Annual Program Report
(Bachelor)

Program: Architecture
Program Code (as per Saudi Standard Classification of Educational Levels and Specializations): **07310401**
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

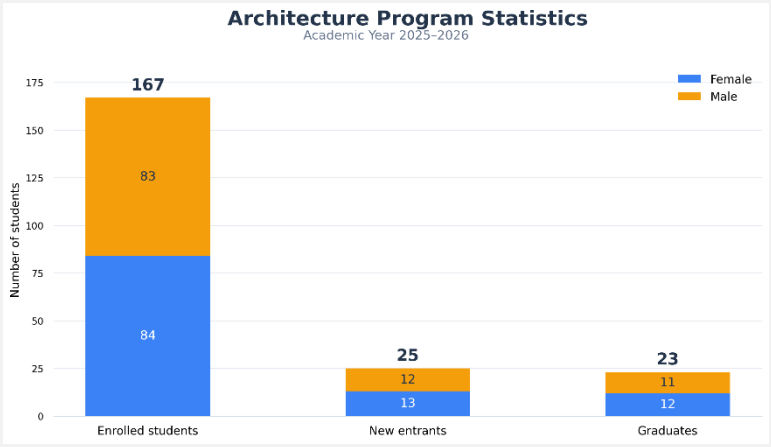
Item	Number
Number of students enrolled in the program	167 (84 female-83 male)
Number of students who started the program (in reporting year)	25 student (12 male - 13 female)
Number of students who completed the program	23 student (11 male- 12 female)

- ***Program Statistics Analysis (2023–2024 vs. 2024–2025)***

*When comparing the program statistics between the academic years **2023–2024** and **2024–2025**,*

Program Statistics Analysis (2023–2024 vs. 2024–2025)

Comparison of the Architecture Program statistics shows growth in total enrollment and graduate numbers, alongside a change in the size and composition of the incoming cohort.



1. Total Enrollment

*Total enrollment increased from **155 students in 2023–2024 to 167 in 2024–2025**, representing **7.7% growth**. Male enrollment increased from 65 to 83 students, while female enrollment changed from 90 to 84 students. Consequently, the gender distribution became nearly equal, with **49.7% male and 50.3% female students**, compared with 41.9% and 58.1%, respectively, in the previous year. This balanced composition provides a clear basis for coordinating teaching resources, studio capacity, and academic support across both sections.*

2. New Student Intake

*The program admitted **25 new students in 2024–2025**, comprising **12 male and 13 female students**, compared with 45 students—26 male and 19 female—in 2023–2024. The incoming cohort was therefore **44.4% smaller**, while its gender distribution became more balanced: **48.0% male and 52.0% female**. These figures inform planning for introductory courses, orientation, and academic advising. Intake numbers alone do not establish changes in demand without corresponding application, admission, and registration data.*

3. Program Completion

*The number of graduates increased from **18 in 2023–2024 to 23 in 2024–2025**, representing **27.8% growth**. Male graduates increased from 9 to 11, while female graduates increased from 9 to 12. The graduating cohort remained balanced, comprising **47.8% male and 52.2% female students**. This increase demonstrates a higher annual volume of program completions; assessment of improvements in retention or graduation rates requires tracking the relevant entry cohorts.*

*Overall, the program achieved **higher total enrollment, increased graduate output, and a more balanced gender distribution**. These results support coordinated academic planning, while the*

incoming cohort figures provide a basis for reviewing recruitment activities and aligning first-year provision with actual enrollment.

