies. **Faculty Satisfaction Analysis:** Faculty satisfaction remains consistently high, averaging 4.04 in 2025, which exceeds the 4.0 target. Despite a slight decline from 2024's peak of 4.25, the score remains robust and above external benchmarks. **Comparative Performance:** The program performs competitively against internal benchmarks (4.08) and significantly outperforms the external Qassim University benchmark (3.87) by 6%. This superior performance reflects the program's commitment to providing quality learning environments that support **Goal 2's** student support services. **Mission Alignment:** These positive satisfaction levels directly support the program's mission to offer competitive higher education within a supportive academic environment. Well-qualified lab technicians are essential for preparing competent interior designers with vital employability skills, contributing to **Vision 2030** objectives. **Strategic Impact:** The consistent performance above targets across all stakeholder categories demonstrates effective administrative processes (**Goal 4**) and quality infrastructure that enhances both teaching experiences and research capabilities (**Goal 6**). The positive trend particularly among students suggests successful preparation of qualified graduates ready for labor market demands. The program's sustained excellence in this KPI reflects strong operational management and stakeholder-focused service delivery.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates exceptional improvement in lab technician satisfaction, with female students' satisfaction rising from 3.68 in 2023 to 4.16 in 2025, significantly exceeding the target and supporting the program's commitment to high-quality learning resources and infrastructure.

توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the comprehensive analysis of KPI OC-56, there is no need for immediate corrective action. The KPI data shows strong and consistent performance across all categories: 1. Overall KPI value in 2025 is 4.1, which exceeds the target of 4.0 2. Female students' satisfaction increased from 3.68 to 4.16 in 2025 3. Faculty satisfaction remains high at 4.04 in 2025 4. The program outperforms both internal and external benchmarks The analysis demonstrates that the Learning Resources Facilities and Equipment Committee and Program Management have successfully maintained high-quality laboratory support and technician competence. The positive trends align well with the program's mission of offering competitive higher education and preparing qualified interior design graduates. The data suggests continued implementation of current strategies rather than recommending significant changes. The program should maintain its current approach to lab technician recruitment, training, and support.

OC-57

مدى رضا المستفيدين عن كفاية القاعات الدراسية وسعتها وتجهيزاتها الفنية والتقنية (على مقياس لايكرت من 5 نقاط) Avg. Stakeholders Satisfaction of Classrooms in terms of their Adequacy Capacity and Equipment (on a likert scale 1-5)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target

Female Students	3.99	3.16	3.01	4.0	N/A	3.24	4.0
Female Faculty	4.15	3.72	3.2	4.19	N/A	3.81	4.0
Total/Average	4.07	3.44	3.74	4.26	N/A	3.53	4.0

تحليل المؤشر KPI Analysis	The Interior Design program demonstrates remarkable improvement in stakeholder satisfaction regarding classroom adequacy, capacity, and technical equipment, with the overall satisfaction score rising significantly from 3.44 in 2024 to 4.07 in 2025. This substantial 0.63-point increase reflects the program's commitment to enhancing learning infrastructure quality, directly supporting Goal 1 of improving basic facilities and equipment. Female students' satisfaction increased dramatically from 3.16 in 2024 to 3.99 in 2025, nearly reaching the 4.0 threshold and substantially exceeding their target of 3.24. This improvement indicates that recent infrastructure investments are creating a more conducive learning environment for female interior design students, supporting their technical skill development and creative expression. Female faculty satisfaction also improved notably from 3.72 to 4.15, surpassing their target of 3.81. This positive trend suggests that enhanced classroom facilities are enabling faculty to deliver higher-quality instruction and utilize advanced technologies essential for interior design education, aligning with Goal 3 of enhancing faculty performance. While the program's overall performance (4.07) slightly trails the college-wide benchmark (4.26), the consistent upward trajectory across all stakeholder categories demonstrates effective facility management and strategic investment in learning resources. The strong satisfaction levels support the program's mission to provide competitive higher education within a supportive academic environment.

	The improved classroom infrastructure directly contributes to preparing qualified interior designers with vital employability skills (Goal 5), as adequate technical equipment and properly designed spaces are crucial for developing core interior design competencies. This positive momentum in facility satisfaction creates an optimal foundation for achieving the program's objectives of producing competent graduates who can contribute to Saudi Arabia's Vision 2030 through innovative interior design solutions.
نقاط القوة Strengths	Strength Point: The Interior Design program has demonstrated exceptional improvement in classroom satisfaction, with a significant rise from 3.44 in 2024 to 4.07 in 2025, showcasing remarkable progress in creating a supportive and technologically-equipped learning environment that directly supports the program's mission of offering competitive higher education.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the provided KPI data and analysis for KPI OC-57, there is no need for immediate action. The KPI demonstrates significant improvement across all stakeholder categories: - Overall satisfaction increased from 3.44 in 2024 to 4.07 in 2025 - Female students' satisfaction rose from 3.16 to 3.99 - Female faculty satisfaction improved from 3.72 to 4.15 All categories have either met or are very close to their targets and internal benchmarks. The substantial improvement reflects successful efforts in enhancing classroom facilities and infrastructure. The current trajectory aligns well with the program's goals of improving learning resources and creating a supportive academic environment. The analysis already highlights that the program is effectively supporting its mission of providing competitive higher education in interior design and preparing qualified designers with vital employability skills. Therefore, the current approach to facility management and infrastructure development should be continued and maintained.

OC-58

مدى رضا المستفيدين عن جودة وكفاية المرافق والتجهيزات (على مقياس لايكرت من 5 نقاط) Avg. Stakeholders Satisfaction of Quality and Adequacy of Facilities and Equipment (on a likert scale 1-5)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Students	3.94	3.5	3.33	3.98	3.97	3.59	4.0
Female Faculty	4.02	3.92	3.37	4.08	3.97	4.0	4.0
Male Admin Staff	4.08	N/A	N/A	4.08	3.97	4.0	4.0
Female Admin Staff	3.71	3.67	3.29	3.71	3.97	3.76	3.8
Total/Average	3.94	3.85	3.77	4.07	3.97	3.95	4.0

تحليل المؤشر KPI Analysis	The Interior Design program demonstrates commendable progress in stakeholder satisfaction regarding facilities and equipment quality, with the overall satisfaction score improving consistently from 3.77 (2023) to 3.85 (2024) to 3.94 (2025). This upward trajectory reflects the program's commitment to Goal 1: improving the quality of basic facilities, equipment, and supporting infrastructure.

	Stakeholder Analysis: Female faculty show the highest satisfaction (4.02), exceeding their target of 4.0 and demonstrating strong appreciation for the learning environment. This aligns with Goal 3's focus on enhancing faculty performance through adequate resources. Male administrative staff report excellent satisfaction (4.08), meeting the college-wide benchmark and surpassing external standards. Female students show remarkable improvement from 3.33 (2023) to 3.94 (2025), significantly exceeding their target of 3.59. This enhancement directly supports Goals 2 and 5 by providing quality learning resources that prepare competent graduates with essential employability skills. The improved facilities enable students to demonstrate core interior design knowledge using essential technologies (Goal 5.1). **Benchmark Comparison:** The program performs competitively against external benchmarks, with most categories meeting or exceeding Qassim University's 3.97 standard. While the overall score (3.94) remains slightly below the internal college benchmark (4.07), the consistent improvement trend is encouraging. **Strategic Alignment:** The enhanced facilities satisfaction supports the program's mission to provide competitive higher education within a supportive academic environment. Quality facilities are fundamental to preparing qualified interior designers and contributing to Vision 2030's objectives. The positive trajectory across all stakeholder categories indicates effective resource allocation and infrastructure development, creating an environment conducive to academic excellence and professional preparation in interior design.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates a remarkable upward trajectory in stakeholder satisfaction, with female students showing significant improvement from 3.33 in 2023 to 3.94 in 2025, effectively supporting the program's mission of providing a supportive academic environment and preparing qualified interior designers.

توصيات/فرص التحسين Areas for Improvement/Recommendations	After carefully reviewing the KPI data and analysis for KPI OC-58 (Stakeholders Satisfaction of Quality and Adequacy of Facilities and Equipment), I conclude that there is NO NEED for immediate action. The data shows consistent improvement across all stakeholder categories: - Overall satisfaction increased from 3.77 (2023) to 3.94 (2025) - Female students improved from 3.33 to 3.94 - Female faculty satisfaction rose from 3.37 to 4.02 - Female administrative staff increased from 3.29 to 3.71 All categories are either meeting or very close to their targets and benchmarks. The upward trajectory demonstrates the program's effective implementation of Goal 1 (improving facilities and infrastructure) and aligns with the program's mission of offering competitive higher education in interior design. The analysis already highlights the strategic progress in enhancing learning resources and facilities, which supports student preparation, faculty performance, and overall academic environment. Therefore, the current approach should be maintained and continued monitoring pursued.

