2024
TP-152

Annual Program Report
(Bachelor)

Program: برنامج التصميم الداخلي Interior Design
Program Code (as per Saudi Standard Classification of Educational Levels and Specializations): 02120101
Qualification Level: **6** (Bachelor)
Department: Department of Architecture
College: **College of Engineering and Information Technology**
Institution: **Onaizah (Private) Colleges (OC)**
Academic Year: **2024/2025**
Main Location: **Main Campus - OC**
Branches offering the program (if any): N.A – The program is only offered in the main campus.

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A. Program Statistics

Item	Number
Number of students enrolled in the program	76
Number of students who started the program (in reporting year)	18
Number of students who completed the program	21

B. Program Assessment

1. Program Learning Outcomes Assessment and analysis according to PLOs assessment plan *

#	Program Learning Outcomes	Assessment Methods (Direct and Indirect)	Targeted Performance (%)	Assessment Results
Knowledge and Understanding				
K.1	Identify fundamental interior design concepts, principles and theories in relation to other disciplines mainly architecture and engineering.	Direct: Mapped Courses in PLOAP Direct: Exit Exam Indirect: PO_EMPO/PO_GRAD Surveys	Target % = >=75 Target (Rubric-Likert) = >= 4	Avg. Normalized (Courses): Female % = 79.7 Female (Rubric) = 4.0 Exit Exam % = 65.0 Indirect (Surveys-Likert) = 3.9
K.2	Describe the basic characteristics of interior design materials, functions and equipment.	Direct: Mapped Courses in PLOAP Direct: Exit Exam Indirect: PO_EMPO/PO_GRAD Surveys	Target % = 71.75 Target (Rubric-Likert) = >= 4	Avg. Normalized (Courses): Female % = 63.2 Female (Rubric) = 4.3 Exit Exam % = 62.5 Indirect (Surveys-Likert) = 3.97
K.3	Discuss the basic elements of planning and research processes of interior design projects.	Direct: Mapped Courses in PLOAP Direct: Exit Exam Indirect: PO_EMPO/PO_GRAD Surveys	Target % = >=75 Target (Rubric-Likert) = >= 4	Avg. Normalized (Courses): Female % = 83.8 Female (Rubric) = 3.9 Exit Exam % = 58.0 Indirect (Surveys-Likert) = 4.0

K.4	Explain interior design ethical values, safety provisions and precautions, principles of professional conduct, and indoor environmental and client-based requirements.	Direct: Mapped Courses in PLOAP Direct: Exit Exam Indirect: PO_EMPO/PO_GRAD Surveys	Target % = 71.95 Target (Rubric-Likert) = >= 4	Avg. Normalized (Courses): Female % = 82.1 Female (Rubric) = 4.2 Exit Exam % = 55.5 Indirect (Surveys-Likert) = 3.96
Skills				
S.1	Generate material selection, equipment, furniture and fixture considering applicable codes, sustainability and indoor environmental quality.	Direct: Mapped Courses in PLOAP Direct: Exit Exam Indirect: PO_EMPO/PO_GRAD Surveys	Target % = 73.7 Target (Rubric-Likert) = >= 4	Avg. Normalized (Courses): Female % = 75.1 Female (Rubric) = 4.4 Exit Exam (Rubric-Likert) = 3.6 Indirect (Surveys-Likert) = 4.5
S.2	Design sustainable interior projects that enrich indoor environmental quality, and that solve real life issues, using appropriate research methods.	Direct: Mapped Courses in PLOAP Direct: Exit Exam Indirect: PO_EMPO/PO_GRAD Surveys	Target % = >=75 Target (Rubric-Likert) = >= 4	Avg. Normalized (Courses): Female % = 78.0 Female (Rubric) = 4.3 Exit Exam (Rubric-Likert) = 3.6 Indirect (Surveys-Likert) = 3.92
S.3	Critically analyze sets of design ideas and documents for an interior design project.	Direct: Mapped Courses in PLOAP Direct: Exit Exam Indirect: PO_EMPO/PO_GRAD Surveys	Target % = >=75 Target (Rubric-Likert) = >= 4	Avg. Normalized (Courses): Female % = 75.3 Female (Rubric) = 3.8 Exit Exam (Rubric-Likert) = 4.7 Indirect (Surveys-Likert) = 3.96

S.4	Critically evaluate abstract design concepts during all phases of the design process to indicate conditions and requirements within the interior environment.	Direct: Mapped Courses in PLOAP Direct: Exit Exam Indirect: PO_EMPO/PO_GRAD Surveys	Target % = >=75 Target (Rubric-Likert) = 3.79	Avg. Normalized (Courses): Female % = 75.6 Female (Rubric) = 4.3 Exit Exam (Rubric-Likert) = 4.7 Indirect (Surveys-Likert) = 4.0
S.5	Produce creative interior design drawings and documents using a variety of media, design techniques, computational and quantitative tools and technology.	Direct: Mapped Courses in PLOAP Direct: Exit Exam Indirect: PO_EMPO/PO_GRAD Surveys	Target % = >=75 Target (Rubric-Likert) = >= 4	Avg. Normalized (Courses): Female % = 81.6 Female (Rubric) = 4.3 Exit Exam (Rubric-Likert) = 4.6 Indirect (Surveys-Likert) = 4.28
S.6	Effectively communicate designs solutions, digital design models, inquiries and research results of complex issues in interior design projects with stakeholders.	Direct: Mapped Courses in PLOAP Direct: Exit Exam Indirect: PO_EMPO/PO_GRAD Surveys	Target % = >=75 Target (Rubric-Likert) = >= 4	Avg. Normalized (Courses): Female % = 84.2 Female (Rubric) = 4.3 Exit Exam (Rubric-Likert) = 4.6 Indirect (Surveys-Likert) = 3.87
Values, autonomy, and responsibility				
V.1	Effectively participate in interior design projects and their discussion groups, in order to advance the discipline and society.	Direct: Mapped Courses in PLOAP Direct: Exit Exam Indirect: PO_EMPO/PO_GRAD Surveys	Target (Rubric) = 3.79	Avg. Normalized (Courses): Female (Rubric) = 4.1 Exit Exam (Rubric-Likert) = 4.5 Indirect (Surveys-Likert) = 4.06

V.2	Demonstrate ethical values, safety provisions and precautions, principles of professional conduct in interior design workplace.	Direct: Mapped Courses in PLOAP Direct: Exit Exam Indirect: PO_EMPO/PO_GRAD Surveys	Target (Rubric) = >= 4	Avg. Normalized (Courses): Female (Rubric) = 4.5 Exit Exam (Rubric-Likert) = 4.5 Indirect (Surveys-Likert) = 4.12
V.3	Act responsibly, independently and autonomously in making design decisions within interior design projects.	Direct: Mapped Courses in PLOAP Direct: Exit Exam Indirect: PO_EMPO/PO_GRAD Surveys	Target (Rubric) = >= 4	Avg. Normalized (Courses): Female (Rubric) = 4.4 Exit Exam (Rubric-Likert) = 4.5 Indirect (Surveys-Likert) = 4.18

*Attach a separate report on the program learning outcomes assessment results for male and female sections and each branch (**if any**).

Strengths:

1. **Exceptional Performance in Practical and Applied Learning:** The program demonstrates outstanding success in hands-on, experiential learning approaches. Courses utilizing lab work, fieldwork, internships, and portfolio assessments consistently exceed targets across multiple PLOs. The Interior Design Internship (IND 672) achieved perfect scores in several PLOs, and advanced studio courses consistently perform at 85-95% levels, indicating that female students excel when engaged in real-world applications and practical design challenges.

2. **Strong Professional Development and Ethical Foundation:** The program excels in developing professional conduct and ethical awareness among students. PLO V.2 (ethical values and professional conduct) shows exceptional performance with most courses achieving 4.5+ scores, particularly Islamic Culture courses (5.0) and Environmental Interior Design (4.88). This demonstrates effective integration of ethical principles with technical design skills, preparing graduates who are well-regarded by employers (4.12-4.28 employer satisfaction scores).

3. **Effective Technology Integration and Digital Skills Development:** Students demonstrate strong competency in digital design tools and technology applications. Computer Aided Presentation courses (IND 644) consistently achieve 96%+ performance, and technical drawing courses show excellent results. The program successfully develops creative documentation skills using various media and computational tools, with PLO S.5 maintaining 81.6% achievement and strong employer feedback (4.28).

Aspects that need improvement with priorities:
1. **Restructure Underperforming Theoretical and Historical Courses:** Immediately address critical performance gaps in DES 353 (History of Architecture) at 39-65% and DES 681 (Arabic Calligraphy) at 41-57%. These courses consistently underperform across multiple PLOs due to over-reliance on traditional lecture methods. Implement interactive workshops, hands-on demonstrations with historical artifacts, virtual museum tours, and expert guest lectures. Replace research-heavy assessments with portfolio-based projects that connect historical concepts to contemporary design practice. 2. **Enhance Research Methodology and Critical Analysis Training:** Strengthen research-based learning approaches, particularly in foundational courses like STAT 100 (75%) and IND 535 (75.6%). The program shows gaps between course-level performance and exit exam results across several PLOs, indicating insufficient preparation for comprehensive analysis. Integrate structured research methodology workshops, provide more scaffolded guidance for independent study activities, and enhance case study methodologies with real-world problem-solving scenarios to bridge the theory-practice gap.

Link to PLOAP (PLOs and GAs Assessment Plan):
https://drive.google.com/drive/folders/1k-a_Zb379lY2e85BPigZJ8MX5NVIgu9l?usp=sharing

Link to PLOAR 24/25 (PLOs and GAs Assessment Report):
https://drive.google.com/drive/folders/1NsNuVcSLMKx2OGWKnMPdCgQKWxBw5oxp?usp=sharing

2. Students Evaluation of Courses

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
ENG 0011	English I[لغة إنجليزية 1] Click Here To Access Course Eval	42	32.81%	4.33	1.The course team should enhance the integration of technology in teaching delivery and assessment methods to improve student engagement and learning effectiveness.(Source of Recommendation: Peer evaluation) 2.The course team

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
					should establish connections with industry professionals to incorporate guest speakers who can provide real-world applications and professional networking opportunities for students.(Source of Recommendation: Chairperson evaluation)
STAT 100	Statistics[إحصاء] Click Here To Access Course Eval	173	26.21%	4.22	1.The course team should implement hands-on learning activities and statistical software training sessions to enhance practical application of theoretical concepts.(Source of Recommendation: CLOs assessment results) 2.The course instructors should establish supplementary support systems to address the gender performance gap in skills-based CLOs.(Source of Recommendation: CLOs assessment results)