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 architectural concepts, principles and theories in relation to the underlying scientific and engineering concepts.	Direct: Mapped Courses in PLOAP Direct: Exit Exam Indirect: PO_EMPO/PO_GRAD Surveys	Target % = >=75 Target (Rubric-Likert) = >=4	Avg. Normalized (Courses): Male % = 67.3 Male (Rubric) = 3.9 Female % = 88.4 Female (Rubric) = 4.6 Exit Exam (Rubric-Likert) = 3.85 Indirect (Surveys-Likert) = 4.2
K.2	Describe the basic characteristics of building materials, functions and appropriate applications and performance relevant to local and international specifications in architecture.	Direct: Mapped Courses in PLOAP Direct: Exit Exam Indirect: PO_EMPO/PO_GRAD Surveys	Target % = >=75	Avg. Normalized (Courses): Male % = 73.7 Female % = 85.0 Exit Exam (Rubric-Likert) = 4.37 Indirect (Surveys-Likert) = 4.22
K.3	Discuss the basic elements of architectural projects and innovative designs.	Direct: Mapped Courses in PLOAP Direct: Exit Exam Indirect: PO_EMPO/PO_GRAD Surveys	Target % = >=75 Target (Rubric-Likert) = >=4	Avg. Normalized (Courses): Male % = 76.1 Male (Rubric) = 4.0 Female % = 76.0 Female (Rubric) = 4.1 Exit Exam (Rubric-Likert) = 4.345 Indirect (Surveys-Likert) = 4.34
K.4	Recognize ethical values, safety provisions and precautions, principles of professional conduct, political constraints, and sustainability requirements.	Direct: Mapped Courses in PLOAP Direct: Exit Exam Indirect: PO_EMPO/PO_GRAD Surveys	Target % = >=75 Target (Rubric-Likert) = >=4	Avg. Normalized (Courses): Male % = 75.7 Male (Rubric) = 4.0 Female % = 80.3 Female (Rubric) = 4.3 Exit Exam (Rubric-Likert) = 3.5 Indirect (Surveys-Likert) = 4.42
K5	Describe various different architectural properties of various civilization and cultural designs	Direct: Mapped Courses in PLOAP Direct: Exit Exam Indirect: PO_EMPO/PO_GRAD Surveys	Target % = >=75 Target (Rubric-Likert) = >=4	Avg. Normalized (Courses): Male % = 75.1 Male (Rubric) = 4.0 Female % = 82.1 Female (Rubric) = 4.2 Exit Exam (Rubric-Likert) = 3.9

				Indirect (Surveys-Likert) = 4.265
K6	*Explain analytical and research methodologies commonly used in Architecture.*	*Direct: Mapped Courses in PLOAP* *Direct: Exit Exam* *Indirect: PO_EMPO/PO_GRAD Surveys*	*Target % = >=75* *Target (Rubric-Likert) = >=4*	*Avg. Normalized (Courses):* *Male % = 68.0 Male (Rubric) = 3.8* *Female % = 76.6 Female (Rubric) = 4.1* *Exit Exam (Rubric-Likert) = 3.8* *Indirect (Surveys-Likert) = 4.17*
Skills				
S.1	*Design conceptual prototypes and schematic designs using various tools and 3-D visualization software.*	*Direct: Mapped Courses in PLOAP* *Direct: Exit Exam* *Indirect: PO_EMPO/PO_GRAD Surveys*	*Target (Rubric) = >=4*	*Avg. Normalized (Courses):* *Male (Rubric) = 4.0* *Female (Rubric) = 4.2* *Exit Exam (Rubric-Likert) = 3.4* *Indirect (Surveys-Likert) = 4.03*
S.2	*Solve complex architectural problems using logical reasoning, architectural and computational methods, and 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):* *Male % = 66.8 Male (Rubric) = 4.2* *Female % = 79.2 Female (Rubric) = 4.6* *Exit Exam (Rubric-Likert) = 3.96* *Indirect (Surveys-Likert) = 4.2*
S.3	*Critically analyze complex architectural problems, while considering alternative, creative and applicable solutions.*	*Direct: Mapped Courses in PLOAP* *Direct: Exit Exam* *Indirect: PO_EMPO/PO_GRAD Surveys*	*Target % = 68.67* *Target (Rubric-Likert) = >=4*	*Avg. Normalized (Courses):* *Male % = 71.0 Male (Rubric) = 4.0* *Female % = 85.8 Female (Rubric) = 4.4* *Exit Exam (Rubric-Likert) = 3.56* *Indirect (Surveys-Likert) = 4.2*
S.4	*Diagnose building systems, components and architectural structures according to professional conduct, safety and sustainability requirements and regulations.*	*Direct: Mapped Courses in PLOAP* *Direct: Exit Exam* *Indirect: PO_EMPO/PO_GRAD Surveys*	*Target % = 72.06* *Target (Rubric-Likert) = >=4*	*Avg. Normalized (Courses):* *Male % = 72.2 Male (Rubric) = 4.2* *Female % = 78.1 Female (Rubric) = 3.7* *Exit Exam (Rubric-Likert) = 4.08* *Indirect (Surveys-Likert) = 4.76*
S.5	*Create innovative, cost-effective, and sustainable architectural designs and drawings through a proper decision-making process and appropriate technical documents.*	*Direct: Mapped Courses in PLOAP* *Direct: Exit Exam* *Indirect: PO_EMPO/PO_GRAD Surveys*	*Target % = >=75* *Target (Rubric-Likert) = >=4*	*Avg. Normalized (Courses):* *Male % = 77.8 Male (Rubric) = 4.0* *Female % = 78.0 Female (Rubric) = 4.2* *Exit Exam (Rubric-Likert) = 4.41* *Indirect (Surveys-Likert) = 4.4*
S.6	*Manipulate the interplay between shape, form, function structure, aesthetics and materiality in 2D and 3D spaces.*	*Direct: Mapped Courses in PLOAP* *Direct: Exit Exam* *Indirect: PO_EMPO/PO_GRAD Surveys*	*Target (Rubric) = >=4*	*Avg. Normalized (Courses):* *Male (Rubric) = 4.0* *Female (Rubric) = 4.2* *Exit Exam (Rubric-Likert) = 3.367* *Indirect (Surveys-Likert) = 4.502*