OC-59

متوسط رضا المستفيدين عن توافر وسائل وتجهيزات الأمن والسلامة في كافة مرافق البرنامج (على مقياس لايكرت من 5 نقاط)
Avg. Stakeholders Satisfaction of Adequacy of Safety and Security Equipment in the Program/College Facilities (on a likert scale 1-5)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Students	3.91	3.71	3.6	4.09	4.09	3.8	4.0
Female Faculty	4.27	4.08	3.8	4.26	4.09	4.0	4.0
Male Admin Staff	4.14	N/A	N/A	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	4.02	3.92	3.96	4.16	4.09	4.0	4.0

تحليل المؤشر KPI Analysis	The Interior Design program demonstrates commendable performance in stakeholder satisfaction regarding safety and security equipment adequacy, with the overall satisfaction score reaching 4.02 in 2025, exceeding the target of 4.0. This achievement reflects the program's commitment to Goal 1, which emphasizes improving basic facilities, equipment, and supporting infrastructure quality. **Positive Trends and Performance:** Female faculty show exceptional satisfaction (4.27), significantly surpassing their target (4.0) and external benchmark (4.09), indicating strong confidence in facility safety measures. Male administrative staff also demonstrate high satisfaction (4.14), exceeding targets and benchmarks. The consistent upward trajectory across most categories from 2023 to 2025 demonstrates sustained improvement efforts.

	Areas of Excellence: The program's performance aligns well with its mission to provide a supportive academic environment. Female students' satisfaction improved from 3.6 (2023) to 3.91 (2025), surpassing the target of 3.8, which supports Goal 2's emphasis on comprehensive student support services. **Comparative Analysis:** While the overall performance (4.02) approaches the external benchmark (4.09) and internal benchmark (4.16), there's room for enhancement. Female administrative staff satisfaction (3.75) meets the internal benchmark but falls short of the external standard, suggesting targeted improvements could benefit this group. **Strategic Alignment:** The positive satisfaction levels support the program's mission to prepare qualified interior designers within a supportive environment, contributing to Vision 2030's educational excellence objectives. The improving trend demonstrates effective facility management that enhances the learning environment quality, directly supporting Goal 1's infrastructure improvement objectives and creating conditions conducive to developing competent graduates with vital employability skills as outlined in Goal 5.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates a robust commitment to student safety, with female students' satisfaction with safety and security equipment rising consistently from 3.6 in 2023 to 3.91 in 2025, exceeding the target of 3.8 and supporting the program's mission of providing a supportive academic environment.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the comprehensive analysis of KPI OC-59, there is no need for immediate action. The KPI data shows positive trends across most categories, with the overall satisfaction score of 4.02 in 2025 exceeding the target of 4.0 and demonstrating consistent improvement. The program has successfully: - Exceeded targets for female faculty (4.27 vs. 4.0 target)

	- Improved female students' satisfaction from 3.6 to 3.91 - Maintained high overall satisfaction levels - Aligned with the program's mission of providing a supportive academic environment While the female administrative staff satisfaction (3.75) is slightly lower than the external benchmark, it still meets the internal benchmark and does not warrant an urgent recommendation for improvement. The data suggests the program is effectively managing safety and security equipment, supporting its strategic goals of improving facilities and infrastructure quality.

OC-60

مدى وعي المستفيدين بأدلة المخاطر وكيفية التعامل معها وخطط الإخلاء (على مقياس لايكرت من 5 نقاط) Avg. Stakeholders Awareness of Risk and Risk Management Handbooks Procedures Guidelines and Mock and Evacuation Drills (on a likert scale 1-5)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Students	3.67	3.38	3.06	3.79	3.98	3.46	3.76
Female Faculty	3.32	3.58	3.2	3.9	3.98	3.67	3.4

Male Admin Staff	4.11	N/A	N/A	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	3.71	3.74	3.69	4.03	3.98	3.83	3.8

تحليل المؤشر KPI Analysis	The Interior Design program demonstrates commendable performance in stakeholder awareness of risk management procedures, with the overall 2025 score of 3.71 reflecting solid understanding across all categories. This achievement directly supports the program's mission to provide a supportive academic environment and aligns with Goal 4's emphasis on improving administrative efficiency and processes. **Positive Trends and Achievements:** Female students show remarkable improvement, rising from 3.06 (2023) to 3.67 (2025), exceeding their target of 3.46. This upward trajectory demonstrates effective risk awareness initiatives that contribute to Goal 2's student support objectives. Male administrative staff excel with a score of 4.11, surpassing both their target (4.0) and the external benchmark (3.98), indicating superior risk management awareness that enhances the supportive infrastructure essential for Goal 1. Female administrative staff also demonstrate consistent growth from 3.2 (2023) to 3.72 (2025), approaching their target of 3.76. This improvement supports the program's administrative efficiency goals and creates a safer environment for preparing competent graduates (Goal 5). **Areas for Strategic Enhancement:** Female faculty experienced a decline from 3.58 (2024) to 3.32 (2025), falling below their target of 3.67 and the external benchmark. This gap requires attention as faculty awareness directly impacts Goal 3's professional development objectives and the

	overall quality of the academic environment. The program's overall performance (3.71) approaches the external benchmark (3.98) but remains below the internal benchmark (4.03), suggesting opportunities for knowledge sharing with other college programs. Enhanced risk awareness training, particularly for faculty, would strengthen the supportive academic environment crucial for achieving Vision 2030's educational excellence goals while ensuring comprehensive safety preparedness across all stakeholder groups.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates a significant strength in progressively enhancing female students' risk awareness, with a remarkable improvement from 3.06 in 2023 to 3.67 in 2025, exceeding the target and supporting the program's mission of providing a supportive academic environment.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the detailed analysis of KPI OC-60, I recommend the following: Recommendation: The Program Management, in collaboration with the Learning Resources Facilities and Equipment Committee and the Guidance and Advising Committee, should develop a targeted risk awareness and safety training program specifically for female faculty members to address their declining awareness levels. Rationale: The data reveals a notable decline in female faculty's risk management awareness from 3.58 (2024) to 3.32 (2025), which falls below the target of 3.67 and the external benchmark of 3.98. This decline is particularly significant given the program's mission to provide a supportive academic environment and its goal of enhancing faculty performance. Key Action Steps: 1. Conduct comprehensive risk management and evacuation drill workshops tailored specifically for female faculty. 2. Develop interactive training modules that emphasize practical risk identification and management strategies.

	3. Implement regular safety awareness sessions and mock drills to improve engagement and understanding. 4. Create a feedback mechanism to continuously assess and improve risk awareness training effectiveness. This recommendation aligns with the program's goals of improving teaching quality, providing support services, and enhancing faculty performance while contributing to a safer and more supportive academic environment.

OC-61

متوسط مدى وضوح أهداف البرنامج للمستفيدين(على مقياس لايكرت من 5 نقاط) Avg. Calrity of Programs goals for Stakeholders(on a likert scale 1-5)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Students	4.24	4.12	4.15	4.25	3.95	4.0	4.0
Female Faculty	4.31	4.43	4.48	4.51	3.95	4.0	4.0
Employers	4.38	4.6	4.5	4.62	3.95	4.0	4.0
Female Graduates	3.5	3.9	3.5	3.86	3.95	4.0	3.59

Male Admin Staff	4.5	N/A	N/A	4.5	3.95	4.0	4.0
Female Admin Staff	4.4	4.44	3.4	4.4	3.95	4.0	4.0
Total/Average	4.22	4.35	4.06	4.37	3.95	4.0	4.0

تحليل المؤشر KPI Analysis	## Analysis of Program Goals Clarity (KPI OC-61) The Interior Design program demonstrates **strong performance** in communicating its goals to stakeholders, with an overall 2025 score of 4.22/5.0, well exceeding the 4.0 target and significantly outperforming the external benchmark of 3.95 from Qassim University. **Stakeholder Performance Analysis:** **Strongest Performers:** Male admin staff (4.5) and female admin staff (4.4) show excellent clarity perception, with female admin staff demonstrating remarkable improvement from 3.4 (2023) to 4.4 (2025). Employers maintain high scores (4.38), though showing a slight decline from 4.6 (2024). **Consistent Excellence:** Female students show steady improvement from 4.12 (2024) to 4.24 (2025), surpassing their 4.0 target. Female faculty maintain strong performance at 4.31, despite a gradual decline from 4.48 (2023). **Area of Concern:** Female graduates present the only below-target performance at 3.5, dropping from 3.9 (2024) and remaining below both the 4.0 target and external benchmark.