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
PSYCH 101	Thinking Skills and learning Styles[مهارات وأساليب التفكير التعلُم] Click Here To Access Course Eval	60	33.33%	4.5	1.المقرر فريق على يجب إضافي وقت تخصيص الذهني والعصف للمراجعة لتعزيز المحاضرات خلال وتطوير الطلابي التفاعل التفكير مهارات التوصية مصدر):النقدي النظراء تقييم)
CSC 105	Computer Skills[مهارات الحاسب] Click Here To Access Course Eval	52	20.63%	4.73	1.The course team should develop and implement comprehensive hands-on laboratory sessions specifically for computer hardware identification and assembly to address the performance gap in CLO CSC 105.CLO.K.1(Source of Recommendation: CLOs assessment results) 2.The course instructors should establish peer learning support groups and supplementary practical sessions to ensure consistent achievement across all student demographics in hardware identification skills(Source of Recommendation:

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
					CLOs assessment results)
PHYS 110	General Physics I[عامة فيزياء 1] Click Here To Access Course Eval	70	28.93%	4.83	1.The course instructors should encourage student participation in course-related decision making and provide students with clear lesson outlines, objectives, and expected learning outcomes at the beginning of each class.(Source of Recommendation: Peer evaluation) 2.The course team should implement more interactive teaching methods and hands-on demonstrations specifically for fundamental physics concepts to improve student engagement and understanding.(Source of Recommendation: CLOs assessment results) 3.The course instructors should diversify assessment methods beyond written examinations to provide more comprehensive evaluation of student

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
					learning.(Source of Recommendation: CLOs assessment results)
ENG 0012	English II[لغة إنجليزية 2] Click Here To Access Course Eval	247	21.63%	4.66	1.The course team should implement targeted support strategies to address the gender performance gap observed in CLOs S.1, S.4, S.13, and S.16, where male students consistently outperformed female students.(Source of Recommendation: CLOs Assessment Results) 2.The course team should diversify assessment methods for CLO S.14 to move beyond written exams and enhance student analytical skills development.(Source of Recommendation: CLOs Assessment Results) 3.Course instructors should develop strategies to encourage students to use textbooks and learning resources more consistently throughout the course.(Source of

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
					Recommendation: Peer Evaluation)
ESP 102	English for Engineering and Computer Science[لغة للهندسة إنجليزية والحاسب] Click Here To Access Course Eval	113	21.08%	4.46	1.Course instructors should implement regular formative assessment techniques during lectures to monitor student comprehension and adjust teaching pace accordingly.(Source of Recommendation: Peer evaluation)
MATH 105	Calculus[التفاضل حساب] Click Here To Access Course Eval	138	28.16%	3.97	1.The course team should implement structured peer mentoring programs and additional computational workshops specifically designed to address the gender performance gap in CLO S.3 computational problem-solving skills.(Source of Recommendation: CLOs assessment results) 2.The course instructors should integrate more problem-solving workshops and engineering case studies into knowledge-based CLOs (K.1-K.4) to

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
					enhance student engagement and practical application of differentiation concepts.(Source of Recommendation: CLOs assessment results)
CSC 111	Computer Programming[الحاسب برمجة] Click Here To Access Course Eval	302	28.82%	3.84	1.The course team should streamline and restructure CLOs S.3, S.5, S.6, S.8, and S.9 to eliminate redundancy and create distinct, progressive skill development objectives that build upon each other.(Source of Recommendation: CLOs Assessment Results) 2.The course instructors should integrate more hands-on programming exercises and practical activities to supplement the lecture-based instruction in CLO K.2 and enhance student engagement with theoretical concepts.(Source of Recommendation: CLOs Assessment Results)

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
PHYS 115	General Physics II[عامة فيزياء 2] Click Here To Access Course Eval	515	30.28%	4.17	1.The course team should implement more interactive teaching methods specifically for vector physics concepts, including problem-solving workshops, hands-on vector demonstrations, and interactive sessions to enhance student engagement and deepen understanding of vector applications.(Source of Recommendation: CLOs assessment results) 2.The course instructors should integrate real-world case studies and ethical dilemma scenarios into the curriculum to strengthen ethical education and better prepare students for professional applications where ethical decision-making is crucial.(Source of Recommendation: CLOs assessment results)
IND 331	Architectural Drawings and Visual Studies[الرسم	6	60%	4.65	1.The course team should develop and implement comprehensive

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
	المعماري والتدريب البصري] Click Here To Access Course Eval				tutorials with guided exercises to support students in completing drawing assignments within appropriate timeframes.(Source of Recommendation: Peer evaluation) 2.Course instructors should invite industry professionals as guest speakers to provide students with real-world insights into architectural drawing applications and professional practice.(Source of Recommendation: Chairperson evaluation)
IND 332	Free Hand Drawings and Models[الرسم الحر] Click Here To Access Course Eval	6	60%	4.65	1.Based on the course assessment and evaluation results, there are no immediate issues that require attention.(Source of Recommendation: All Assessment and Evaluation Results)
IND 333	Perspective and Shadow[والمنظور الظل] Click Here To Access Course Eval	6	60%	4.65	1.The course team should allocate additional time for students to complete drawing exercises and incorporate mini preparatory exercises before major

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
					assignments.(Source of Recommendation: Peer evaluation)
IND 341	Computer Aided Design I[التصميم الألي بالحاسب 1] Click Here To Access Course Eval	6	33.33%	4.56	1.The course team should coordinate with the Learning Resources Facilities and Equipment Committee to update the laboratory software to the latest version of CAD programs used in the course.(Source of Recommendation: Peer evaluation) 2.Course instructors should increase the complexity and difficulty level of practical applications and assignments to better match the current competency level of students.(Source of Recommendation: Peer evaluation)
DES 351	Principles of Design[اساسيات التصميم] Click Here To Access Course Eval	2	28.57%	4.0	1.The course team should integrate modern digital design techniques and software tools into the curriculum to enhance students' practical and technical skills.(Source of Recommendation: Peer evaluation) 2.The course

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
					instructors should incorporate structured design analysis and critical evaluation components through small analytical projects and organized class discussions.(Source of Recommendation: Peer evaluation)
DES 353	History of Architecture[العمارة تاريخ] Click Here To Access Course Eval	6	60%	4.65	1.The course team should incorporate guest speakers from the architecture and interior design industry to provide students with real-world insights and professional networking opportunities.(Source of Recommendation: Chairperson evaluation) 2.Course instructors should implement virtual museum tours and visual analysis workshops to enhance interactive teaching methods for knowledge-based learning outcomes.(Source of Recommendation: CLOs assessment results)

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
DES 361	Building Construction I[مباني إنشاء 1] Click Here To Access Course Eval	2	20.0%	4.53	1.The course team should incorporate industry guest speakers to provide students with real-world applications and professional networking opportunities.(Source of Recommendation: Chairperson evaluation) 2.The course instructors should establish a material sample library and incorporate tactile learning experiences to improve material identification skills.(Source of Recommendation: CLOs assessment results) 3.The course team should implement progressive individual design challenges with structured mentoring to strengthen independent decision-making capabilities.(Source of Recommendation: CLOs assessment results)
ARAB 101	Language Skills[المهارات اللغوية]	290	31.42%	4.3	1.المقرر فريق على يجب تدريسية استراتيجيات تطوير الفردية الفروق تراعي متنوعة تحقيق لضمان الطلاب بين

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
	Click Here To Access Course Eval				لمخرجات الطلاب جميع مصدر)بفعالية التعلم :النظراء تقييم :التوصية)
IND 434	Interior Design Studio I[استوديو التصميم الداخلي 1] Click Here To Access Course Eval	11	28.21%	4.58	1.The course team should enhance the technical drawing instruction by dedicating more time to ceiling design with lighting units at large scale and detailed staircase drawing applications with ceiling details.(Source of Recommendation: Peer evaluation) 2.The course team should incorporate guest speakers from the interior design industry to provide students with real-world insights and expand their professional networks.(Source of Recommendation: Chairperson evaluation)
IND 442	Computer Aided Design II[التصميم الألي بالحاسب 2] Click Here To Access Course Eval	9	25.0%	4.54	1.The course team should update the computer lab with newer versions of BIM software to ensure students have access to current industry-standard tools and features.(Source of Recommendation: Peer evaluation)

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
					2.The program management should establish a peer mentorship program pairing advanced students with current course participants to enhance learning support and community building.(Source of Recommendation: Chairperson evaluation)
IND 452	Theories of Interior Design[التصميم نظريات الداخلي] Click Here To Access Course Eval	3	23.08%	3.2	1.The course team should clearly communicate course objectives, learning outcomes, and requirements to students at the beginning of the semester through detailed course orientation and comprehensive syllabus review sessions.(Source of Recommendation: Course evaluation survey) 2.The course instructors should incorporate guest speakers from the interior design industry to provide real-world perspectives and demonstrate the practical relevance of

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
					theoretical concepts.(Source of Recommendation: Chairperson evaluation) 3.The course team should allocate more class time for interactive discussions and student analysis of design concepts to enhance critical thinking and problem-solving abilities.(Source of Recommendation: Course evaluation survey and peer evaluation)
IND 454	History of Interior Design[تاريخ الداخلي التصميم] Click Here To Access Course Eval	4	28.57%	4.63	1.The course team should establish optional review sessions before exams to provide additional academic support and reinforce key historical design concepts for students who need extra assistance.(Source of Recommendation: Chairperson evaluation) 2.The course instructors should expand the use of visual learning resources by incorporating virtual museum tours, historical project

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
					photographs, and interactive visual timelines to help students better connect with different historical periods and styles.(Source of Recommendation: Peer evaluation and CLOs assessment results) 3.The course team should implement more interactive group activities including debates, mini-presentations, and collaborative discussions to increase student engagement and deepen their understanding of historical design concepts.(Source of Recommendation: Peer evaluation)
DES 462	Building Construction II[مباني إنشاء 2] Click Here To Access Course Eval	7	29.17%	4.5	1.The course team should restructure the course delivery by dividing lectures into smaller, more focused sessions and incorporating additional tutorial sessions to support student comprehension of complex construction concepts.(Source of Recommendation:

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
					Peer evaluation) 2.The course instructors should integrate industry guest speakers into the curriculum to provide students with real-world construction industry perspectives and professional networking opportunities.(Source of Recommendation: Chairperson evaluation) 3.The course team should enhance technical drawing instruction through increased hands-on studio practice and comprehensive CAD software training to address the significant underperformance in construction drawing skills.(Source of Recommendation: CLOs assessment results)
IND 471	Model Making[النماذج صناعة] Click Here To Access Course Eval	6	23.08%	4.56	1.The course team should incorporate advanced model-making techniques including multi-level structures and miniature furniture components to enhance the practical complexity and

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
					industry relevance of student projects.(Source of Recommendation: Peer evaluation)
IC 101	Introduction to Islamic Culture[للثقافة المدخل الإسلامية] Click Here To Access Course Eval	119	28.33%	3.75	1.تقييم نتائج على بناءً توجد لا المقرر، وتقويم تتطلب فورية قضايا التوصية مصدر).الاهتمام: التقييم نتائج جميع والتقويم)
ARAB 103	Arabic Editing[العربي التحرير] Click Here To Access Course Eval	567	33.95%	4.57	1.المقرر فريق على يجب العملية التدريبات تكثيف لتحسين التطبيقية والأنشطة خاصة التواصل، مهارات حققوا الذين الذكور للطلاب مقابل 72% نسبة مصدر)77% المستهدف تقييم نتائج :التوصية وتقييم التعلم مخرجات النظراء) 2.المقرر فريق على يجب مخرجات بين الربط تحسين في التقويم ووسائل التعلم لضمان المقرر توصيف للمخرجات فعال قياس التوصية مصدر)المستهدفة: القسم رئيس تقييم)
IND 535	Interior Design Studio II[استوديو الداخلي التصميم 2]	4	28.57%	3.0	1.The course team should implement structured research methodology workshops with hands-on training sessions to strengthen