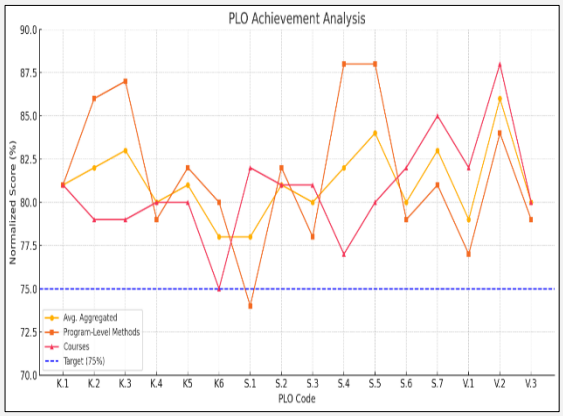
S.7	*Effectively communicate designs, drawings, digital models, inquiries and research results of complex issues in architectural projects with stakeholders.*	*Direct: Mapped Courses in PLOAP* *Direct: Exit Exam* *Indirect: PO_EMPO/PO_GRAD Surveys*	*Target % = >=75* *Target (Rubric-Likert) = >=4*	*Avg. Normalized (Courses):* *Male % = 85.5 Male (Rubric) = 4.3* *Female % = 82.2 Female (Rubric) = 4.2* *Exit Exam (Rubric-Likert) = 3.67* *Indirect (Surveys-Likert) = 4.41*
Values, autonomy, and responsibility				
V.1	*Effectively participate in architectural 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) = >=4*	*Avg. Normalized (Courses):* *Male (Rubric) = 4.1* *Female (Rubric) = 4.2* *Exit Exam (Rubric-Likert) = 3.75* *Indirect (Surveys-Likert) = 3.94*
V.2	*Demonstrate ethical values, safety provisions and precautions, principles of professional conduct in architecture.*	*Direct: Mapped Courses in PLOAP* *Direct: Exit Exam* *Indirect: PO_EMPO/PO_GRAD Surveys*	*Target (Rubric) = >=4*	*Avg. Normalized (Courses):* *Male (Rubric) = 4.3* *Female (Rubric) = 4.4* *Exit Exam (Rubric-Likert) = 4.0* *Indirect (Surveys-Likert) = 4.42*
V.3	*Act responsibly, independently and autonomously in making design decisions within architectural projects.*	*Direct: Mapped Courses in PLOAP* *Direct: Exit Exam* *Indirect: PO_EMPO/PO_GRAD Surveys*	*Target (Rubric) = >=4*	*Avg. Normalized (Courses):* *Male (Rubric) = 3.8* *Female (Rubric) = 4.3* *Exit Exam (Rubric-Likert) = 3.5* *Indirect (Surveys-Likert) = 4.41*

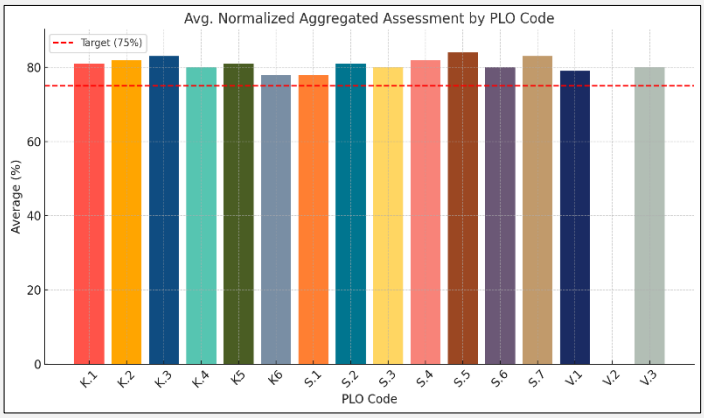
Attach a separate report on the program learning outcomes assessment results for male and female sections and each branch (if any**).*