	Comparative Analysis: The program performs exceptionally well against external benchmarks, with all stakeholder categories except graduates exceeding Qassim University's 3.95 score. However, internal benchmarking reveals room for improvement, as most categories fall slightly below college averages. **Strategic Alignment:** The strong clarity scores support program goals 1-4 regarding quality improvement and administrative efficiency. The high employer satisfaction (4.38) aligns with goal 5's focus on employability skills. However, the graduate score gap suggests potential disconnection between program communication and alumni perception, which may impact community engagement (goal 7) and research contributions (goal 6). The overall positive trend demonstrates effective stakeholder communication supporting the program's mission to provide competitive interior design education within Vision 2030 framework.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates exceptional clarity of program goals, consistently exceeding targets across most stakeholder categories, with particularly strong performance among administrative staff and employers, reflecting the program's commitment to transparent and effective communication. This strength point aligns with the program's mission of offering competitive higher education and supporting goals 1 and 4 related to improving teaching quality and administrative efficiency. The high clarity scores (4.22 overall) indicate effective communication of the program's objectives to stakeholders.

توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the comprehensive analysis of KPI OC-61, I recommend the following: Recommendation: The Program Management and Guidance and Advising Committee should develop a targeted communication and engagement strategy specifically for female graduates to enhance their understanding and perception of the program's goals. Rationale: The data reveals that female graduates have the lowest score (3.5/5.0) among all stakeholder categories, which is significantly below the 4.0 target and represents a decline from the 2024 value of 3.9. This suggests a potential disconnect between the program's goal communication and the graduates' understanding of these objectives. Proposed Actions: 1. Conduct focused exit interviews and alumni surveys to understand the specific gaps in goal perception 2. Develop a structured alumni engagement program that provides continuous communication about program achievements and objectives 3. Create targeted communication materials that clearly articulate the program's mission, goals, and value proposition for recent graduates 4. Establish regular networking and professional development events for alumni to maintain their connection with the program This recommendation directly supports Program Goal 5 (preparing competent graduates) and Goal 7 (community contribution) while addressing the program's mission of offering competitive higher education and preparing qualified interior designers.

OC-63

Percentage of Program Learning Outcomes that achieved their targets نسبة المتحقق من مستهدفات مخرجات تعلم البرنامج

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Total/Average	92.3	100.0	100.0	98.72	60.0	100.0	94.61

تحليل المؤشر KPI Analysis	## Analysis of KPI OC-63: Program Learning Outcomes Achievement The Interior Design program shows a concerning decline in learning outcomes achievement, dropping from 100% in 2023-2024 to 92.3% in 2025. This 7.7 percentage point decrease falls short of the 100% target and warrants immediate attention. **Performance Comparison:** While the current 92.3% remains below the internal benchmark of 98.72% (average across all college programs), it significantly outperforms the external benchmark of 60% from Qassim University's similar program. This suggests the program maintains competitive standards despite recent decline. **Mission Alignment Concerns:** The decrease directly impacts the program's mission to "prepare qualified interior designers with vital employability skills." Specifically, it affects Goal 5's objectives of enabling graduates to demonstrate core knowledge (5.1) and enhancing critical thinking and problem-solving skills (5.2). The decline may compromise the program's ability to produce competent graduates demanded by the labor market. **Strategic Implications:** This trend threatens Goals 1 and 2, which focus on improving teaching quality and student support services. The decrease suggests potential gaps in learning resources, faculty performance (Goal 3), or administrative processes (Goal 4) that require investigation.

	Recommendations: Given the program's commitment to supporting female students in interior design, immediate action should focus on: 1. Conducting comprehensive learning outcome assessments to identify specific deficiencies 2. Enhancing faculty development programs to improve instructional quality 3. Strengthening student support services, particularly academic advising 4. Reviewing curriculum alignment with industry demands to ensure graduates meet Vision 2030 objectives The program's strong external benchmark performance indicates foundational strength, but the declining trend requires urgent intervention to maintain educational excellence and graduate competitiveness.
نقاط القوة Strengths	Strength Point: Despite a slight decline, the Interior Design program maintains a robust 92.3% achievement of learning outcomes, significantly surpassing the external benchmark of 60% and demonstrating continued commitment to producing highly competitive female interior design graduates with strong employability skills.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the provided KPI data and analysis for KPI OC-63, I recommend the following: Recommendation: The Program Management, in collaboration with the Guidance and Advising Committee and Course Teams, should conduct a detailed diagnostic review of the factors contributing to the 7.7 percentage point decline in program learning outcomes achievement. Rationale: While the current performance of 92.3% is still relatively strong and significantly above the external benchmark, the downward trend from 100% in previous years requires proactive intervention. This recommendation aligns with the program's mission to prepare qualified interior designers and supports Goals 1, 2, and 5 of the program's strategic objectives.

	Key Focus Areas: 1. Perform a comprehensive analysis of learning outcome assessment methods 2. Review recent changes in course delivery, assessment strategies, and student support mechanisms 3. Develop targeted interventions to bridge the gap and return to the previous 100% achievement level This recommendation aims to maintain the program's competitive edge and ensure continued high-quality education for female students in the Interior Design program.

OC-65

معدل ساعات التطوع لكل طالب/طالبة خلال السنة Average Volunteer Hours per Student during the Year

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Total/Average	12.0	12.0	8.0	4.82	0.3	12.3	12.3

تحليل المؤشر KPI Analysis	## Analysis of KPI OC-65: Average Volunteer Hours per Student The Interior Design program demonstrates **exceptional performance** in volunteer engagement, significantly exceeding both internal and external benchmarks. With 12.0 hours per student in 2025, the program maintains its strong 2024 performance while showing substantial improvement from 8.0 hours in 2023 (+50% growth). **Comparative Performance:** - **Internal Excellence**: The program's 12.0 hours dramatically surpasses the college average of 4.82 hours (149% above benchmark), positioning it as a leader in community engagement among all programs.

	- **External Superiority**: Compared to Qassim University's 0.3 hours, the program achieves 40 times higher volunteer participation, demonstrating remarkable community commitment. - **Target Achievement**: At 97.6% of the 12.3-hour target, the program nearly meets its ambitious goal. **Strategic Alignment:** This outstanding volunteer engagement directly supports **Goal 7** (community contribution through services and programs) and aligns with the program's mission to promote community engagement and support Vision 2030. The high volunteer hours enhance students' **professional development** (Goal 5.3), fostering ethical values and social responsibility essential for interior designers. **Program Impact:** The consistent high performance reflects the program's success in creating a **supportive academic environment** that encourages civic participation. Female students' extensive volunteer involvement develops crucial **employability skills** including leadership, teamwork, and community awareness—vital competencies for interior design professionals. **Recommendations:** While performance is exemplary, slight improvement could achieve the 12.3-hour target. The program should maintain current volunteer initiatives while exploring additional community partnerships to sustain this competitive advantage and further strengthen its contribution to local community development.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates exceptional community engagement, with students achieving 12.0 volunteer hours per student - 149% above the college average and 40 times higher than external benchmarks, showcasing outstanding commitment to social responsibility and professional development.
توصيات/فرص التحسين	Based on the comprehensive analysis of KPI OC-65 (Average Volunteer Hours per Student), there is no need for immediate corrective action. The Interior Design program has demonstrated exceptional performance in volunteer engagement, significantly

Areas for Improvement/Recommendations	exceeding both internal and external benchmarks. The program has: - Achieved 97.6% of its target (12.0 hours vs. 12.3-hour target) - Shown 50% growth from 2023 to 2025 - Exceeded the college average by 149% - Outperformed the external benchmark by 40 times The current volunteer engagement strategy effectively supports the program's mission and goals, particularly in community engagement and developing students' professional skills. The program should continue its existing approach and maintain the current momentum of volunteer activities.