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
	Click Here To Access Course Eval				students' research design skills for sustainable interior design projects.(Source of Recommendation: CLOs Assessment Results) 2.The course instructors should incorporate more modern technology and interactive digital tools in lessons to enhance student engagement and learning experience.(Source of Recommendation: Chairperson Evaluation)
IND 543	Computer Aided Presentation I[الإظهار بالحاسب 1] Click Here To Access Course Eval	4	33.33%	4.5	1.The course team should update the laboratory software to the latest versions and increase the complexity of practical applications to better align with current student capabilities.(Source of Recommendation: Peer evaluation) 2.The course instructors should implement peer mentorship programs to enhance student support and foster community engagement in the

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
					classroom.(Source of Recommendation: Chairperson evaluation)
IND 563	Furniture Design and Technology[تكنولوجيا الأثاث وتصميم] Click Here To Access Course Eval	2	28.57%	4.5	1.The course team should implement structured interactive learning methodologies to replace traditional lecture-heavy approaches for teaching historical design knowledge and cultural contexts.(Source of Recommendation: CLOs Assessment Results) 2.The course instructors should establish a comprehensive ethical decision-making framework within the curriculum to strengthen students' ability to address design ethical dilemmas.(Source of Recommendation: CLOs Assessment Results) 3.The course team should allocate additional time for in-class discussions and extend assignment completion periods to enhance student engagement and

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
					learning outcomes.(Source of Recommendation: Peer Evaluation)
IND 564	Finishing Materials Properties I[مواد خواص التشطيب 1] Click Here To Access Course Eval	1	20.0%	4.56	1.The course team should incorporate real material samples and hands-on demonstrations in classroom sessions to enhance students' tactile understanding of material properties and differences.(Source of Recommendation: Peer evaluation) 2.The program management should establish partnerships with industry professionals to provide guest speaker sessions that connect theoretical knowledge with real-world applications.(Source of Recommendation: Chairperson evaluation)
IND 566	Buildings Services[المباني خدمات] Click Here To Access Course Eval	2	25.0%	4.49	1.The course team should restructure the course schedule to distribute lecture topics and content over more classes while allocating dedicated time for tutorial sessions.(Source of

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
					Recommendation: Peer evaluation) 2.The course instructors should establish a comprehensive laboratory component with hands-on activities to strengthen students' practical skills in building services evaluation.(Source of Recommendation: Chairperson evaluation and CLOs assessment results)
IC 102	Islam & Construction of Society[وبناء الإسلام المجتمع] Click Here To Access Course Eval	807	27.56%	4.47	تقييم نتائج على بناءً.1 توجد لا المقرر، وتقويم اتخاذ تتطلب عاجلة قضايا مصدر).فورية إجراءات نتائج جميع :التوصية والتقويم التقييم)
IND 636	Interior Design Studio III[استوديو الداخلي التصميم 3] Click Here To Access Course Eval	23	41.07%	3.65	1.The course team should implement more collaborative group work activities and integrate modern teaching methods to enhance student teamwork skills and learning experience.(Source of Recommendation: Peer evaluation) 2.The course instructors should offer optional review

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
					sessions before exams to provide additional academic support and reinforce key concepts for students.(Source of Recommendation: Chairperson evaluation)
IND 644	Computer Aided Presentation II[الإظهار بالحاسب 2] Click Here To Access Course Eval	13	50.0%	4.38	1.The course team should implement peer mentorship programs to foster a sense of community and provide additional student support in the classroom.(Source of Recommendation: Chairperson evaluation)
IND 665	Finishing Materials Properties II[مواد خواص التشطيب 2] Click Here To Access Course Eval	6	40.0%	4.67	1.The course team should establish partnerships with material testing laboratories and sustainable building projects to provide students with hands-on analytical experiences for evaluating ecological impact and technical performance of reused/recycled materials.(Source of Recommendation: CLOs Assessment Results) 2.The program management should

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
					coordinate with industry professionals to establish a regular guest speaker series that provides students with real-world insights into sustainable material applications and professional networking opportunities.(Source of Recommendation: Chairperson Evaluation)
IND 667	Lighting and Acoustics[الإضاءة والصوتيات] Click Here To Access Course Eval	5	35.71%	4.61	1.The course team should develop and implement a structured laboratory component with dedicated lab sessions for lighting and acoustic measurements and design exercises.(Source of Recommendation: CLOs Assessment Results, Peer Evaluation, Chairperson Evaluation) 2.The course instructors should establish partnerships with industry professionals to provide guest lectures and real-world case study presentations throughout the

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
					semester.(Source of Recommendation: CLOs Assessment Results) 3.The course team should restructure the course delivery to distribute complex topics across multiple shorter sessions with integrated demonstrations and exercises.(Source of Recommendation: Peer Evaluation)
IND 672	Interior Design Internship (Summer Training)[التصميم التدريب التدريب) الداخلي الصيفي)] Click Here To Access Course Eval	1	25.0%	4.54	1.The course team should organize short workshops during the internship period to enhance students' practical professional skills including client communication, site reporting, and teamwork strategies.(Source of Recommendation: Peer evaluation) 2.The program should incorporate guest speakers from the interior design industry to provide students with real-world insights and expand their professional networks during the internship course.(Source of Recommendation:

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
					Chairperson evaluation)
IC 103	Islamic Economic System[النظام في الاقتصادي الإسلام] Click Here To Access Course Eval	334	20.64%	4.16	1.المقرر فريق على يجب في القيمي الجانب تعزيز تضمين خلال من المقرر واقعية وقصص عملية نماذج الأخلاقيات تطبيق تبرز المواقف في الإسلامية التوصية مصدر)الحياتية: مخرجات تقييم نتائج التعلم) 2.المقرر فريق على يجب التطبيقية الأنشطة تكثيف القيم ممارسة على تركز التي مع التفاعل أثناء الإسلامية التوصية مصدر)الآخرين: مخرجات تقييم نتائج التعلم) 3.المقرر فريق على يجب لتكون التقييم أدوات تطوير قياس في ودقة شمولية أكثر والمسؤولية الأخلاقي السلوك التوصية مصدر)الشخصية: مخرجات تقييم نتائج التعلم)
IND 737	Interior Design Studio IIII[استوديو الداخلي التصميم 4] Click Here To Access Course Eval	6	60%	4.65	1.The course team should allocate additional time for students' post-production work and introduce collaborative group work activities to enhance peer learning and project development processes.(Source of

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
					Recommendation: Peer evaluation) 2.The course instructors should incorporate more hands-on laboratory activities and practical workshops to strengthen students' technical skills and complement the existing studio-based learning approach.(Source of Recommendation: Chairperson evaluation)
IND 773	Graduation Project Studies[مشروع دراسات التخرج] Click Here To Access Course Eval	6	60%	4.65	1.The course team should integrate modern technology and interactive digital tools into the graduation project development process to enhance student engagement and learning experience.(Source of Recommendation: Chairperson evaluation) 2.Course instructors should establish a comprehensive repository of exemplary graduation project examples and develop specialized workshops on presentation skills for final jury

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
					preparation.(Source of Recommendation: Peer evaluation)
IND 774	Construction Drawings[الرسومات التنفيذية] Click Here To Access Course Eval	6	60%	4.65	1.The course team should implement structured in-class workshops specifically focused on construction drawing techniques and CAD software training to enhance students' hands-on drafting skills.(Source of Recommendation: CLOs assessment results and peer evaluation) 2.The program should coordinate with industry professionals to serve as guest speakers, providing students with real-world insights into construction drawing applications and professional standards.(Source of Recommendation: Chairperson evaluation) 3.Course instructors should extend assignment deadlines and provide additional time allocation for construction drawing projects to allow students adequate time for quality work

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
					completion.(Source of Recommendation: Peer evaluation)
IC 104	Eslamic culture 4[في السياسي النظام الإسلام] Click Here To Access Course Eval	293	20.03%	4.18	1.تقييم نتائج على بناءً توجد لا المقرر، وتقويم اتخاذ تتطلب عاجلة قضايا مصدر).فورية إجراءات نتائج جميع :التوصية والتقويم التقييم)
IND 838	Graduation Project[مشروع التخرج] Click Here To Access Course Eval	9	45.0%	3.83	1.The course team should integrate modern technology and interactive tools into the teaching methodology to enhance student engagement and learning experience.(Source of Recommendation: Chairperson evaluation)
IND 855	Environmental Interior Design[بيئة الداخلي التصميم] Click Here To Access Course Eval	2	20.0%	3.5	1.The course team should integrate more practical, hands-on learning activities such as material selection exercises and small-scale design challenges to enhance students' ability to apply sustainability concepts in real-world scenarios.(Source of Recommendation: CLOs assessment results and peer evaluation)

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
					2.The course instructors should establish optional review sessions before examinations to provide additional academic support and reinforce key environmental design concepts for students who need extra assistance.(Source of Recommendation: Chairperson evaluation)
IND 856	Interior Landscape Design[تنسيق للبيئات مواقع الداخلية] Click Here To Access Course Eval	3	33.33%	3.67	1.The course team should integrate specialized digital design software and modern technologies into the curriculum to enhance students' technical competencies and market readiness.(Source of Recommendation: Peer evaluation) 2.The course instructors should establish partnerships with industry professionals to provide guest lectures and real-world insights into interior landscape design practice.(Source of Recommendation: Chairperson evaluation)

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
					3.The course team should expand hands-on learning opportunities through organized field visits to green interior design projects and implementation of small-scale practical projects.(Source of Recommendation: Peer evaluation)
IND 875	Construction Management[التشييد إدارة والبناء] Click Here To Access Course Eval	4	44.44%	4.25	1.The course team should incorporate guest speakers from the construction management industry to provide students with real-world insights and expand their professional networks.(Source of Recommendation: Chairperson evaluation) 2.The course team should integrate modern construction management technologies and specialized software into the teaching process to enhance students' technical skills and job market readiness.(Source of Recommendation: Peer evaluation)
DES 681	Arabic Calligraphy	1	25.0%	3.76	1.The course instructors should

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
	and Ornaments[والخط الزخارف العربي] Click Here To Access Course Eval				receive specialized training in Arabic calligraphy techniques and content expertise to address knowledge gaps identified in student evaluations.(Source of Recommendation: Course evaluation survey) 2.The Learning Resources Facilities and Equipment Committee should provide comprehensive digital learning resources and modern technology tools to support course delivery.(Source of Recommendation: Course evaluation survey and peer evaluation) 3.The Learning Resources Facilities and Equipment Committee should establish a fully equipped calligraphy studio with professional-grade tools and materials for hands-on practice sessions.(Source of Recommendation: Peer evaluation and CLOs assessment results)