(Program Learning Outcomes and Graduate Attributes Assessment Report (PLOAR) Architectrue 2024.2025)

Strengths:

*The Architecture Program achieved **100% of its Program Learning Outcomes (PLO) targets**, with all outcomes exceeding the normalized benchmark of 75%. In the **knowledge domain**, performance averaged **81%**, reflecting strong mastery of architectural concepts, ethics, and cultural integration. The **skills domain** recorded similarly high results, with innovative design creation (S.5) at **79%** and communication skills (S.7) at **80%**, confirming the success of project-based and experiential learning. The **values domain** was the strongest, with ethical conduct (V.2) achieving **86%**, professional participation (V.1) **79%**, and autonomous decision-making (V.3) **80%**, highlighting the program's integration of cultural values and professional responsibility. Overall, these results demonstrate that the program not only met but exceeded expectations, producing graduates who are technically competent, ethically grounded, and aligned with Vision 2030 priorities.*





Strengths

1. *Strong Communication and Design Skills*
   - *Students excel in architectural communication (PLO S.7 – 80.3%) and innovative/sustainable design (PLO S.5 – 79.0%), with high performance in presentations, technical drawings, and digital modeling.*
2. *Excellent Integration of Ethics and Professional Values*
   - *Ethical competence and professional conduct (PLO V.2, GA5) scored among the highest, supported by Islamic Culture courses and practical training.*
3. *Effective Practical and Experiential Learning Approaches*
   - *Courses using labs, fieldwork, project-based learning, and case studies (e.g., DES 102, DES 323) consistently outperform lecture-only methods.*
4. *Overall Achievement of Graduate Attributes Targets*
   - *Most GAs exceeded the 75% benchmark (Knowledge, Communication, Problem-Solving, Technical Capabilities, Ethics).*
5. *Female Students' Outstanding Performance*
   - *Female students consistently outperform male peers across all domains, particularly in GA1 (Knowledge: 84.73% vs. 74.8%) and GA3 (Problem-Solving: 85.2% vs. 78.88%).*

Aspects that need improvement with priorities:

Aspects Needing Improvement (with Priorities)

1. *High-Priority: Gender Performance Disparities*

- *Male students underperform significantly across several PLOs and GAs (e.g., K.1, K.2, GA1, GA3).*
- *Requires gender-responsive teaching strategies, differentiated instruction, and targeted academic support.*

2. *Strengthening Technical and Digital Competencies*
   - *PLO S.1 underperformed due to weak BIM and parametric design skills (DES 111, ART 312).*
   - *Expand lab hours, tutorials, and digital integration across design studios.*
3. *Enhancing Research and Analytical Skills*
   - *PLO K.6 (Research methodologies) fell short (74.8%), showing systemic gaps in analytical competencies.*
   - *Needs structured research methods training and stronger integration in studios.*
4. *Improving Knowledge of Building Materials*
   - *PLO K.2 scored 74.9%, dragged down by CE 260 and CE 261.*
   - *More practical demonstrations, site visits, and material workshops needed.*
5. *Assessment Diversification*
   - *Over-reliance on written exams contributes to gender gaps and uneven performance.*
   - *Portfolios, projects, and presentations should be expanded systematically.*

***The highest priority is** addressing systematic gender performance gaps, especially in fundamental knowledge and analytical skills, through diversified, hands-on, and gender-responsive pedagogy. This can be implemented alongside strengthening digital design competencies (BIM/VR) as a unified strategic focus.*

Link to PLOAP (PLOs and GAs Assessment Plan):

Program Learning Outcomes and Graduate Attributes Assessment Plan (PLOAP) (OC-QMS-P-07)

Link to PLOAR 24/25 (PLOs and GAs Assessment Report):

(Program Learning Outcomes and Graduate Attributes Assessment Report (PLOAR) Architectrue 2024.2025)

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 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 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)

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
STAT 100	Statistics 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)
PSYCH 101	Thinking Skills and learning Styles Click Here To Access Course Eval	60	33.33%	4.5	1. The course team should allocate additional time for review and brainstorming during lectures to enhance student engagement and develop critical thinking skills (Recommendation source: Peer assessment)
CSC 105	Computer Skills 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: CLOs assessment results)
PHYS 110	General Physics I 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 learning.(Source of Recommendation: CLOs assessment results)