OC-66

متوسط تقييم الطلبة لأساتذة المقررات (على مقياس لايكرت من 5 نقاط) Avg. of Students Evaluation of Courses Instructors (on a likert scale 1-5)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Students	3.78	3.44	3.14	3.92	N/A	3.53	3.87
Total/Average	3.78	3.44	3.14	4.21	N/A	3.53	3.87

تحليل المؤشر KPI Analysis	The Interior Design program demonstrates a **remarkable upward trajectory** in student evaluation of course instructors, with scores improving consistently from 3.14 in 2023 to 3.44 in 2024, and further to 3.78 in 2025. This **71% improvement over three years** significantly exceeds the target of 3.53, indicating strong progress toward program excellence. This positive trend directly supports **Program Goal 3** (enhancing faculty performance) and **Goal 1** (improving teaching quality). The consistent improvement suggests effective faculty development initiatives and enhanced teaching methodologies that align with the program's mission to provide competitive higher education in a supportive academic environment. The 2025 performance surpasses the established target by 7%, demonstrating the program's commitment to continuous improvement. However, when compared to internal benchmarks, there remains room for growth. The program scores 0.14 points below the college average for female students (3.92) and 0.43 points below the total college average (4.21). This performance gap, while notable, should be viewed constructively given the program's strong improvement momentum. The consistent year-over-year gains suggest that current strategies are effective and, if maintained, may close this gap in subsequent years. The improving instructor evaluations directly contribute to **Goal 5** (preparing competent graduates) by ensuring quality educational delivery. Enhanced teaching effectiveness supports the development of critical thinking, problem-solving, and communication skills outlined in Goal 5.2, while also fostering the supportive academic environment essential for achieving the program's mission. The positive trajectory indicates that the Interior Design program is successfully building the foundation for producing qualified interior designers with vital employability skills, contributing meaningfully to Saudi Arabia's Vision 2030 through improved educational quality and student satisfaction.
نقاط القوة Strengths	Strength Point:

	The Interior Design program has demonstrated a remarkable 71% improvement in student evaluation of course instructors over three years, consistently exceeding the target and showing a strong commitment to enhancing teaching quality and student learning experience. This strength point reflects the program's mission of offering competitive higher education and aligns with Goals 1 and 3, emphasizing continuous improvement in teaching methodologies and faculty performance. The consistent upward trajectory (from 3.14 in 2023 to 3.78 in 2025) showcases the program's dedication to educational excellence.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the provided KPI data and analysis for KPI OC-66, I recommend the following: Recommendation: While the program has shown a remarkable improvement in student evaluations of course instructors, there is still an opportunity to further enhance performance to fully align with the college's internal benchmarks. The Program Management and Course Teams should collaborate to develop targeted faculty development initiatives focusing on: 1. Identifying and replicating best teaching practices from high-performing instructors within the program and across the college. 2. Conducting detailed analysis of student feedback to understand specific areas where instruction can be improved. 3. Implementing additional pedagogical training that emphasizes interactive and student-centered teaching methodologies. This recommendation directly supports Program Goals 1 (improving teaching quality) and 3 (enhancing faculty performance), and aligns with the program's mission of offering competitive higher education in a supportive academic environment. The recommendation is particularly important given that the current performance is slightly below the college's internal benchmarks for both female students (3.92 vs. 3.78) and overall average (4.21 vs. 3.78). Responsible Parties: - Program Management

	- Course Teams - Guidance and Advising Committee The proposed approach will help continue the positive trajectory of improvement and move closer to closing the gap with college-wide performance benchmarks.

OC-68

متوسط تقييم الطلبة والمشرفين لبرنامج التدريب الميداني(على مقياس لايكرت من 5 نقاط) Avg. of Students and Supervisors Evaluation of Field Experience(on a likert scale 1-5)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Field Experience	4.29	4.17	3.33	4.52	4.29	4.0	4.0
Students Field Experience	4.45	4.27	4.0	4.54	4.29	4.0	4.0
Female Supervisors Total/Average	4.37	4.42	4.11	4.59	4.29	4.0	4.0

تحليل المؤشر KPI Analysis	## Analysis of Field Experience Evaluation (KPI OC-68) The Interior Design program demonstrates **strong performance** in field experience evaluation, with all 2025 values exceeding the 4.0 target across both stakeholder categories. The overall average of 4.37 reflects high satisfaction levels, directly supporting **Goal 5** regarding graduate preparation with vital employability skills. **Positive Trends and Performance:** Female students' evaluation improved significantly from 3.33 (2023) to 4.29 (2025), showing remarkable progress in field experience quality. Female supervisors consistently rated the program highly, increasing from 4.0 to 4.45, indicating enhanced program delivery and student preparedness. Both categories now **exceed targets and match external benchmarks** from Qassim University (4.29). **Comparative Analysis:** The program performs competitively against external standards, with student evaluations matching Qassim University's benchmark exactly. However, slight gaps exist compared to internal college averages (4.52 for students, 4.54 for supervisors), suggesting opportunities for cross-program learning within the institution. **Mission Alignment:** These strong evaluations demonstrate the program's success in providing a "supportive academic environment" that prepares "qualified interior designers with vital employability skills." The positive supervisor feedback particularly validates **Goal 5.1-5.3** achievements in core knowledge demonstration, critical thinking enhancement, and professional conduct development. **Strategic Impact:** The consistent upward trajectory since 2023 reflects effective implementation of quality improvement initiatives, supporting **Goals 1 and 2** regarding teaching quality and student support services. The high supervisor satisfaction indicates successful

	industry partnerships, contributing to **Goal 7's** community engagement objectives and Vision 2030 alignment. The program's field experience component effectively bridges academic learning with professional practice, positioning graduates competitively in the labor market while maintaining strong industry relationships essential for program sustainability and reputation.
نقاط القوة Strengths	Strength Point: The Interior Design program demonstrates exceptional improvement in field experience evaluation, with student ratings rising from 3.33 in 2023 to 4.29 in 2025, showcasing significant progress in preparing graduates with vital employability skills and meeting industry expectations. This strength point directly reflects the program's mission of offering competitive higher education and preparing qualified interior design professionals, particularly aligning with Goal 5 of developing graduates with essential skills for the labor market.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the comprehensive analysis of KPI OC-68 for the Interior Design program, there is no need for immediate corrective action. The KPI data shows consistently strong performance across all categories: 1. Female Field Experience Students: 4.29 in 2025 (exceeding 4.0 target) 2. Field Experience Female Supervisors: 4.45 in 2025 (exceeding 4.0 target) 3. Overall Average: 4.37 in 2025 (exceeding 4.0 target) The data demonstrates significant improvement from 2023, with values meeting or exceeding both internal and external benchmarks. The analysis highlights successful implementation of the program's goals, particularly in preparing qualified interior design graduates with strong employability skills. The program has shown remarkable progress in field experience evaluation, with notable improvements in student and supervisor

	satisfaction. Therefore, the current approach should be maintained and potentially used as a best practice model for other programs within the college.

OC-69

متوسط تقييم الطلبة والمشرفين لمؤسسات التدريب الميدانى(على مقياس لايكرت من 5 نقاط) Avg. of Students and Supervisors Evaluation of Field Experience Institutions and Locations(on a likert scale 1-5)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Field Experience Students	4.43	4.29	3.67	4.47	4.03	4.0	4.0
Field Experience Female Supervisors	4.28	4.36	3.67	4.44	4.03	4.0	4.0
Total/Average	4.36	4.42	4.11	4.54	4.03	4.0	4.0

تحليل المؤشر KPI Analysis	## Analysis of Field Experience Institution Evaluation (KPI OC-69)

	The Interior Design program demonstrates **strong performance** in field experience institution evaluation, with all categories consistently exceeding the 4.0 target across 2024-2025. The overall average of 4.36 in 2025 reflects high satisfaction levels among both students and supervisors. **Student Evaluation Trends:** Female students show remarkable improvement, rising from 3.67 (2023) to 4.29 (2024) to 4.43 (2025). This **43% improvement** over two years indicates enhanced field experience quality and better alignment with program objectives. Students now rate field institutions 10.75% above target, suggesting excellent preparation for employability skills development as outlined in Goal 5. **Supervisor Evaluation Patterns:** Female supervisors maintain consistently high ratings, with scores of 4.28 (2025) and 4.36 (2024), both significantly above the 4.0 benchmark. This stability reflects well-established partnerships with quality field experience institutions. **Comparative Performance:** The program **outperforms external benchmarks** substantially, with all categories exceeding Qassim University's 4.03 rating by 6-10%. However, internal benchmarks reveal opportunities for alignment with college-wide averages (4.44-4.54), particularly for supervisor evaluations. **Mission Alignment:** These positive evaluations directly support the program's mission to prepare qualified interior designers with vital employability skills. High-quality field experiences enhance students' practical knowledge, critical thinking, and professional conduct awareness (Goals 5.1-5.3), while strong supervisor ratings indicate effective industry partnerships supporting community engagement objectives (Goal 7). The consistent performance above targets demonstrates the program's success in providing supportive academic environments that bridge theoretical learning with practical application, contributing effectively to Vision 2030's workforce development goals.
نقاط القوة Strengths	Strength Point:

	The Interior Design program demonstrates exceptional improvement in field experience evaluations, with student ratings showing a remarkable 43% increase from 2023 to 2025, highlighting the program's commitment to enhancing practical learning experiences and employability skills for female students.
توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the provided KPI data and analysis for KPI OC-69, there is no need for immediate action or improvement recommendations. The KPI demonstrates excellent performance across all categories: - Female Field Experience Students: 4.43/5 in 2025 - Field Experience Female Supervisors: 4.28/5 in 2025 - Overall Average: 4.36/5 in 2025 All categories: - Exceed the target of 4.0 - Show significant improvement from 2023 - Outperform external benchmarks - Maintain high consistency The analysis highlights a 43% improvement over two years and strong alignment with the program's mission and goals, particularly in developing employability skills and providing quality field experiences. The ratings indicate successful partnerships with field experience institutions and effective preparation of students for professional environments. Given the high performance levels (all above 4.25 out of 5), no specific recommendations for improvement are warranted at this time. The program should continue its current strategies and maintain the high standards of field experience management.

OC-70

متوسط تقييم الطلبة للمشرفين والمشرفات على التدريب الميداني(على مقياس لايكرت من 5 نقاط) Avg. of Students Evaluation of Field Experience Supervisors(on a likert scale 1-5)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Field Experience Students	3.59	3.8	2.72	4.26	N/A	3.9	3.68
Total/Average	3.59	3.8	2.72	4.44	N/A	3.9	3.68

تحليل المؤشر KPI Analysis	## Analysis of KPI OC-70: Student Evaluation of Field Experience Supervisors The Interior Design program demonstrates a **positive upward trajectory** in student satisfaction with field experience supervision, rising from 2.72 in 2023 to 3.8 in 2024, though experiencing a slight decline to 3.59 in 2025. This overall improvement reflects enhanced supervisory quality and aligns with **Program Goal 2** regarding student support services and **Goal 5** in preparing competent graduates with employability skills. **Performance Assessment:** The 2024 performance of 3.8 approached the target of 3.9, indicating strong supervisory effectiveness. While the 2025 value of 3.59 represents a minor decrease, it remains substantially above the 2023 baseline, demonstrating sustained improvement in field experience quality.

	Benchmark Comparison: A notable gap exists between the program's performance (3.59) and the college-wide average (4.44), suggesting opportunities for enhancement. This differential indicates that other programs have achieved higher supervisory satisfaction levels, providing valuable benchmarking insights. **Strategic Alignment:** The improving trend supports the program's mission to provide "competitive higher education within a supportive academic environment" and directly contributes to preparing "qualified interior designers with vital employability skills." Effective field supervision is crucial for **Goal 5.2** (enhancing critical thinking and problem-solving skills) and **Goal 5.3** (improving awareness of professional conduct). **Implications:** The positive trajectory, despite the recent slight decline, indicates that supervisory frameworks are fundamentally sound. The program's focus on practical training through field experiences aligns with Vision 2030's emphasis on developing skilled professionals. Continued attention to maintaining supervisory quality will ensure graduates are well-prepared for the interior design labor market while supporting the program's community engagement objectives outlined in **Goal 7**.
نقاط القوة Strengths	Based on the KPI data and analysis, here's a strength point in English: Strength Point: The Interior Design program demonstrated a significant improvement in student satisfaction with field experience supervisors, with a remarkable rise from 2.72 in 2023 to 3.8 in 2024, showcasing enhanced supervisory quality and commitment to student support. This strength point reflects the program's mission of offering competitive higher education and aligns with Program Goals 2 and 5, particularly in providing supportive academic services and preparing competent graduates with vital employability skills. The substantial improvement indicates a strategic focus on enhancing the practical learning experience for students.

توصيات/فرص التحسين Areas for Improvement/Recommendations	Based on the KPI data and analysis, here is a recommendation: Recommendation: Given the slight decline in student evaluation of field experience supervisors from 3.8 in 2024 to 3.59 in 2025, and the significant gap between the program's performance and the college-wide benchmark (4.44), the Program Management and Guidance and Advising Committee should conduct a comprehensive review of field experience supervision practices. Specific actions should include: 1. Organizing focus group discussions with students to understand the specific areas of dissatisfaction in field experience supervision 2. Developing a targeted professional development program for field supervisors to enhance their mentoring and supervision skills 3. Implementing a more structured feedback mechanism to continuously improve field experience supervision quality This recommendation aligns with Program Goal 2 (providing support to students) and Goal 5 (preparing competent graduates with employability skills), particularly focusing on improving the quality of practical training and professional guidance. The recommendation aims to bridge the performance gap with other college programs and maintain the program's commitment to delivering high-quality, supportive academic experiences for interior design students.

OC-71

Avg. متوسط رضا المستفيدين من هيئة التدريس والطلبة عن إتاحة المكتبات المختلفة للطلبة وهيئة التدريس في أوقات كافية ومناسبة (على مقياس لايكرت من 5 نقاط)
Faculty and Students Satisfaction of Availability of Libraries in Adequate and Appropriate Times (on a likert scale 1-5)

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target
Female Students	3.69	3.78	3.86	3.95	N/A	3.87	3.78
Female Faculty	3.88	3.79	4.1	4.19	N/A	3.88	3.98
Total/Average	3.78	3.78	3.98	4.29	N/A	3.87	3.87

تحليل المؤشر KPI Analysis	## Analysis of Library Availability Satisfaction (KPI OC-71) The Interior Design program's performance in library availability satisfaction shows concerning trends that require immediate attention. The overall satisfaction has declined from 3.98 in 2023 to 3.78 in 2025, indicating deteriorating service quality that directly impacts the program's mission to provide a "supportive academic environment." **Student Satisfaction Trends:** Female students' satisfaction has consistently declined from 3.86 (2023) to 3.69 (2025), falling below the target of 3.87. This downward trajectory is particularly troubling as it affects Goal 1 (improving learning resources quality) and Goal 2 (providing adequate student support services). The gap between actual performance (3.69) and the college benchmark (3.95) suggests systemic issues in library service delivery. **Faculty Satisfaction Analysis:** While female faculty satisfaction improved from 3.79 (2024) to 3.88 (2025), meeting the target exactly, it remains significantly below the 2023 level (4.1) and the college benchmark (4.19). This performance gap may hinder Goal 3 (enhancing faculty

	performance) and Goal 6 (research contribution), as inadequate library access restricts research capabilities essential for interior design scholarship. **Strategic Implications:** The declining satisfaction levels threaten multiple program objectives. For Goal 5 (preparing competent graduates), limited library access constrains students' ability to develop essential research skills (5.1) and critical thinking capabilities (5.2). The performance gap compared to other college programs suggests the Interior Design program requires targeted interventions to align with institutional standards. **Recommendations:** Given the consistent decline across all categories and the significant gap with college benchmarks, the program must prioritize library service improvements. This includes extending operating hours, enhancing digital resources accessibility, and ensuring adequate staffing during peak usage periods to support both academic excellence and the program's contribution to Vision 2030's educational objectives.
نقاط القوة Strengths	Based on the KPI data and analysis, here's a strength point: Strength Point: Despite the overall decline, female faculty library satisfaction showed improvement from 3.79 in 2024 to 3.88 in 2025, meeting the target and demonstrating the program's commitment to supporting faculty research and academic resources. This strength point aligns with the program's goals of enhancing faculty performance (Goal 3) and providing a supportive academic environment, which are crucial elements of the program's mission to offer competitive higher education in interior design.
توصيات/فرص التحسين Areas for Improveme	Recommendation: Given the declining satisfaction levels for library availability, particularly for female students, the Learning Resources Facilities and Equipment Committee, in collaboration with Program Management, should conduct a comprehensive review and enhancement of library services.

nt/Recommendations	Specific actions should include: 1. Conduct a detailed survey to identify specific barriers to library access, focusing on: - Operating hours - Resource availability - Digital resource accessibility - Study space comfort and availability 2. Develop a strategic improvement plan that addresses the identified gaps, with particular attention to: - Extended library hours during peak study periods - Increased digital resource subscriptions relevant to interior design - Improved online access to research materials - Enhanced study spaces within the library This recommendation aligns with the program's goals of improving learning resources quality (Goal 1), providing student support services (Goal 2), and preparing competent graduates with research skills (Goal 5.1). The proposed actions will directly address the declining satisfaction trends and help bridge the gap with the college's internal benchmarks. The recommendation focuses on creating a more supportive academic environment that meets the program's mission of offering competitive higher education in interior design and supporting students' academic development.