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
DES 682	Interior Architecture Heritage of Saudi Arabia[العمارة تراث بالمملكة الداخلية السعودية العربية] Click Here To Access Course Eval	4	25.0%	4.52	1.The course team should implement structured analytical frameworks and additional workshops focused on heritage motif analysis techniques to improve students' analytical skills development.(Source of Recommendation: CLOs Assessment Results) 2.The course instructors should incorporate modern teaching methodologies to enhance the overall learning experience while maintaining the effective research-based approaches.(Source of Recommendation: Peer Evaluation)
DES 783	Architectural Surveying[المعماري المسح] Click Here To Access Course Eval	NOT DELIVERED			
IND 784	Psychology and Sociality of Interior Design[علم وعلم النفس	NOT DELIVERED			

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
	للتصميم الاجتماع الداخلي] Click Here To Access Course Eval				
IND 785	Humanity Science[العلوم الإنسانية] Click Here To Access Course Eval	NOT DELIVERED			
DES 786	Digital Photography[الرقمى التصوير] Click Here To Access Course Eval	3	30.0%	4.46	1.The course team should organize field trips to diverse photography locations to provide students with real-world experience in various photographic techniques and environments.(Source of Recommendation: Peer evaluation and CLOs assessment results) 2.Course instructors should implement dedicated workshop sessions focusing on digital photo editing techniques to enhance students' technical competencies.(Source of Recommendation: Peer evaluation and chairperson evaluation) 3.The course team

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
					should establish systematic hands-on laboratory sessions with structured practical demonstrations to improve digital camera operation skills.(Source of Recommendation: CLOs assessment results and chairperson evaluation)
IND 787	Interior Design and Sustainability[الإستدامة والتصميم الداخلي] Click Here To Access Course Eval	NOT DELIVERED			

3. Students' Evaluation of Program Quality

Surveys: PO_SU_01 and PO_SU_02	Students Evaluation of Programs Quality and Services
Evaluation Date: 30-06-2025	**Number of Participants: 96**
Students Feedback: **Strengths:** The Interior Design program demonstrates exceptional performance across multiple critical areas. The program excels in mission communication, achieving high student ratings (4.31-4.33) through multiple effective dissemination channels that clearly convey educational objectives. The Blackboard e-learning system receives outstanding	The survey results indicate satisfactory performance across all measured areas, with all items scoring 3.0 or above out of 5.0 for both freshman/sophomore and junior/senior student cohorts. Given this comprehensive positive feedback spanning mission communication, e-learning support, academic advising, ethical education, professional development, and administrative services, no immediate corrective actions are required. The program should maintain current standards

satisfaction scores (4.24-4.33), effectively supporting both in-class and remote learning experiences while enhancing students' technological competencies. Academic advising services show robust performance (4.20-4.22), with advisors providing consistent availability, comprehensive guidance, and necessary academic support. The program particularly excels in cultivating ethical awareness, with students demonstrating high understanding (4.33/5) of scientific integrity and intellectual property rights. Professional development initiatives are highly effective (4.24/5), successfully preparing students for employment through comprehensive career-focused activities. Administrative efficiency is noteworthy, with streamlined course registration procedures (4.25/5) and comprehensive technical support across classrooms, offices, and laboratories (4.06-4.12/5).	while continuing to monitor these performance indicators to ensure sustained quality delivery.

4. Scientific research and innovation during the reporting year

Activities Implemented	Number
Published scientific research	15
Current research projects	15
conferences organized by the program	0
Seminars held by the program	3
Conferences attendees	5
Seminars attendees	8

Discussion and analysis of scientific research and innovation activities:

During 2024–2025, the department's research and innovation portfolio demonstrates a balanced mix of scholarly output, knowledge-transfer activities, and external engagement, aligned with the college research plan and interior design program operational objective (Interior Design P-6). The plan prioritizes clear research foci, departmental seminars, faculty participation in external forums, and support mechanisms to raise publication rates and target high-impact journals—ensuring coherence with OC's research priorities and QMS.

In terms of output, faculty produced 15 papers in peer-reviewed, internationally indexed venues (Scopus/WoS), complemented by 1 scholarly book and 3 book chapters, reflecting breadth across topical areas and formats. The department also delivered 3 academic seminars, advanced innovation through 2

registered industrial models, and sustained significant scholarly service—21 instances of editorial/peer-review contributions—indicating maturation of research culture and academic reputation.

External engagement was substantive. Faculty secured visibility and awards at major innovation platforms (the International Exhibition of Inventions—Geneva 2025; the 15th International Invention Fair—Kuwait), 14 industrial models registered with the Saudi Authority for Intellectual Property, showing practical, industry-driven impact.

All deparment members benefitted from attending the eight scientific seminars organized by Onaizah Colleges, which supported cross-disciplinary dialogue, incubated joint research ideas, and broadened exposure to emerging methods and themes in architecture and interior design. This systematic participation underpinned continuous learning and fostered a culture of collaboration and scholarly exchange.

Strength points:

- Strong research output: 15 papers published in internationally recognized journals, reflecting broad faculty expertise.
- International recognition: Award-winning innovation presence at the International Exhibition of Inventions – Geneva 2025 and the 15th International Invention Fair in Kuwait.
- Active role in global scholarly discourse: Faculty served on editorial/review committees, collectively reviewing 21 Q1 papers.
- Innovation and industry linkages: 14 industrial models registered with the Saudi Authority for Intellectual Property, showing practical, industry-driven impact.

Recommendations:

- Develop more targeted support for research activities and publications among faculty members [Scientific Research Operational Plan Progress and Performance Report]

Important Links:

Research Activities Plan:

https://drive.google.com/drive/folders/1lZohX5TsQK0tQKvGtV2KKqxyDI0PRsct?usp=sharing

Research Activities Progress Report:

https://drive.google.com/drive/folders/1m8nOiiDQM1yFmUsoiK_9I9T0UjFW6XMp?usp=sharing

5. Community Partnership

Activities Implemented	Brief Description*	Link
National Day	In celebration of Saudi National Day, the Department of Architecture and Interior Design is organizing a series of cultural and educational activities that reflect national pride and heritage. These activities aim to engage students in showcasing the Kingdom's architectural identity through creative displays, student projects, and interactive sessions. The program emphasizes the role of architecture and design in preserving cultural values while fostering unity and a sense of belonging among the academic community.	Saudi National Day - OneDrive
Foundation Day	In celebration of Saudi Foundation Day, the Department of Architecture and Interior Design organized a range of activities in collaboration with Hait Harkan, a cultural heritage site in Unayzah. The event aimed to highlight the Kingdom's deep-rooted history and architectural traditions through student exhibitions, heritage-inspired designs, and interactive experiences. This collaboration provided students with a unique opportunity to connect with local heritage, explore historical architecture, and reflect on the role of design in preserving national identity.	Foundation day OneDrive
Participation in the third construction and design exhibition in Buraidah and designing the architecture department'	The Department of Architecture and Interior Design participated in the Third Construction and Design Exhibition in Buraidah, showcasing the latest advancements and innovations in architecture and design. As part of the exhibition, students and faculty designed and curated the department's own exhibition booth, highlighting key projects and architectural concepts. The event provided an excellent opportunity for students to present their work to industry professionals and the public, fostering connections and sparking discussions about the future of design in the region.	Construction and design exhibition OneDrive
Visit to the Saudi building expo 2024	Explore the latest innovations and technologies in the construction industry. During the visit, participants will discover cutting-edge materials, equipment, and architectural engineering solutions that enhance sustainability and quality in projects. The event also provides an opportunity to network with experts and	Saudi building OneDrive

	professionals, deepening their understanding of the latest trends and developments in the construction sector.	
East Unaisah development project	Engaging architecture students in the east unaizah development project as an extracurricular activity offers a unique opportunity. Participants contribute to real-world urban planning, sustainable design, and Community development, enhancing their skills and understanding of architectural principles in a practical context. This hands-on experience enriches their academic journey, fostering a holistic approach to architecture	East Unaizah OneDrive
Orientation visits to the department (high schools)	Orientation visits were organized for high school students to introduce them to the programs and opportunities offered by the Department of Architecture and Interior Design. The visits included guided tours of the department's facilities, presentations on academic programs, and discussions with faculty members about career paths in architecture and design. These visits aimed to provide students with valuable insights into the department's offerings, helping them make informed decisions about their future academic pursuits.	Orientation
" Your design in every home" competition	Participation in the "your design in every home" competition, organized by the architecture and design arts commission in collaboration with abyat, allowed designers to showcase innovative home product designs. Winning entries will be developed and marketed, providing a platform to transform creative ideas into real products.	Competition OneDrive
Tourist cooperative association in unizah	The tourist cooperative association in unizah involves architecture students in designing buildings that serve the unayzah community and enhance its attractiveness to tourists. The initiative aims to create spaces that contribute to the region's cultural, social, and economic growth while promoting tourism. By integrating innovative design concepts, the project seeks to elevate unayzah's appeal, increase tourist visits, and provide functional, sustainable spaces that benefit both residents and visitors.	Tourist cooperative association OneDrive
Collaboration with mohammed al-mousa	The Interior Design Program collaborated with Mohammed Al-Mousa Company on the "Rouh Unayzah"	Company

company (rouh unayzah project)	project, aiming to provide creative interior design ideas that address contemporary needs while encouraging active collaboration between students and industry partners.	
World Architecture day	Participation in world engineering day emphasizes the vital role of engineering in shaping a sustainable and innovative future. This day highlights how engineering practices contribute to solving global challenges, improving infrastructure, and advancing technological progress. It serves as an opportunity to recognize the impact of engineers in architecture, design, and the built environment, and to promote the importance of collaboration, creativity, and sustainability in engineering solutions.	OneDrive
Design with awareness	The initiative aims to raise awareness about the importance of architecture and interior design, highlighting their role in enhancing quality of life and preserving cultural identity. It also seeks to shed light on career opportunities and the positive impact of this field on society and the environment.	OneDrive
Visit to cityscape	A visit to Cityscape was organized to provide students with firsthand experience of one of the largest global events in the real estate and urban development industry. Participants explored innovative architectural designs, cutting-edge technologies, and sustainable development practices showcased by leading professionals and companies. The visit offered valuable networking opportunities and allowed students to engage with industry experts, gaining deeper insights into the future of urban planning and design.	Cityscape OneDrive
Visiting a construction site (under construction) tariqa engineering consultants	The Department of Architecture and Interior Design organized a field visit to an active construction site in collaboration with Tariqa Engineering Consultants. The visit provided students with practical exposure to on-site construction processes, project management practices, and real-world applications of architectural and interior design concepts. Through guided tours and expert explanations, students gained valuable insights into	Construction site OneDrive