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
ENG 0012	English II] 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 Recommendation: Peer Evaluation)
ESP 102	English for Engineering and Computer Science 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 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 enhance student engagement and practical application of differentiation concepts.(Source of Recommendation: CLOs assessment results)
CSC 111	Computer Programming 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

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
					instruction in CLO K.2 and enhance student engagement with theoretical concepts.(Source of Recommendation: CLOs Assessment Results)
PHYS 115	General Physics II 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)
DES 100	Architectural Drawings & Visual Studies Click Here To Access Course Eval	8	80.0%	4.5	1.The course team should implement structured active learning strategies including design critiques and peer feedback sessions to enhance student engagement and critical thinking skills.(Source of Recommendation: Peer evaluation) 2.The course team should establish regular feedback sessions throughout the semester to allow students to share their learning experiences and receive continuous guidance for improvement.(Source of Recommendation: Chairperson evaluation) 3.The course team should review and strengthen the explicit alignment between all class activities, assessments, and the stated course learning outcomes to enhance outcome-based education delivery.(Source of Recommendation: Peer evaluation)
DES 101	Freehand Drawings & models Click Here To Access Course Eval	4	50.0%	4.48	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)
IC 101	Introduction to Islamic Culture Click Here To Access Course Eval	119	28.33%	3.75	1. Based on the course evaluation and assessment results, there are no immediate issues that require attention. (Recommendation source: All evaluation and assessment results)

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
DES 102	Perspective and Shadow Click Here To Access Course Eval	8	100.0%	4.88	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)
DES 110	Computer Aided Drafting I Click Here To Access Course Eval	6	75.0%	4.43	1.The course team should implement regular formative assessment checkpoints throughout each class session to monitor student understanding and provide immediate feedback.(Source of Recommendation: Peer evaluation) 2.The course instructors should establish stronger connections between course content and industry practice by incorporating guest speakers from the architectural and design industry.(Source of Recommendation: Chairperson evaluation) 3.The course team should develop strategies to increase student engagement with the course textbook and specified learning resources to strengthen independent learning habits.(Source of Recommendation: Peer evaluation)
ART 120	Building Construction I Click Here To Access Course Eval	10	29.41%	4.71	1.The course team should implement regular formative assessment activities including quick in-class exercises and informal quizzes to provide real-time feedback and monitor student understanding throughout each session.(Source of Recommendation: Peer evaluation) 2.The course instructors should integrate modern technology and interactive digital tools into their teaching methods to enhance student engagement and make learning more dynamic.(Source of Recommendation: Chairperson evaluation) 3.The course team should organize site visits and hands-on material demonstrations to strengthen the connection between theoretical knowledge and practical applications in building construction.(Source of Recommendation: CLOs assessment results)
ART 130	Passive & Active Climatic Design Click Here To Access Course Eval	3	23.08%	4.48	1.The course team should implement structured active learning strategies such as design critiques and peer feedback sessions to deepen student engagement and critical thinking skills.(Source of Recommendation: Peer evaluation) 2.The course team should invite guest speakers

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
					from the architecture and sustainability industry to provide students with real-world insights and professional networking opportunities.(Source of Recommendation: Chairperson evaluation) *3.The course instructors should review and strengthen the explicit alignment between all class activities and assessments with the stated course learning outcomes.(Source of Recommendation: Peer evaluation)*
ARAB 101	*Language Skills* *Click Here To Access Course Eval*	*290*	*31.42%*	*4.3*	*1. The course team must develop diverse teaching strategies that take into account individual differences among students to ensure that all students achieve learning outcomes effectively (recommendation source: peer assessment)*
ART 103	*Architectural Design I* *Click Here To Access Course Eval*	*12*	*23.08%*	*4.42*	*1.The course team should incorporate more structured active learning strategies, such as design critiques and peer feedback sessions, to deepen student engagement and critical thinking in architectural design fundamentals.(Source of Recommendation: Peer evaluation)* *2.The course instructors should invite guest speakers from the architectural industry to provide students with insights into real-world applications and expand their professional networks.(Source of Recommendation: Chairperson evaluation)* *3.The course team should ensure explicit alignment between all class activities and assessments with the stated course learning outcomes to strengthen outcome-based education implementation.(Source of Recommendation: Peer evaluation)*
DES 111	*Computer Aided Drafting II]* *Click Here To Access Course Eval*	*17*	*32.69%*	*4.49*	*1.Course instructors should integrate formative assessment moments throughout the course sessions to provide real-time feedback and monitor student understanding.(Source of Recommendation: Peer evaluation)* *2.Course instructors should encourage consistent engagement with the course textbook and specified learning materials to strengthen independent learning habits.(Source of Recommendation: Peer evaluation)* *3.The program should incorporate guest speakers from the industry to provide students*