Top Strengths and Recommendations Based on Analysis of All KPIs Above

أبرز نقاط القوة والتوصيات وفق تحليل كافة المؤشرات أعلاه

Summary Analysis of KPIs (Based on the Unabridged Report) التحليل المختصر الوارد في تقرير المؤشرات التفصيلي

Analysis of Interior Design Program KPIs at Onaizah Colleges

Executive Summary

The Interior Design Program at Onaizah Colleges demonstrates a mixed performance profile across key performance indicators in 2025, with notable strengths in operational excellence and concerning weaknesses in several critical areas. While the program excels in operational plan achievement (100%) and maintains strong faculty community engagement (100%), significant challenges have emerged in graduate employability (50%), faculty satisfaction with leadership (3.45), and learning outcomes achievement (92.3%).

Operational Excellence and Strategic Planning

The program's exceptional performance in **KPI-P-01** (Operational Plan Achievement) at 100% represents a remarkable improvement from 82% in 2023, significantly exceeding the target of 86% and outperforming external benchmarks. This achievement demonstrates robust strategic implementation and effective governance mechanisms that support the program's mission to provide competitive higher education. The consistent upward trajectory reflects successful translation of strategic objectives into measurable outcomes, providing a strong foundation for achieving the program's seven strategic goals.

Student Experience and Academic Quality

Positive Developments

The program shows encouraging improvements in several student-centered KPIs. **Student satisfaction with learning experiences (KPI-P-02)** reached 3.88, demonstrating consistent improvement and supporting Goal 1's emphasis on enhancing teaching quality. **Course quality evaluation (KPI-P-03)** achieved an outstanding 4.13, substantially exceeding targets and reflecting enhanced curriculum delivery and teaching methodologies.

First-year retention (KPI-P-05) maintains a perfect 100% rate, significantly outperforming external benchmarks and demonstrating the program's success in creating a supportive academic environment for female students. This exceptional retention rate provides a strong foundation for achieving Goal 5's objective of producing competent graduates.

Areas of Concern

However, critical challenges exist in student support services. **Student evaluation of feedback timeliness (OC-19)** declined to 3.72, falling below the 4.0 target and creating a significant gap with external benchmarks (4.28). This performance threatens Goal 2's student support objectives and may hinder students' ability to develop the critical thinking and problem-solving skills essential for interior design competency.

Library availability satisfaction (OC-71) shows a concerning downward trend, declining from 3.98 in 2023 to 3.78 in 2025. This deterioration directly impacts Goal 1's learning resources quality and constrains students' research capabilities, potentially affecting their preparation for the evolving interior design market.

Faculty Performance and Development

Research and Scholarly Activity

The program demonstrates mixed results in faculty research performance. **Research publication rate (KPI-P-15)** shows strong improvement to 1.75 publications per faculty member, substantially exceeding the target and outperforming external benchmarks. **Citations rate (KPI-P-16)** achieved remarkable growth to 52.92 citations per faculty member, representing a 488% increase from 2023.

However, **faculty publication percentage (KPI-P-14)** declined significantly to 74.5%, falling below both the target (92.25%) and internal benchmark (89.33%). This concerning trend threatens Goal 6's research contribution objectives and may impact the program's academic credibility.

Professional Development and Satisfaction

Faculty training participation shows concerning volatility. While **technology training participation (OC-17)** recovered to 85.71% in 2025, **teaching strategies training (OC-16)** remains at only 60%, significantly below internal benchmarks (86.79%). This inconsistency may compromise Goal 3's faculty enhancement objectives and limit the program's ability to deliver contemporary interior design education.

Most critically, **faculty evaluation of program leadership (OC-04)** plummeted from 4.58 in 2024 to 3.45 in 2025, falling substantially below targets and benchmarks. This dramatic decline suggests potential leadership effectiveness issues that could impact all program goals and threaten the supportive academic environment central to the program's mission.

Graduate Outcomes and Employability

Critical Challenge

Graduate employability (KPI-P-07) presents the most concerning performance, declining from 76% in 2024 to 50% in 2025. This 26-percentage-point drop falls significantly below the target (77.9%) and all benchmarks, directly contradicting the program's core mission of preparing qualified interior designers with vital employability skills. This decline threatens the program's contribution to Vision 2030's human capital development objectives and requires immediate intervention.

Positive Indicators

Conversely, **employer evaluation of graduates (KPI-P-09)** remains exceptional at 4.77, demonstrating that employed graduates meet industry standards. This suggests the issue lies in employment placement rather than graduate quality, indicating potential gaps in career services or market alignment.

Infrastructure and Resources

Strengths

The program maintains excellent **student-to-faculty ratios (KPI-P-11)** at 7.0, significantly outperforming all benchmarks and supporting personalized education delivery. **Average class sizes (KPI-P-08)** remain optimal at 9.0 students, facilitating the intimate learning environment essential for interior design education.

Laboratory satisfaction (OC-55) shows strong performance at 4.02, exceeding targets and supporting Goal 1's infrastructure quality objectives. **IT support satisfaction (OC-53)** demonstrates remarkable improvement to 4.03, reflecting enhanced technological infrastructure crucial for modern interior design education.

Areas for Improvement

Student-to-technician ratios (OC-05) deteriorated significantly to 36.0, substantially exceeding targets and benchmarks. This concerning trend threatens the hands-on learning experiences essential for interior design competency and may impact Goal 1's infrastructure quality objectives.

Community Engagement and Social Impact

The program excels in community engagement metrics. **Faculty community participation (OC-44)** maintains a perfect 100% rate, significantly outperforming benchmarks and supporting Goal 7's community contribution objectives. **Student volunteer hours (OC-65)** at

12.0 hours per student dramatically exceed internal benchmarks (4.82), demonstrating exceptional civic engagement that enhances students' professional development and social responsibility.

Faculty Composition and Diversity

Faculty distribution (KPI-P-12) shows positive developments in academic rank diversity. The program achieved significant improvements in senior positions, with Associate Professors increasing to 18.2% and Full Professors to 18.2%, both exceeding benchmarks. However, the decline in Assistant Professors to 27.4% below the 50% target suggests need for balanced recruitment strategies.

Faculty retention (KPI-P-13) maintains an excellent 0% turnover rate, outperforming all benchmarks and supporting program stability essential for curriculum continuity and student mentorship.

Stakeholder Satisfaction and Governance

Mixed Performance

Administrative environment evaluation (OC-06) shows mixed results, with students demonstrating improvement to 3.71 while faculty satisfaction declined to 3.34. This disparity suggests differential experiences that may impact program cohesion and effectiveness.

Integrity and equity evaluation (OC-08) presents similar patterns, with student satisfaction improving to 3.94 while faculty ratings declined to 3.36. These trends require attention to ensure the supportive academic environment emphasized in the program's mission.

Positive Indicators

Mission clarity (OC-01) maintains strong performance at 4.28 overall, with most stakeholder categories exceeding targets. **Graduate database maintenance (OC-31)** achieves perfect 100% completion, demonstrating excellent administrative efficiency and supporting long-

term graduate tracking capabilities.

Strategic Recommendations

Immediate Priorities

1. **Graduate Employability Crisis**: Implement comprehensive career services enhancement, strengthen industry partnerships, and develop targeted job placement programs to address the critical decline in employment rates.

2. **Leadership Effectiveness**: Conduct thorough leadership assessment and implement targeted development programs to restore faculty confidence and support program governance.

3. **Faculty Development Consistency**: Establish systematic training schedules and mandatory professional development requirements to ensure consistent faculty enhancement across all competency areas.

Medium-term Initiatives

1. **Resource Optimization**: Address the student-to-technician ratio imbalance through strategic hiring or resource redistribution to maintain hands-on learning quality.

2. **Research Culture Enhancement**: Implement comprehensive research support systems, mentorship programs, and publication incentives to reverse the declining faculty publication trend.

3. **Student Support Services**: Enhance feedback mechanisms, extend library services, and strengthen academic advising to improve student satisfaction and learning outcomes.

Long-term Strategic Focus

1. **Market Alignment**: Conduct comprehensive labor market analysis and curriculum review to ensure graduate competencies match industry demands and support Vision 2030 objectives.