	structural systems, material implementation, and the coordination between design and execution phases.	
Fhad factory visit	The Department of Architecture and Interior Design organized a visit to Fhad Factory, offering students firsthand exposure to industrial production processes relevant to architecture and interior design. The visit aimed to deepen students' understanding of material manufacturing, fabrication techniques, and the integration of factory-produced components in construction and design projects. This experience helped bridge the gap between theoretical knowledge and practical application in the field.	Fahd OneDrive
Visit swissôtel international	The Department of Architecture and Interior Design organized a visit to Swissôtel International, providing students with insight into the design and operational aspects of luxury hospitality spaces. The tour highlighted key areas such as guest rooms, public spaces, and service zones, focusing on how interior design enhances functionality, comfort, and aesthetics. The visit also offered students a better understanding of hospitality design standards and the relationship between user experience and spatial planning.	Hotel OneDrive
Visit the *Radisson Blu* hotel	The Department of Architecture and Interior Design conducted a field visit to the *Radisson Blu Hotel*, offering students a comprehensive look into the design and functional organization of a high-end hospitality facility. The tour included key areas such as guest rooms, lobbies, restaurants, and meeting spaces, with a focus on interior aesthetics, spatial planning, and user experience. Students also learned about the design challenges and solutions applied in hospitality projects, gaining valuable insights from on-site professionals.	Hotel OneDrive
Visit mövenpick hotel	A visit to the Mövenpick Hotel was organized for students to explore the architectural and interior design elements of a renowned hospitality establishment. During the tour, students were guided through various hotel facilities, including guest rooms, executive suites, meeting and celebration halls, and wellness areas. The visit provided insights into the design considerations of hotel spaces,	Hotel OneDrive

	such as functionality, guest experience, and aesthetic appeal. Students also gained an understanding of the operational aspects of hotel management, with a focus on how interior design contributes to the overall hospitality experience.	
Visit to al-bassam house	This visit to Al-Bassam House, a historic residence belonging to an old family in the Al-Qassim region, aims to explore and document the architectural heritage of the area. Participants will have the opportunity to photograph and study traditional architectural elements, gaining insight into the distinctive styles and construction techniques that define the cultural heritage of Al-Qassim. This visit serves as a valuable opportunity to connect with the region's rich architectural history and preserve its cultural legacy through visual documentation.	Bassam house OneDrive
3d max & v-ray fundamentals workshop	3D Max & V-Ray Fundamentals Workshop provided participants with essential knowledge and hands-on experience in using Autodesk 3ds Max and V-Ray for architectural visualization. The workshop covered fundamental techniques in 2D drafting, 3D modeling, and photorealistic rendering, enabling students to create detailed architectural visualizations. Participants learned how to utilize 3ds Max for modeling and V-Ray for rendering, focusing on lighting, textures, and material application to produce professional-quality images and animations. By the end of the workshop, attendees were equipped with the skills to enhance their design presentations with high-quality visual content	3D Max work shop OneDrive
Adobe photoshop fundamentals workshop	This workshop, Introduction to Photoshop: Fundamental Design Skills, is designed to introduce participants to the essential tools and techniques in Adobe Photoshop. Attendees will explore the key features of the software and how to utilize them for graphic design, image manipulation, and creative projects. The session will provide practical insights and hands-on experience, helping participants build a solid foundation in digital design and creative expression.	Photoshop OneDrive
Architectural Modeling and Visualization Using	This workshop focuses on the fundamentals of architectural modeling and visualization using SketchUp	Sketch up OneDrive

SketchUp Software Workshop	software. Participants will learn how to create 3D models of architectural designs, explore techniques for realistic rendering, and understand how to use various SketchUp tools to enhance their projects. Through hands-on practice, attendees will gain the skills necessary to effectively visualize and present architectural concepts, making it an essential workshop for students and professionals seeking to improve their design and presentation capabilities.	
Faculty housing design competition	The Faculty Housing Design Competition invited students to showcase their creativity and design skills by developing innovative housing solutions for faculty members. Participants were tasked with creating functional, sustainable, and aesthetically appealing residential designs that meet the needs of academic professionals. The competition aimed to foster a deeper understanding of architectural principles, space optimization, and the integration of local cultural elements into modern residential designs. Winning designs were featured and discussed, offering students an opportunity to gain feedback from industry professionals and faculty members	Competition OneDrive
The "ethical challenges in textual and visual works" camp	An event aimed at discussing key ethical issues in writing and visual design fields. The camp includes four lectures and workshops led by experts, covering topics such as textual and visual plagiarism, inspiration and creativity, and the use of ai platforms. The camp seeks to raise ethical awareness and provide innovative solutions for academic and professional practices.	Camp OneDrive

*including timing of implementation, number of participants, and outcomes.

Comment on community partnership activities**

The Department of Architecture has excelled in community service and volunteer work through the active participation of both faculty and students, successfully organizing 23 impactful initiatives. These activities enhanced public awareness, established meaningful partnerships, and provided scientific value through training programs grounded in research, thereby reinforcing the department's academic mission in serving society.

The department's consistent achievements highlight the effectiveness of its community service framework and its tangible contributions to social development. The high level of engagement from faculty and students reflects a strong commitment to civic

responsibility, while the establishment of partnerships and agreements expanded the department's influence beyond academic boundaries.

The department's initiatives were structured around three main pillars:

1. **Design and Planning:** Strategic action plans focused on projects benefiting Saudi society, particularly in the Qassim region, such as designing community centers, parks, and public spaces. Collaboration opportunities were identified with governmental and private partners to ensure effective implementation.
2. **Collaboration and Participation:** Students were engaged in real-world design projects through academic studios, allowing them to apply their skills in addressing community needs. Partnerships with entities such as the Makkah Region Development Authority, the Tourism Cooperative Association in Onaizah, Al-Mousa Company, and the Qassim Municipality—most notably in the East Onaizah Development Project—provided students with professional experience while contributing innovative design solutions aligned with local values.
3. **Sustainability and Resilience:** Initiatives emphasized the conservation of natural resources, the use of eco-friendly and locally sourced materials, and the integration of Saudi architectural heritage into modern designs. Sustainable strategies such as maximizing natural daylight, improving passive ventilation, and reducing reliance on mechanical systems ensured both environmental responsibility and cultural authenticity, reinforcing the department's role in sustainable development.

Top Strengths and Recommendations

Top Strengths:

- **Amplifying the Influence of Community Contributions:** The department has successfully elevated the visibility and impact of its community engagement efforts, ensuring tangible benefits for the surrounding society.
- **Establishing the Principle of Volunteer Work:** A culture of volunteerism has been fostered among students and faculty, encouraging active participation and social responsibility.
- **Strengthening Community Partnerships:** The department has formed meaningful partnerships with various governmental and private entities, enhancing the scope and effectiveness of its initiatives.

Top Recommendations:

- Expand the Department and Programs Involvement in Diverse Community Engagement Activities: Broaden the range and type of activities to reach wider segments of the community and address emerging societal needs. [Community Services and Activities Operational Plan Progress and Performance Report]

Community and Volunteering Activities Plan

https://drive.google.com/drive/folders/1E2zdlFcArLNpM3C-B9qbpSQ1Wk8jkdrw?usp=sharing

Community and Volunteering Activities Progress Report

https://drive.google.com/drive/folders/1a64BYdmMYCdjxp1Ob74TtjI7RFL8qrGA?usp=sharing

**including overall evaluation of the program's performance in these activities (if any).

6. Other Evaluation (if any)

(e.g., independent reviewer, program advisory committee, and stakeholders (e.g., faculty members, alumni, and employers)

Survey: PO_PRO_01	Faculty Evaluation of Program's Quality and Services (1)
Evaluation Date: 30-06-2025	Number of Participants: 16
Summary of Evaluation: **Strengths:** Strength 1: The e-learning system (Blackboard) demonstrates exceptional usability and accessibility, with faculty members rating its ease of use and accessibility at 4.75/5. This directly supports the program's goal of improving the quality of teaching and learning experiences and enhancing the use of essential technologies in the educational process. Strength 2: The program's mission is highly clear and well-aligned with community and labor market needs, with faculty members rating the mission's clarity at 4.5/5 and its alignment with national trends at 4.38/5. This aligns perfectly with the program's objective of preparing competent graduates with vital employability skills and contributing to the Kingdom's Vision 2030. Strength 3: Technical services and support are robust, with faculty members rating the availability of technical services for academic and administrative operations at 4.19/5, and technical units' responsiveness to maintenance requests at 4.0/5. This supports the program's goal of improving administrative efficiency and providing high-quality infrastructure and supporting services for faculty members. **Recommendations:** Given the survey analysis, there is no need for immediate action as all survey items are evaluated at 3.0 or above out of 5, indicating satisfactory performance across all measured areas of the Interior Design program according to faculty assessment.	**Program Response:** Given the survey analysis, there is no need for immediate action as all survey items are evaluated at 3.0 or above out of 5, indicating satisfactory performance across all measured areas of the Interior Design program according to faculty assessment.

Survey: PO_PRO_02	Faculty Evaluation of Program's Quality and Services (2)
Evaluation Date: 30-06-2025	Number of Participants: 11
Summary of Evaluation: **Strengths:** Strength 1: The program demonstrates exceptional technical infrastructure with classrooms equipped with high-quality modern technical and technical equipment (rated 4.45), directly supporting the program's goal of improving teaching and learning experiences and learning resources. Strength 2: The program ensures comprehensive safety and security measures, with safety requirements and equipment available in all facilities, classrooms, and labs (rated 4.45), which aligns with the program's commitment to providing a supportive and secure academic environment. Strength 3: The program offers diverse facilities for religious, sports, cultural, and social activities (rated 4.36), effectively supporting the holistic development of faculty members and contributing to the program's mission of preparing qualified interior designers within a supportive academic environment. **Recommendations:** Given the survey analysis, there is no need for immediate action. All survey items scored above 3.0 out of 5, with the lowest scores being 3.27 for questions regarding decision-making participation, organizational climate consideration of human relations, and the program's communication means. Since none of the items fall below the 3.0 threshold that would indicate major quality issues requiring immediate intervention, the current performance levels suggest the program is meeting acceptable standards across all evaluated areas.	**Program Response:** Given the survey analysis, there is no need for immediate action. All survey items scored above 3.0 out of 5, with the lowest scores being 3.27 for questions regarding decision-making participation, organizational climate consideration of human relations, and the program's communication means. Since none of the items fall below the 3.0 threshold that would indicate major quality issues requiring immediate intervention, the current performance levels suggest the program is meeting acceptable standards across all evaluated areas.