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
					with insights into real-world applications and expand their professional networks.(Source of Recommendation: Chairperson evaluation)
ART 121	Building Construction II Click Here To Access Course Eval	9	23.68%	2.58	1.The course instructors should clearly communicate course objectives, learning outcomes, and requirements to students at the beginning of the semester through a comprehensive course orientation session and detailed syllabus review.(Source of Recommendation: Course evaluation survey) 2.The course instructors should enhance lecture preparation and demonstrate deeper engagement with course content through improved delivery methods and updated teaching materials.(Source of Recommendation: Course evaluation survey) 3.The course team should integrate modern technology and interactive tools into the curriculum while ensuring explicit alignment between all activities and stated learning outcomes.(Source of Recommendation: Chairperson evaluation and peer evaluation)
ART 140	History of Architecture I Click Here To Access Course Eval	6	22.22%	3.15	1.The course instructors should establish regular office hours and improve responsiveness through the e-learning system to provide adequate student assistance and support.(Source of Recommendation: Course evaluation survey) 2.The course team should implement a structured grading timeline to ensure assignments and exams are returned to students within a reasonable timeframe.(Source of Recommendation: Course evaluation survey) 3.The program should coordinate with industry professionals to incorporate guest speakers who can provide real-world architectural insights and expand students' professional networks.(Source of Recommendation: Chairperson evaluation)
ART 141	Theory of Architecture IClick Here To Access Course Eval	8	25.0%	3.99	1.The course team should implement regular structured feedback sessions with students to monitor learning progress and provide timely guidance for improvement.(Source of Recommendation: Chairperson evaluation) 2.Course instructors should develop and integrate more hands-on design workshops and

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
					practical exercises to strengthen the connection between theoretical knowledge and practical design skills application.(Source of Recommendation: CLOs assessment results)
IC 102	Islam & Construction of Society Click Here To Access Course Eval	807	27.56%	4.47	1. The course team must develop diverse teaching strategies that take into account individual differences among students to ensure that all students achieve learning outcomes effectively (recommendation source: peer assessment)
MATH 200	Math for Architects Click Here To Access Course Eval	2	22.22%	4.46	1.The course team should develop and implement a comprehensive gender-responsive teaching framework that includes differentiated instructional strategies, visual learning aids, and construction-focused mathematical applications to address the persistent performance gap between male and female students.(Source of Recommendation: CLOs assessment results) 2.The program management should establish targeted academic support mechanisms specifically designed for male students who demonstrate difficulties with trigonometric functions and geometric curves through supplementary learning opportunities.(Source of Recommendation: CLOs assessment results)
ART 204	Architectural Design II Click Here To Access Course Eval	7	25.0%	2.0	1.The course instructors should establish a comprehensive formative assessment system that includes regular in-class exercises, informal quizzes, and structured feedback sessions to monitor student progress and provide timely guidance throughout the course.(Source of Recommendation: Peer evaluation and chairperson evaluation) 2.The course team should develop and implement a structured course resource engagement strategy that encourages consistent use of textbooks and specified learning materials to strengthen independent learning habits.(Source of Recommendation: Peer evaluation)
GE 215	Introduction to design Click Here To Access Course Eval	10	45.45%	2.0	1.The course instructors should clearly communicate course objectives, learning outcomes, and requirements at the beginning of the semester through a comprehensive course orientation session and detailed syllabus review.(Source of Recommendation: Course