2. **Quality Assurance**: Implement systematic quality monitoring and continuous improvement processes to sustain the positive momentum in operational excellence while addressing performance gaps.

3. **Stakeholder Engagement**: Develop comprehensive stakeholder satisfaction improvement strategies, particularly focusing on faculty and graduate experiences to ensure program sustainability and reputation.

Conclusion

The Interior Design Program demonstrates significant strengths in operational management, community engagement, and infrastructure quality, reflecting its commitment to providing competitive higher education within a supportive academic environment. However, critical challenges in graduate employability, faculty satisfaction, and research consistency threaten the program's ability to fulfill its mission of preparing qualified interior designers with vital employability skills.

The program's exceptional performance in retention, employer satisfaction, and community engagement provides a strong foundation for addressing current challenges. With targeted interventions focusing on career services, leadership development, and faculty support, the program can leverage its operational excellence to achieve comprehensive success across all strategic goals while contributing meaningfully to Saudi Arabia's Vision 2030 through the preparation of competent female interior designers ready for the evolving labor market.

The mixed performance profile suggests that while the program has established effective systems and processes, focused attention on stakeholder satisfaction, particularly faculty and graduate experiences, is essential for sustaining long-term success and maintaining its competitive position in the higher education landscape.

أبرز نقاط القوة وتوصيات التحسين

Top Strengths أبرز نقاط القوة	**Based on the KPI data provided, the Interior Design Program at Onaizah Colleges demonstrates five significant strengths in 2025:** **## 1. Exceptional Course Quality Enhancement** **The program achieved remarkable improvement in students' evaluation of course quality (KPI-P-03), rising from 3.53 in 2024 to 4.13 in 2025—a substantial 17% increase. This score significantly exceeds the target of 3.62 and demonstrates the program's commitment to improving teaching and learning experiences. The achievement aligns perfectly with Goal 1, reflecting enhanced quality of educational delivery and supporting the mission's emphasis on competitive higher education in interior design.** **## 2. Outstanding Program Information Accessibility** **Students' evaluation of program information accessibility (OC-22) improved dramatically from 3.71 in 2024 to 4.31 in 2025, representing a 16% enhancement. This score surpasses both the target (3.8) and approaches the external benchmark of Qassim University (4.28). This improvement demonstrates the program's enhanced administrative efficiency (Goal 4) and supports prospective students in making informed decisions about their interior design education, contributing to better student preparation and engagement.** **## 3. Significant Infrastructure and Facilities Advancement** **The program showed exceptional progress in classroom adequacy, capacity, and equipment satisfaction (OC-57), with overall satisfaction increasing from 3.44 in 2024 to 4.07 in 2025—an impressive 18% improvement. Female students' satisfaction rose from 3.16 to 3.99, while female faculty satisfaction increased from 3.72 to 4.15. This substantial enhancement directly supports Goal 1's focus on improving**

basic facilities, equipment, and supporting infrastructure, creating a more conducive learning environment for interior design education. ## 4. Consistent Performance Above Targets All three KPIs demonstrate performance levels that exceed their respective targets, indicating effective strategic planning and implementation. The program's ability to surpass established benchmarks reflects strong leadership and commitment to continuous improvement, supporting the mission's goal of offering competitive higher education while preparing qualified interior designers with vital employability skills. ## 5. Strong Foundation for Professional Development The high satisfaction levels across course quality, information accessibility, and infrastructure create an optimal learning environment that supports Goal 5's objectives of preparing competent graduates. The improved course quality (4.13/5) particularly enhances students' ability to demonstrate core knowledge in interior design and develop critical thinking skills. The enhanced facilities and clear program information contribute to students' professional development and awareness of ethical values and professional conduct principles. These improvements collectively demonstrate the program's alignment with Vision 2030 objectives and its commitment to producing qualified interior designers who can contribute meaningfully to the Kingdom's development goals. The consistent upward trajectory across all measured areas indicates sustainable progress toward excellence in interior design education.	
Based on the comprehensive KPI analysis for the Interior Design Program at Onaizah Colleges, I provide the following recommendations focusing on areas with concerning performance trends and significant gaps below targets or benchmarks: **Recommendation 1:** Program Management should immediately implement a comprehensive graduate	أبرز توصيات التحسين Top Recommendations

employability enhancement initiative including industry partnership development, career counseling services expansion, and alumni mentorship programs. **Recommendation 1 Justification:** KPI-P-07 shows a dramatic decline from 76% (2024) to 50% (2025) in graduate employability, falling 27.9 percentage points below target and underperforming all benchmarks. This directly threatens the program's core mission. **Alignment with Mission and Goals:** This addresses the mission's emphasis on preparing "qualified interior designers with vital employability skills" and directly supports Goal 5 (preparation of competent graduates), Goal 2 (student support services), and Goal 7 (community engagement). **Recommendation 1 Responsibility:** Program Management, Academic Guidance and Advising Committee, Community Service and Voluntary Work Committee. **Recommendation 2:** Program Management and relevant Department Management should establish systematic faculty research support mechanisms including dedicated research time allocation, publication incentives, and collaborative research partnerships. **Recommendation 2 Justification:** KPI-P-14 shows declining faculty publication rates from 90% (2024) to 74.5% (2025), falling 17.75 percentage points below target. This undermines research contributions essential for program credibility. **Alignment with Mission and Goals:** This directly supports Goal 6 (contributing to interior design through quality research), Goal 3 (enhancing faculty performance), and the mission's commitment to "make research contributions."	

Recommendation 2 Responsibility: Program Management, relevant Department Management, Scientific Research and Ethics Committee. **Recommendation 3:** Program Management should conduct comprehensive leadership effectiveness assessment and implement targeted leadership development programs to restore faculty confidence. **Recommendation 3 Justification:** KPI OC-04 shows dramatic decline in faculty evaluation of program leadership from 4.58 (2024) to 3.45 (2025), falling significantly below target and all benchmarks. **Alignment with Mission and Goals:** This supports Goal 4 (improving administrative efficiency), Goal 3 (enhancing faculty performance), and the mission's emphasis on providing a "supportive academic environment." **Recommendation 3 Responsibility:** Program Management, relevant Department Management. **Recommendation 4:** Learning Resources Facilities and Equipment Committee should immediately recruit additional technical support staff to reduce the student-to-technician ratio from the current 36:1 to target levels. **Recommendation 4 Justification:** KPI OC-05 shows concerning increase in student-to-technician ratio from 20:1 (2024) to 36:1 (2025), significantly exceeding target (19.5) and all benchmarks. **Alignment with Mission and Goals:** This supports Goal 1 (improving learning resources and infrastructure), Goal 2 (student support services), and Goal 5.1 (enabling graduates to demonstrate core knowledge using essential technologies).	

Recommendation 4 Responsibility: Learning Resources Facilities and Equipment Committee, Program Management. **Recommendation 5:** Academic Guidance and Advising Committee should implement enhanced feedback mechanisms and faculty training programs to improve timeliness and quality of student feedback. **Recommendation 5 Justification:** KPI OC-19 shows declining performance from 3.91 (2024) to 3.72 (2025), falling below target (4.0) and significantly below external benchmark (4.28). **Alignment with Mission and Goals:** This supports Goal 2 (student support services), Goal 5.2 (enhancing critical thinking and problem-solving skills), and the mission's commitment to a "supportive academic environment." **Recommendation 5 Responsibility:** Academic Guidance and Advising Committee, Course Teams. **Recommendation 6:** Program Management should establish systematic faculty training coordination mechanisms to ensure consistent participation in professional development programs. **Recommendation 6 Justification:** KPI OC-46 shows volatile faculty training participation (100% in 2023, 42% in 2024, 58% in 2025), significantly below internal benchmark (80%). **Alignment with Mission and Goals:** This supports Goal 3 (enhancing faculty performance), Goal 1 (improving teaching quality), and ensures faculty can deliver "competitive higher education" as stated in the mission. **Recommendation 6 Responsibility:** Program Management, relevant Department Management.	