Survey: PO_FTR_STU	Field Experience Evaluation by Students
Evaluation Date: 30-06-2025	Number of Participants: 7
Summary of Evaluation: **Strengths:** Strength 1: The field training effectively contributes to achieving the program's learning outcomes and objectives, demonstrating strong	**Program Response:** Given the survey analysis, there is no need for immediate action as all survey items are evaluated at 3.0 or above out of 5, indicating satisfactory

alignment with the program's goal of preparing competent and qualified graduates with vital employability skills. Strength 2: Field training provides exceptional opportunities for developing technical skills, collaborative work, and teamwork capabilities, directly supporting the program's objective to enhance students' critical thinking, problem-solving, communication, and teamwork skills. Strength 3: Training institutions offer robust support systems, including necessary assistance from staff, diverse and useful experiences, and capabilities that help students complete their training effectively, which aligns with the program's mission of providing a supportive academic environment that prepares qualified interior design professionals. **Recommendations:** Given the survey analysis, there is no need for immediate action as all survey items are evaluated at 3.0 or above out of 5, indicating satisfactory performance across all measured areas of the field experience program.	performance across all measured areas of the field experience program.

Survey: PO_FTR_SUP	**Field Experience Evaluation by Academic Supervisors**
Evaluation Date: 30-06-2025	**Number of Participants: 6**
Summary of Evaluation: **Strengths:** Strength 1: The field training program demonstrates exceptional effectiveness in developing students' communication and problem-solving skills, achieving a high evaluation score of 4.67, which directly aligns with the program's goal of enhancing students' critical thinking, problem-solving, and communication skills. Strength 2: The field training provides a robust platform for acquiring diverse and useful experiences, with supervisors rating the training opportunities at 4.67, which supports the program's objective of preparing competent graduates with vital employability skills and enabling them to demonstrate core knowledge in interior design.	**Program Response:** Given the survey analysis, there is no need for immediate action. All evaluated items scored above 3.0 out of 5, with the available item (Question 19 regarding the availability of necessary forms for effective training completion) scoring 3.83 overall and 3.83 for female respondents, which indicates satisfactory performance that does not require immediate intervention.

Strength 3: The field training process ensures fair and objective evaluation of reports and activities, receiving a high score of 4.67, which reflects the program's commitment to maintaining high academic standards and supporting students' professional development through transparent and rigorous assessment mechanisms.	

Survey: PO_STAFF	**College Administrative Staff's Evaluation of Program's Quality and Services**
Evaluation Date: 30-06-2025	**Number of Participants: 34**
Summary of Evaluation: **Strengths:** Strength 1: Clear and Aligned Program Mission The Interior Design program demonstrates exceptional clarity in its mission, with administrative staff rating the program's mission as highly clear (4.44/5) and strongly aligned with societal needs, labor market requirements, and national trends (4.32/5). This aligns directly with the program's goal of preparing qualified interior designers and contributing to the Kingdom's Vision 2030. Strength 2: Comprehensive Program Communication The program excels in communicating its mission and performance, with administrative staff acknowledging the comprehensive and varied means of describing the program's nature (4.32/5) and the credible, transparent, and modern information dissemination (4.26/5). This supports the program's objective of improving administrative efficiency and processes. Strength 3: Supportive Organizational Environment The program maintains a positive and supportive organizational atmosphere, with administrative staff recognizing the emphasis on human relations (4.18/5) and the overall supportive program environment (4.0/5). This strength directly reflects the program's commitment to providing a supportive academic environment and enhancing professional and academic performance.	**Program Response:** Given the survey analysis, there is no need for immediate action as all survey items are evaluated at 3.0 or above out of 5, indicating satisfactory performance levels across all measured areas for administrative staff evaluation of the Interior Design program quality and services.

Recommendations: Given the survey analysis, there is no need for immediate action as all survey items are evaluated at 3.0 or above out of 5, indicating satisfactory performance levels across all measured areas for administrative staff evaluation of the Interior Design program quality and services.	

Survey: PO_GRAD	**Alumni's Evaluation of Program's Quality and Services**
Evaluation Date: 30-06-2025	**Number of Participants: 8**
Summary of Evaluation: Strengths: Strength 1: High Ethical Awareness The alumni demonstrate a strong understanding of scientific integrity, intellectual property rights, and ethical practices, with a consistent rating of 4.0 out of 5. This directly aligns with the program's goal 5.3 of improving students' awareness of ethical values and principles of professional conduct, which is crucial for developing responsible interior design professionals who can contribute meaningfully to the field. Strength 2: Alignment with Professional Standards The high score on ethical awareness indicates that graduates are well-prepared to meet professional standards in the interior design industry, supporting the program's mission of preparing qualified interior designers with vital employability skills and contributing to the Kingdom's Vision 2030 by fostering a culture of professional integrity. Strength 3: Foundational Professional Development The consistent 4.0 rating reflects the program's success in embedding ethical principles into the curriculum, which goes beyond technical skills and emphasizes the holistic development of interior design professionals who understand the importance of ethical conduct in their professional practice. **Recommendations:** Recommendation 1. Enhance the program environment to create a	Program Response: Based on Programmatic Quality Policies P-05 and P-17, the program management has accepted all the recommendations identified in the survey and has included them in the final recommendations of this APR and, accordingly, in the next operational plan 25/26.

more positive and supportive atmosphere for students through improved physical facilities, enhanced student-faculty interactions, and strengthened peer support systems. **Recommendation Justification.** The survey data reveals that alumni rated the program environment as positive and supportive at only 2.88 out of 5, which is significantly below the acceptable threshold of 3.0. This indicates that graduates perceived deficiencies in the overall program atmosphere, which could negatively impact student satisfaction, academic performance, and overall learning experience. **Recommendation Responsibility.** Program Management, Learning Resources Facilities and Equipment Committee, and Guidance and Advising Committee. Recommendation Relation to Program's Mission and Goals. This recommendation directly supports the program's mission to "offer competitive higher education in interior design within a supportive academic environment" and aligns with Goal 1 (improving quality of learning resources and basic facilities) and Goal 2 (providing support to students through improved academic, social, psychological, and professional advising services). Creating a more positive and supportive environment is fundamental to preparing qualified interior designers and enhancing the overall educational experience.	

Survey: PO_EMPO	**Employers' Evaluation of Graduates' Knowledge, Skills and Values**
Evaluation Date: 30-06-2025	**Number of Participants: 8**
Summary of Evaluation: **Strengths:** Based on the survey analysis data, the Interior Design program demonstrates several notable strengths from the employers' perspective: The most prominent strength is the overall reliability of graduates, with a high score of 4.75 out of 5. Employers have significant confidence in the program's graduates and their professional	**Program Response:** No Recommendation

capabilities. Communication skills are another key strength, with graduates scoring 4.62 in oral and written communication within their professional domain. The program shows strong alignment with industry and societal needs, as evidenced by high scores (4.5) in several critical areas: - Program mission relevance to market needs - Transparency and credibility of program information - Graduate attributes suitable for labor market requirements - Graduates' ability to provide creative problem-solving - Professional ethics and standards adherence Employers also positively evaluated graduates' key competencies, including: - Ability to link theory with practice - Broad knowledge in their specialization - Data analysis and research skills - Technological proficiency - Effective teamwork capabilities - Self-learning and responsibility Interestingly, male and female graduates show slight variations in some skills, with male graduates scoring slightly higher in areas like theory-practice linkage, professional ethics, and teamwork. The consistently high scores across multiple dimensions suggest that the Interior Design program is effectively preparing graduates for professional success and meeting industry expectations. Recommendations: None	

Evaluation method: Professional Advisory Board/Committee	**Date: 22/05/2025**	**Number of Participants: # 9**
Summary of Evaluator Review		**Program Response**
Strengths: • The program's goals are well aligned with labor-market demands, with a clear strategic emphasis on sustainability and green design.		Based on Programmatic Quality Policies P-14 and P-17, the program management has accepted all the recommendations identified in the Professional Advisory

• The mission and goals are coherent with academic accreditation standards and Saudi Vision 2030, achieving a commendable balance between academic rigor and professional preparation. • Robust integration of theory and practice is evident across applied courses and design projects. • Academic integrity is strengthened through the systematic deployment of Turnitin, with measurable progress in learning outcomes evidenced by PLOAR analyses, peer-review reports, and endorsement of the annual research report. • The program's operational plans are comprehensive, coherent, and actionable.	Board/Committee and has included them in the final recommendations of this APR and, accordingly, in the next operational plan 25/26.
Points for Improvements: • Align extracurriculars with PLOs via structured field trips and exhibitions. • Maintain alumni engagement using databases and organized events to support employability feedback loops.	
Suggestions for development: • A recommendation has been made to Align extracurriculars with PLOs via structured field trips and exhibitions. • A recommendation has been made to Maintain alumni engagement using databases and organized events to support employability feedback loops.	

*Attach independent reviewer's report and stakeholders' survey reports (if any).

LINK TO SURVEYS REPORT (24/25):

https://drive.google.com/drive/folders/1GM151Scs9IBSDpcpEULtam0y7LljE-k-?usp=sharing

LINK TO PROFESSIONAL ADVISORY COMMITTEE MINUTES in 24/25:

https://drive.google.com/drive/folders/1ZY-qnIB_qCSwf5RDsMjfleVJ1MX9GPzs?usp=sharing

Evaluation method: Direct – Peer Reviews	Date: 21/6/2025	Number of Participants: All Faculty members

Summary of Evaluator Review	Program Response
Points for Improvements and Suggestions for development: 1. Enhance technology integration and software resources across the program by providing updated software versions in laboratories, incorporating modern digital design tools and specialized software into teaching processes, and ensuring adequate technological resources are available for practical applications [this is particularly important in courses such as IND 341, IND 442, IND 543. 2. Allocate more time for practical exercises, tutorials, and hands-on learning activities by distributing lecture content across multiple class sessions, providing additional time for drawing exercises and assignments, and incorporating workshops and mini-exercises to support student understanding [this is particularly important in courses such as IND 331, IND 333, DES 462. 3. Strengthen interactive learning approaches through increased class discussions, group work, collaborative activities, and practical demonstrations to enhance student engagement and understanding of course concepts [this is particularly important in courses such as IND 452, IND 563, and IND 636.	The program Interior Design conducted the 2025 peer review process, in which all faculty members of the program participated. All courses were evaluated and a peer review report was issued for each course, in accordance with the process procedures P-C-04. The 2025 program-level peer review report highlighted a number of recommendations outlined in this table. Based on Programmatic Quality Policies P-05 and P-17, the program management has accepted all the recommendations identified in program peer review report 2025 and has included them in the final recommendations of this APR and, accordingly, in the next operational plan 25/26.