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
					evaluation survey) 2.The course instructors should enhance their lecture preparation and demonstrate deeper engagement with course content through improved presentation quality and updated materials.(Source of Recommendation: Course evaluation survey) 3.The course team should expand the integration of real-world problem-solving scenarios and practical applications throughout the curriculum to enhance student engagement and practical skill development.(Source of Recommendation: Chairperson evaluation)
ART 242	History of Architecture II Click Here To Access Course Eval	7	35.0%	3.0	1.The course instructors should integrate more real-world problem-solving scenarios and case studies that connect historical architectural concepts to contemporary design challenges.(Source of Recommendation: Chairperson evaluation) 2.The course team should develop structured discussion frameworks and facilitation protocols to improve the quality of group discussions connecting historical architecture to modern applications.(Source of Recommendation: CLOs assessment results)
ART 243	Theory of Architecture II Click Here To Access Course Eval	5	26.32%	4.3	1.The course team should implement structured active learning strategies including design critiques and peer feedback sessions to enhance student engagement and critical thinking skills.(Source of Recommendation: Peer evaluation) 2.The program should coordinate with industry professionals to invite guest speakers who can provide students with real-world insights into architectural theory applications and professional networking opportunities.(Source of Recommendation: Chairperson evaluation) 3.The course instructors should ensure explicit alignment between all class activities and assessments with the stated course learning outcomes to strengthen outcome-based education implementation.(Source of Recommendation: Peer evaluation)
CE 260	Building Materials	2	25.0%	3.0	1.The course instructors should integrate more formative assessment moments throughout the course by introducing quick in-class exercises and informal quizzes to provide real-time

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
	Click Here To Access Course Eval				feedback to students.(Source of Recommendation: Peer evaluation) 2.The course team should increase reference to and utilization of the course textbook and specified learning resources to strengthen students' independent learning habits.(Source of Recommendation: Peer evaluation) 3.The course instructors should incorporate guest speakers from the construction industry to provide students with insights into real-world applications of building materials and expand their professional networks.(Source of Recommendation: Chairperson evaluation)
ART 205	Architectural Design III Click Here To Access Course Eval	7	25.93%	3.8	1.The course team should implement structured active learning strategies including regular design critiques and peer feedback sessions to enhance student engagement and critical thinking skills.(Source of Recommendation: Peer evaluation) 2.The course team should establish explicit alignment documentation between all class activities, assessments, and the stated course learning outcomes to strengthen outcome-based education implementation.(Source of Recommendation: Peer evaluation) 3.The course instructors should develop targeted mentoring programs and supplementary workshops specifically designed to address the consistent performance gap between male and female students across all CLOs.(Source of Recommendation: CLOs assessment results)
ART 222	Working Drawing Documents I Click Here To Access Course Eval	12	25.0%	4.5	1.The course team should implement more flexible assignment timelines and provide clearer milestone checkpoints to allow students adequate time for applying learned concepts in their drawing documentation projects.(Source of Recommendation: Peer evaluation)
ART 244	History of Islamic Architecture Click Here To Access Course Eval	5	26.32%	4.32	1.The course instructors should implement regular formative assessment strategies throughout each class session to provide immediate feedback and monitor student comprehension in real-time.(Source of Recommendation: Peer evaluation) 2.The course team should develop strategies to increase student engagement with the assigned textbook and specified learning resources to