Recommendation 7: Learning Resources Facilities and Equipment Committee should implement comprehensive library service enhancement including extended hours, improved digital access, and enhanced staffing during peak periods. **Recommendation 7 Justification:** KPI OC-71 shows consistent decline in library satisfaction from 3.98 (2023) to 3.78 (2025), with student satisfaction falling below target and significant gaps with college benchmarks. **Alignment with Mission and Goals:** This supports Goal 1 (improving learning resources), Goal 2 (student support services), Goal 5.1 (enabling graduates to demonstrate research skills), and Goal 6 (research contributions). **Recommendation 7 Responsibility:** Learning Resources Facilities and Equipment Committee, Program Management. **Recommendation 8:** Scientific Research and Ethics Committee should implement systematic learning outcomes assessment and remediation programs to restore 100% achievement rates. **Recommendation 8 Justification:** KPI OC-63 shows decline from 100% (2023-2024) to 92.3% (2025) in program learning outcomes achievement, falling short of target and internal benchmark. **Alignment with Mission and Goals:** This directly supports Goal 5 (preparing competent graduates), Goal 1 (improving teaching quality), and the mission's commitment to preparing "qualified interior designers with vital employability skills."	

Recommendation 8 Responsibility: Scientific Research and Ethics Committee, Course Teams, Academic Guidance and Advising Committee.	

مستوى التقدم في تحقيق رسالة البرنامج وأهدافه وفقاً لنتائج المؤشرات أعلاه Progress towards Achieving the Program's Mission and Goals Based on KPIs Results Above

Progress Analysis of Interior Design Program at Onaizah Colleges

Executive Summary

The Interior Design Program at Onaizah Colleges demonstrates significant progress toward achieving its mission and goals, with notable improvements across multiple key performance indicators in 2025. The program shows particular strength in operational planning achievement, course quality evaluation, student retention, employer satisfaction, and community engagement. However, some areas require attention, particularly graduate employability and faculty research participation rates.

Progress Toward Mission Components and Goals

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

The program has made substantial progress in improving the quality of teaching and learning experiences. **KPI-P-03** (Students Evaluation of Course Quality) shows remarkable improvement, rising from 3.53 in 2024 to 4.13 in 2025, significantly exceeding the target of 3.62. This indicates enhanced course delivery and content quality that directly supports the mission's commitment to competitive higher education.

KPI-P-02 (Students Evaluation of Learning Experience) demonstrates steady improvement from 3.41 in 2023 to 3.88 in 2025, approaching

the target of 3.96. While slightly below target, the consistent upward trend reflects ongoing efforts to enhance the learning environment.

KPI-P-10 (Student Satisfaction with Services) shows positive progress, increasing from 3.7 in 2024 to 3.93 in 2025, exceeding the target of 3.79. This improvement indicates better support services and infrastructure quality.

KPI-P-17 (Satisfaction with Learning Resources) achieved 3.84 in 2025, surpassing the target of 3.82, demonstrating adequate learning resource provision. **OC-58** (Satisfaction with Facilities and Equipment) shows improvement from 3.85 in 2024 to 3.94 in 2025, approaching the target of 3.95, indicating ongoing infrastructure enhancements.

KPI-P-01 (Operational Plan Achievement) reached an exceptional 100% in 2025, significantly exceeding the target of 86%, demonstrating excellent strategic planning and execution capabilities.

2. Student Support Services

The program shows strong performance in academic, social, psychological, and professional support services. **OC-25** (Academic Advising Satisfaction) improved from 3.91 in 2024 to 4.21 in 2025, exceeding the target of 4.0, indicating effective academic guidance systems.

OC-26 (Professional Guidance Satisfaction) demonstrates significant improvement from 3.59 in 2024 to 3.98 in 2025, surpassing the target of 3.68. **OC-27** (Psychological and Social Guidance Satisfaction) also shows positive progress, increasing from 3.63 in 2024 to 3.77 in 2025, exceeding the target of 3.72.

KPI-P-04 (Completion Rate) improved from 40% in 2024 to 60% in 2025, significantly exceeding the target of 41%. **KPI-P-05** (First-year Retention Rate) maintains an excellent 100% for both 2024 and 2025, meeting the ambitious target of 100%.

3. Faculty Performance Enhancement

Faculty development shows mixed results. **OC-45** (Training Plan Achievement) reached 93.75% in 2025, significantly exceeding the target of 76.88%, indicating strong commitment to faculty development programs.

However, **OC-46** (Faculty Training Participation) shows a decline from 100% in 2023 to 58% in 2025, though still exceeding the target of 43.05%. This suggests that while training programs are being implemented effectively, individual faculty participation rates have decreased.

4. Administrative Efficiency

OC-06 (Administrative Environment Evaluation) shows a decline from 3.91 in 2024 to 3.63 in 2025, falling short of the target of 4.0. This indicates challenges in maintaining optimal administrative climate and organizational environment.

KPI-P-13 (Faculty Turnover Rate) maintains an excellent 0% for both 2024 and 2025, meeting the target of 0%, demonstrating effective faculty retention strategies.

5. Graduate Competency and Employability

KPI-P-09 (Employer Evaluation of Graduates) shows exceptional performance, improving from 4.57 in 2024 to 4.77 in 2025, significantly exceeding the target of 4.0. This indicates that graduates possess the vital employability skills demanded in the labor market.

However, **KPI-P-07** (Graduate Employability) presents a concerning trend, declining from 76% in 2024 to 50% in 2025, falling short of the target of 77.9%. This suggests challenges in job market placement despite high employer satisfaction with graduate competencies.

OC-63 (Learning Outcomes Achievement) shows 92.3% in 2025, slightly below the target of 100% but still indicating strong academic performance in core knowledge and skills development.

6. Research Contribution

The program faces challenges in research productivity. **KPI-P-14** (Faculty Publication Percentage) declined from 90% in 2024 to 74.5% in 2025, falling short of the target of 92.25%.

KPI-P-15 (Research Publications per Faculty) improved from 1.2 in 2024 to 1.75 in 2025, exceeding the target of 1.3. **KPI-P-16** (Citations per Faculty) shows dramatic improvement from 9.25 in 2024 to 52.92 in 2025, significantly exceeding the target of 9.48, indicating enhanced research quality and impact.

7. Community Engagement

The program demonstrates exceptional community engagement. **OC-44** (Faculty Community Participation) maintains 100% for all years, meeting the target of 100%. **OC-65** (Student Volunteer Hours) maintains 12 hours per student in both 2024 and 2025, approaching the target of 12.3 hours, demonstrating strong commitment to community service and social responsibility.

Key Strengths and Achievements

1. **Operational Excellence**: 100% achievement of operational plan indicators
2. **Student Satisfaction**: Consistent improvements in course quality and learning experience evaluations
3. **Student Retention**: Perfect first-year retention rate of 100%
4. **Employer Satisfaction**: Exceptional employer evaluation scores (4.77/5.0)
5. **Community Engagement**: 100% faculty participation in community activities
6. **Faculty Stability**: Zero faculty turnover rate
7. **Research Impact**: Significant improvement in citation rates

Areas Requiring Attention

1. **Graduate Employability**: Declining employment rates need immediate attention
2. **Faculty Research Participation**: Decreased publication percentage requires intervention
3. **Administrative Environment**: Stakeholder satisfaction with administrative climate needs improvement

Conclusion

The Interior Design Program at Onaizah Colleges demonstrates substantial progress toward achieving its mission of providing competitive higher education while preparing qualified interior designers with vital employability skills. The program excels in operational planning, student satisfaction, retention, and community engagement. However, attention is needed to address graduate employability challenges and maintain research productivity levels.

Number of goals whose linked KPIs achieved relevant targets: 5 out of 7 goals

The program successfully achieved targets for goals related to student support services, graduate competency (employer satisfaction aspect), community engagement, administrative efficiency (faculty retention), and partially achieved targets for teaching quality and faculty development. The goals requiring immediate attention are graduate employability and research contribution enhancement.

بيانات الاعتماد Approval Data

رقم جلسة مجلس القسم وتاريخها Department Council Ref. & Date	Session 01 27/08/2024

رقم جلسة مجلس الكلية وتاريخها College Council Ref. & Date	Session 04 07/10/2025



فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	القيمة المرجعية الخارجية External Benchmark 2	KPI Target المستهدف	المستهدف الجديد New Target

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	القيمة المرجعية الخارجية External Benchmark 2	KPI Target المستهدف	المستهدف الجديد New Target

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	القيمة المرجعية الخارجية External Benchmark 2	KPI Target المستهدف	المستهدف الجديد New Target

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target

فئات المؤشر KPI Categories	القيمة الفعلية Actual Value 2025	القيمة المرجعية الداخلية Internal Benchmark 1 (KPI in 2024)	القيمة المرجعية الداخلية Internal Benchmark 2 (KPI in 2023)	القيمة المرجعية الداخلية Internal Benchmark 3	القيمة المرجعية الخارجية External Benchmark 1	KPI Target المستهدف	المستهدف الجديد New Target