LINK TO PEER REVIEW REPORT (24/25):

https://drive.google.com/drive/folders/1hMzPBOhPWLMHJXqMFgdL5PSydnv2RdNE?usp=sharing

Evaluation method: Independent Opinion Report	Date: 18/05/2025
Summary of Evaluator Review	**Program Response**
Strengths: 1. The consistency of the program's mission and goals with the mission of the institution/college, and their alignment with the program's strategic goals and operational objectives. 2. The program's implementation of an effective and rigorous quality assurance and management system that is consistent with the institution's quality system. 3. The program's commitment to the continuous improvement of the learning outcomes, including the revision, updating and alignment with the programs's mission and goals, graduate attributes, labour market needs, the national qualification framework, and international professional accreditation standards. 4. The program's systematic comprehensive approach in measuring and verifying achievement of the program's learning outcomes, in addition to the systematic alignment of the PLOs to the teaching and learning strategies and assessment methods. 5. The program's commitment to ensure the effectiveness of teaching and learning strategies and assessment methods through a comprehensive approach. 6. The program's support and encouragement for excellence, creativity and innovation for faculty members through various incentive awards in teaching and learning, scientific research, and professional development. 7. The program's continuous improvement in its academic, professional, psychological and social guidance services through systematic implementation of operational objectives and monitoring of relevant KPIs. 8. The program's continuous improvement in faculty performance evaluation through a holistic assessment approach, and the results of this evaluation are used to improve the program performance. 9. The program's efficient systematic approach in evaluating and improving learning resources, facilities and equipment through multiple	Based on Programmatic Quality Policy P-04, the program management has accepted all the recommendations identified in the Independent Opinion Report (Process P-C-12) and has included them in the final recommendations of this APR and, accordingly, in the next operational plan 25/26.

mechanisms, and the results and recommendations from those mechanisms are systematically collected and transformed into actionable recommendations and operational objectives. **Recommendations:** 1. Further progress is recommended in relation to providing reliable and publicly disclosed information to the community about the program's performance and achievements to the relevant stakeholders. 2. Recommendation to form partnerships with specialized offices and relevant institutions to facilitate student training opportunities. 3. Increasing faculty's participation in the training program to ensure its effectiveness. 4. More evidence is required for effective procedures to control the visual plagiarism ensure academic integrity of specialized practical courses' submissions such as design project and studio work, which is essential based on the nature of the program. 5. Enhancing the dissemination of the program's information including its mission, goals, and study requirements, through digital, printed and visual communication channel. 6. Improving the completion rate of the program through academic advising and other means of support. 7. Enhancing students' engagement and participation in extracurricular and volunteering activities, and providing further evidence is this area. 8. Improving the professional development support for graduates in their career readiness and marketability through professional consultations, workshops, and partnerships with employment agencies. 9. Enhancing the performance of periodic maintenance and safety of technical equipments, hardware and software technical and scientific progress, classrooms adequacy, and library availability for faculty and students.	

LINK TO INDEPENDENT OPINION REPORT (24/25):

https://drive.google.com/drive/folders/1yGrkZlJT3w78CNMpA_S75wMddR7FegLY?usp=sharing

C. Program Key Performance Indicators (KPIs)

Including the key performance indicators required by the NCAAA.

KPI Code	KPI	Targeted Value	Actual Value (2025)	Internal Benchmark (2024)	Analysis	New Target
KPI-P-01	أهداف أداء لمؤشرات المئوية النسبة التي للبرنامج التشغيلية الخطة السنوي المستوى حققت المستهدف Percentage of achieved indicators of the program operational plan goals	86.0	100.0	85.0	Summary: The Interior Design Program achieved a remarkable 100% operational plan goal achievement rate in 2025, demonstrating exceptional performance, consistent improvement, and strategic excellence in preparing qualified female designers while outperforming external benchmarks and aligning closely with institutional standards.. Full Analysis is provided in the KPIs Report 24/25.	100.0
KPI-P-02	في التعلم خبرات لجودة الطلبة تقويم البرنامج Students Evaluation of Quality of Learning Experience in the Program	3.9565	3.88	3.86	Summary: The Interior Design program at Onaizah Colleges demonstrates strong performance in student learning experience	3.977

					evaluation, achieving 98% of its target with a 13.8% improvement from 2023 to 2025, outperforming external benchmarks and showing consistent progress in educational quality enhancement.. Full Analysis is provided in the KPIs Report 24/25.	
KPI-P-03	المقررات لجودة الطلبة تقييم Students Evaluation of the Quality of the Courses	3.61825	4.13	3.53	Summary: The Interior Design program at Onaizah Colleges has demonstrated exceptional performance in student course quality evaluation, achieving a 4.13 rating in 2025, which significantly exceeds the target and reflects continuous improvement in educational quality and student learning experiences.. Full Analysis is provided in the KPIs Report 24/25.	4.0

KPI-P-04	أكملوا الذين البكلاريوس طلاب نسبة المدة من الأدني الحد في البرنامج دفعة كل من للبرنامج المقررة Completion rate	41.0	60.0	40.0	Summary: The Interior Design program shows promising external performance with a 60% completion rate, exceeding national benchmarks, but requires strategic internal interventions to bridge the 24-point gap from the college's 84.08% average by implementing comprehensive student support and early intervention strategies.. Full Analysis is provided in the KPIs Report 24/25.	61.5
KPI-P-05	السنة في للطلاب المئوية النسبة في يستمرون الذين البرنامج في الأولى عدد إجمالى إلى التالى للعام البرنامج السنة نفس فى الأولى السنة طلاب First-year students retention rate	100.0	100.0	100.0	Summary: The Interior Design program demonstrates exceptional first-year student retention, achieving a perfect 100% rate in 2024 and 2025, significantly outperforming external benchmarks and	100.0

					reflecting robust support systems that effectively guide female students through their critical academic transition while aligning with strategic educational goals.. Full Analysis is provided in the KPIs Report 24/25.	
KPI-P-06	الخريجين أو للطلاب المئوية النسبة او المهنية الاختبارات في الناجحين إن درجاتهم متوسط او الوطنية وجدت Students performance in the professional and/or national examinations	NA	nan	nan	N/A. Full Analysis is provided in the KPIs Report 24/25.	NA
KPI-P-07	البرنامج لخريجي المئوية النسبة بدراسات التحقوا أو توظفوا الذين عليا Graduates' employability and enrolment in postgraduate programs	77.9	50.0	76.0	Summary: The Interior Design program's graduate employability rate dropped significantly from 75% to 50% in 2025, necessitating a comprehensive strategic intervention focusing on market analysis, curriculum enhancement, career guidance, and industry partnerships to restore competitive graduate placement and align with Vision	51.25

					2030 workforce development objectives.. Full Analysis is provided in the KPIs Report 24/25.	
KPI-P-07-B	برامج التحقوا الذين الخريجين نسبة من عام خلال العليا الدراسات تخرجهم / enrolled in postgraduate programs during the first year of their graduation	1.0	nan	0.0	N/A. Full Analysis is provided in the KPIs Report 24/25.	NA
KPI-P-08	الصف في الطلبة عدد متوسط Average Class Size	9.75	9.0	10.0	Summary: The Interior Design program excels in maintaining small class sizes, achieving a 2025 value of 9.0 students per class, which significantly outperforms external benchmarks, supports strategic goals, and provides a personalized learning environment for female students, with no immediate corrective actions required.. Full Analysis is provided in the KPIs Report 24/25.	8.78
KPI-P-09	لكفاءة التوظيف جهات تقييم لايكرت مقياس على)البرنامج خريجي نقاط 5 من) Employers evaluation of the program	4.0	4.77	4.57	Summary: The Interior Design Program at Onaizah	4.0

	graduates proficiency(on a likert scale 1-5)				Colleges demonstrates exceptional employer satisfaction with a 4.77/5 rating in 2025, significantly exceeding internal and external benchmarks, reflecting outstanding graduate proficiency, continuous improvement, and successful alignment with the program's mission of preparing competitive female interior design professionals.. Full Analysis is provided in the KPIs Report 24/25.	
KPI-P-10	المقدمة الخدمات عن الطلبة رضا (نقاط 5 من لايكرت مقياس على) Avg. Students Satisfaction of Services provided by program/college (on a likert scale 1-5)	3.7925	3.93	3.7	Summary: The Interior Design program at Onaizah Colleges has demonstrated exceptional performance in student satisfaction, achieving a 3.93/5 rating through a 19% improvement from 2023-2025, successfully	4.0

					exceeding internal targets and showcasing a strong commitment to providing high-quality, supportive academic services for female students.. Full Analysis is provided in the KPIs Report 24/25.	
KPI-P-11	التدريس هيئة إلى الطلبة نسبة Ratio of students to teaching staff	10.72	7.0	11.0	Summary: The Interior Design program at Onaizah Colleges has achieved an exceptional student-to-faculty ratio of 7.0 in 2025, significantly lower than benchmarks, which enables personalized learning, supports educational goals, and positions the program for high-quality female student education with enhanced academic support and professional development opportunities.. Full Analysis is provided in the	6.83

					KPIs Report 24/25.	
KPI-P-13	من التدريس هيئة تسرب نسبة البرنامج Proportion of Teaching Staff Leaving the Program	0.0	0.0	0.0	Summary: The Interior Design Program at Onaizah Colleges has achieved an exceptional zero percent staff turnover rate, significantly outperforming internal and external benchmarks, demonstrating remarkable success in faculty retention through effective support systems, professional development opportunities, and a supportive academic environment.. Full Analysis is provided in the KPIs Report 24/25.	0.0
KPI-P-14	لأعضاء العلمي للنشر المئوية النسبة التدريس هيئة Percentage of Publications of Faculty Members	92.25	74.5	90.0	Summary: The Interior Design program's faculty publication rate shows a concerning 17.2% decline, requiring	76.36

					immediate strategic intervention through targeted research support, mentorship programs, and incentive structures to reverse the trend and maintain academic excellence in research productivity for female faculty members.. Full Analysis is provided in the KPIs Report 24/25.	
KPI-P-15	عضو لكل المنشورة البحوث معدل تدريس هيئة Rate of Published Research Per Faculty Member	1.3	1.75	1.2	Summary in English: The Interior Design program at Onaizah Colleges demonstrates exceptional research productivity, achieving a 46% increase in published research per faculty member, outperforming external benchmarks while strategically aligning with program goals and Vision 2030, with continued	1.79

					focus recommended to reach internal college research benchmarks.. Full Analysis is provided in the KPIs Report 24/25.	
KPI-P-16	المجلات في الاقتباسات معدل تدريس هيئة عضو لكل المحكمة Citations rate in refereed journals per faculty member	9.48	52.92	9.25	Summary in English: The Interior Design program at Onaizah Colleges has achieved an exceptional 488% growth in research citations per faculty member, significantly surpassing targets and external benchmarks, demonstrating strong research capabilities and commitment to academic excellence while positioning itself as a regional research leader in interior design education.. Full Analysis is provided in the KPIs Report 24/25.	54.24
KPI-P-17	التعلم مصادر عن المستفيدين رضا (نقاط 5 من لايكرت مقياس على) Satisfaction of Beneficiaries/Stakholders of Learning Resources (on a likert scale 1-5)	3.82325	3.84	3.73	Summary: The Interior Design program demonstrates strong	3.936

					performance in learning resources satisfaction, with female students and faculty consistently scoring above 3.75 on a 5-point Likert scale, exceeding targets and external benchmarks, indicating a high-quality academic environment without requiring immediate corrective actions.. Full Analysis is provided in the KPIs Report 24/25.	

Due to the limited space of the current report, only the (17) NCAAA KPIs with their basic values and benchmarks are included in the above table. For a more comprehensive analysis, please refer to the attached full Program KPIs Report (24/25), which includes detailed analyses, comments, insights into all KPIs, including both OC-specific and NCAAA-specific KPIs along with various benchmarks. The full report also provides a breakdown of the different values for each KPI according to the relevant stakeholders' categories. The following comments and results are based on the full report rather than the above table. You can access the full report at the following link:
https://drive.google.com/drive/folders/1n8eEBDCprBF9Ipb8Vz_3Orz_E-zQ0z76?usp=sharing

Comments on the Program KPIs and Benchmarks results:

Summary from KPIs Report 24/25:

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 Resource

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.

Note: the full KPIs Report 24/25 includes a detailed discussion of the progress towards achieving the program's mission and goals based on KPIs Results 2025.
Also, all recommendations from the KPIs Report 24/25 have been included in this APR recommendations table below.

D. Challenges and difficulties encountered by the program (if any)

Teaching	N/A
Assessment	N/A
Guidance and counseling	Lack of awareness of grievances & disciplinary procedures
Learning Resources	Lack of technical support (better response)
faculty	N/A
Research Activities	N/A
Others	N/A

E. Program Development Plan

No.	Priorities for Improvement	Actions	Action Responsibility
1	Top Recommendations from the Courses Reports for Semester 462: **Recommendation (1.A):** adopt an integrated approach that enhances hands-on learning and restructures pedagogy by delivering comprehensive labs, workshops, and interactive activities; establishing material sample libraries; updating software to current industry standards; providing specialized equipment; and creating structured practical exercises that complement theory, while simultaneously increasing class discussions, group work, collaborative tasks, and practical demonstrations with appropriate time allocations for student work—thereby advancing practical skills, boosting engagement and conceptual understanding, and narrowing the theory–practice gap, particularly in technical and design courses. Related Courses: IND 341, IND 442, IND 543, IND 566, IND 667, IND 774, DES 681, DES 786, IND 452, IND 563, IND 636. [Courses Report] - [Peer Review Report 2025: Recommendation 3]. **Recommendation (1.B):** Integrate modern technology and digital tools into course delivery and assessment methods to improve student engagement and learning effectiveness. This includes updating CAD software, implementing interactive teaching methods, incorporating virtual tours and digital resources, and utilizing contemporary presentation	The recommendation has been converted to an operational objective (1) related to the strategic program goal (1).	▪ Courses Teams ▪ Quality Committee

	technologies, and Strengthen research-based learning and digitally enabled pedagogy across the curriculum Related Courses: DES 351, IND 535, IND 543, IND 442, IND 341, IND 773, IND 838, IND 856, IND 875, DES 353, DES 681. [Course Reports] – [PLOAR 2025: Recommendation 1&2] – [Peer Review Report 2025: Recommendation 1]. **Recommendation (1.C):** Restructure course delivery by breaking complex content into smaller, focused sessions and increasing hands-on time (exercises, tutorials, workshops, mini-tasks), allowing additional time for drawings and assignments. Implement interactive, discussion-based learning with clear learning objectives at the start of each session, collaborative group work, and, where appropriate, extended deadlines to support mastery and deep understanding. Related Courses: IND 331, IND 333, DES 462, IND 563, IND 566, IND 667, IND 737, IND 774. [Courses Report] -– [Peer Review Report 2025: Recommendation 2]. **Recommendation (1.D):** adopt an integrated approach to strengthen the assessment system at both the course and program levels by ensuring timely, high-quality feedback on all assessments; improving alignment and outcomes measurement through streamlined, non-redundant Course Learning Outcomes (CLOs); diversifying assessment methods beyond written examinations; and adopting a comprehensive framework that		

	assesses knowledge, skills, and values. In parallel, review the evaluation mechanisms for Program Learning Outcomes (PLOs) and implement targeted improvement strategies—including redesigning course-level assessments for tighter PLO alignment and expanding faculty training in outcome-based education and grading calibration—while providing flexible training options, including recording training programs and making them available to faculty who could not attend, to raise outcome attainment at both the course and program levels. Related Courses .IND 452. [Courses Report] - [Internal Review Report – Recommendation No. 4] – [OC-QMS-C-03] – [OC-QMS-C-08].		
2	The program Management and Course Teams should Enhance the reliability and transparency of information by providing and publishing accurate, up-to-date data on the program's performance, achievements, mission, goals, and study requirements through diverse digital, printed, and visual communication channels. [Independent Opinion Report: Recommendations No. 1 and 5]	The recommendation has been converted to an operational objective (2) related to the strategic program goal (1&2&4).	▪ Head of Department ▪ Program Management ▪ Courses Teams Please refer to the Annual Operational Plan 2025 for more details
3	The Field Training Committee, in coordination with the Field Training Unit, should establishes and strengthens partnerships with specialized offices and relevant institutions to expand field-training opportunities aligned with industry standards and program objectives, while the course team—through an integrated approach during the internship—delivers short, skills-focused workshops (client communication, site reporting,	The recommendation has been converted to an operational objective (3) related to the strategic program goal (1&5).	▪ Head of the Department. ▪ Field Training Committee. ▪ Field Training Unit. Please refer to the Annual Operational Plan 2025 for more details

	teamwork strategies) and hosts guest speakers from the interior design industry to provide real-world insights and expand students' professional networks, thereby aligning institutional partnerships with in-course skills development and maximizing the impact of the internship experience. [Independent Opinion Report Recommendation No. 2] - [Internal Review Report Recommendation No. 6]		
4	Courses Teams should Develop and implement clear and effective procedures to control visual plagiarism and ensure academic integrity in practical course submissions, including design projects and studio work. [Independent Opinion Report Recommendation No. 4] – [Field experience Report].	The recommendation has been converted to an operational objective (4) related to the strategic program goal (1).	▪ Quality Committee ▪ Course Teams Please refer to the Annual Operational Plan 2025 for more details
5	The Program Management, in collaboration with the Community Service and Voluntary Work Committee, should enhance student engagement in extracurricular and volunteering activities by aligning them with the program's PLOs through organized field trips, exhibitions, and community projects. [Independent Opinion Report – Recommendation No. 7] – [Professional Advisory Board/Committee] – [Community Services and Activities Operational Plan Progress and Performance Report] – [Extracurricular Activities Evaluation Report].	The recommendation has been converted to an operational objective (5) related to the strategic program goal (1&5&7).	▪ Community Service and Voluntary Work Committee. ▪ Quality Committee. Please refer to the Annual Operational Plan 2025 for more details
6	The program management should Strength communication of quality assurance outcomes to stakeholders. [Internal Review	The recommendation has been converted to an operational objective (6) related to	▪ Quality Committee. Please refer to the Annual Operational Plan 2025 for more details

	Report – Recommendation No. 1] – [Self-Study Report – Standard 1].	the strategic program goal (1&3&4).	
7	The Guidance and Advising Committee should enhance the clarity and accessibility of grievance and disciplinary procedures for all stakeholders.[Internal Review Report – Recommendation No. 3].	The recommendation has been converted to an operational objective (7) related to the strategic program goal (2).	▪ Guidance and Advising Committee. Please refer to the Annual Operational Plan 2025 for more details.
8	The Learning Resources, Facilities & Equipment Committee, in collaboration with the Technical Support Unit, should strengthen technical support services and enhance response mechanisms for faculty and students. [Internal Review Report – Recommendation No. 2] – [Self-Study Report – Standard 5] - [KPIs Report 2025: Recommendation 4].	The recommendation has been converted to an operational objective (8) related to the strategic program goal (1&2&4&5).	▪ Learning Resources Facilities and Equipment Committee. Please refer to the Annual Operational Plan 2025 for more details.
9	The program management and faculty members should develop systematic approaches for sharing best practices in teaching among faculty and establish mentoring programs pairing experienced faculty with new recruits. [Internal Review Report – Recommendation No. 7].	The recommendation has been converted to an operational objective (9) related to the strategic program goal (3).	▪ Quality Committee. ▪ Guidance and Advising Committee. Please refer to the Annual Operational Plan 2025 for more details.
10	The Scientific Research and Ethics Committee should implement a structured faculty-research support framework that ensures protected research time, provides transparent publication incentives, and facilitates interdepartmental and external collaborations—thereby enhancing research productivity and publication quality. [Self-Study Report – Standard 4] – [KPIs Report 2025: Recommendation 2&8] – [OC-QMS-C-08] – [Scientific Research Operational Plan Progress and Performance Report].	The recommendation has been converted to an operational objective (10) related to the strategic program goal (3&6).	▪ The Scientific Research and Ethics Committee Please refer to the Annual Operational Plan 2025 for more details.

11	The Guidance and Advising Committee and the Community Service and Voluntary Work Committee, in collaboration with the Alumni Unit, should implement a comprehensive graduate-employability initiative and update existing mechanisms by: maintaining an up-to-date alumni database; establishing formal industry partnerships; and activating alumni mentorship and networking platforms—thereby enhancing graduate readiness and long-term marketability. [Independent Opinion Report – Recommendation No. 8] – [Self-Study Report – Standard 1, 3] – [Survey Report: Recommendation 4] – [KPIs Report 2025: Recommendation 1] – [Professional Advisory Board/Committee] - [OC-QMS-C-03].	The recommendation has been converted to an operational objective (11) related to the strategic program goal (2&5&7).	▪ The Guidance and Advising Committee. ▪ Community Service and Voluntary Work Committee. Please refer to the Annual Operational Plan 2025 for more details.
12	The Program Management should conduct a comprehensive leadership effectiveness assessment and deliver targeted leadership-development programs to restore faculty confidence, while strengthening participatory decision-making and communication systems to enhance the program environment, organizational effectiveness, and human relations. [Survey Report 2025: Recommendation 1&3&5] – [KPIs Report 2025: Recommendation 3].	The recommendation has been converted to an operational objective (12) related to the strategic program goal (1&2&3&4).	▪ Head of Department. ▪ Quality Committee. Please refer to the Annual Operational Plan 2025 for more details.
13	Learning Resources Facilities and Equipment Committee and Program Management should Strength Faculty Training on Safety and Emergency Procedures. [Survey Report 2025: Recommendation 2]	The recommendation has been converted to an operational objective (13) related to the strategic program goal (1).	▪ Learning Resources Facilities and Equipment Committee. Please refer to the Annual Operational Plan 2025 for more details.
14	Academic Guidance and Advising Committee should implement	The recommendation has been converted to	▪ The Guidance and Advising Committee.

	enhanced feedback mechanisms and faculty training programs to improve timeliness and quality of student feedback. [KPIs Report 2025: Recommendation 5].	an operational objective (14) related to the strategic program goal (2&5).	Please refer to the Annual Operational Plan 2025 for more details.

- Attach any unachieved improvement plans from the previous report.
- The annual program report needs to be discussed in the department council

F. Approval of Annual Program Report

COUNCIL / COMMITTEE	Department Council Second Session
REFERENCE NO.	**3**
DATE:	**30/9/2025**

COUNCIL / COMMITTEE	**COLLGE FOURTH SESSION**
REFERENCE NO.	**4**
DATE:	**7/10/2025**