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
					strengthen independent learning habits.(Source of Recommendation: Peer evaluation)
ART 245	Theory of Architecture III Click Here To Access Course Eval	8	34.78%	4.0	1.The course team should incorporate guest speakers from the architecture industry to provide students with real-world insights and expand their professional networks.(Source of Recommendation: Chairperson evaluation) 2.The course instructors should implement case studies and architectural design workshops to enhance male student performance in CLO K.1 and improve understanding of modernist architectural concepts.(Source of Recommendation: CLOs assessment results)
CE 261	Building Structures I Click Here To Access Course Eval	5	27.78%	4.75	1.The course team should incorporate guest speakers from the construction and structural engineering industry to provide students with real-world applications and professional networking opportunities.(Source of Recommendation: Chairperson evaluation) 2.The course instructors should implement structured group activities and real-time problem-solving tasks to enhance student engagement and promote collaborative learning.(Source of Recommendation: Peer evaluation) 3.The course team should provide students with opportunities to contribute to course-related decisions to create a more student-centered learning environment.(Source of Recommendation: Peer evaluation)
CE 264	Surveying Click Here To Access Course Eval	6	33.33%	4.51	1.The course team should implement structured active learning strategies including group activities and real-time problem-solving tasks to enhance student engagement and deepen understanding during class sessions.(Source of Recommendation: Peer evaluation) 2.The course team should create opportunities for students to contribute to course-related decisions to promote a more student-centered learning environment.(Source of Recommendation: Peer evaluation) 3.The course team should develop gender-responsive teaching strategies to address the consistent performance disparities between male and female students across multiple 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
ART 306	Architectural Design IV Click Here To Access Course Eval	12	24.0%	1.5	1.The course instructors should clearly communicate course objectives, learning outcomes, and requirements to students at the beginning of the semester through comprehensive course orientation sessions and detailed syllabi distribution.(Source of Recommendation: Course evaluation survey) 2.The course team should incorporate guest speakers from the architectural industry to provide students with real-world insights and professional networking opportunities.(Source of Recommendation: Chairperson evaluation) 3.The course instructors should implement structured design critiques and peer feedback sessions to enhance active learning and strengthen alignment with course learning outcomes.(Source of Recommendation: Peer evaluation)
ART 312	Rendering Techniques & Animation I Click Here To Access Course Eval	10	20.83%	3.73	1.The course team should enhance hands-on software training and practical application opportunities by increasing dedicated lab hours and implementing comprehensive software tutorials with guided practice sessions.(Source of Recommendation: CLOs assessment results) 2.The course instructors should incorporate more structured active learning strategies such as design critiques and peer feedback sessions to deepen student engagement and critical thinking.(Source of Recommendation: Peer evaluation) 3.The course team should incorporate guest speakers from the industry to provide students with insights into real-world applications and expand their professional networks.(Source of Recommendation: Chairperson evaluation)
ART 323	Working Drawing Documents II Click Here To Access Course Eval	15	35.71%	2.65	1.The course instructors should develop and implement comprehensive formative assessment strategies including regular in-class exercises, progress checkpoints, and structured feedback sessions to monitor student understanding and provide timely guidance throughout the course.(Source of Recommendation: Peer evaluation and chairperson evaluation) 2.The course team should strengthen the integration of course textbook and specified learning resources into daily instruction and

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
					assignments to improve student engagement with independent learning materials.(Source of Recommendation: Peer evaluation) 3.The course instructors should receive professional development training focused on course preparation, content delivery, and clear communication of course requirements to address student concerns about instructor preparedness and course clarity.(Source of Recommendation: Course evaluation survey)
ART 350	Introduction to City & Regional Planning Click Here To Access Course Eval	3	30.0%	4.43	1.The course team should implement comprehensive scaffolding and support mechanisms specifically targeting legislation interpretation and planning applications to address the performance gaps identified in CLOs V.1 and V.2.(Source of Recommendation: CLOs Assessment Comments) 2.Course instructors should integrate extensive real-world urban planning simulations and field experiences to enhance practical application skills and address the gender performance gap.(Source of Recommendation: CLOs Assessment Comments and Chairperson Evaluation)
CE 361	Building Structures II Click Here To Access Course Eval	1	50.0%	4.5	1.The course team should incorporate guest speakers from industry to provide students with real-world applications and professional networking opportunities.(Source of Recommendation: Chairperson evaluation) 2.The course instructors should implement structured active learning strategies including design critiques and peer feedback sessions to enhance student engagement and critical thinking.(Source of Recommendation: Peer evaluation) 3.The course team should strengthen the explicit alignment between all class activities and assessments with the stated course learning outcomes to enhance outcome-based education.(Source of Recommendation: Peer evaluation)
GE 363	Technical Installations Click Here To Access Course Eval	5	23.81%	4.31	1.The course instructors should implement regular formative assessment activities including quick in-class exercises and informal quizzes to provide real-time feedback and monitor student understanding throughout each session.(Source of Recommendation: Peer

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
					evaluation) 2.The course team should establish stronger connections between course content and specified textbook resources by implementing structured reading assignments and encouraging consistent engagement with learning materials.(Source of Recommendation: Peer evaluation) 3.The course instructors should invite industry professionals as guest speakers to provide students with real-world insights into technical installations and expand their professional networks.(Source of Recommendation: Chairperson evaluation)
IC 103	Islamic Economic System Click Here To Access Course Eval	334	20.64%	4.16	1. The course team should enhance the ethical aspects of the course by including practical examples and real-life stories that highlight the application of Islamic ethics in real-life situations (Recommendation source: Learning Outcome Assessment Results) 2. The course team should intensify practical activities that focus on practicing Islamic values while interacting with others (Recommendation source: Learning Outcome Assessment Results) 3. The course team should develop assessment tools that are more comprehensive and accurate in measuring ethical behavior and personal responsibility (Recommendation source: Learning Outcome Assessment Results)
ARAB 103	Arabic Editing Click Here To Access Course Eval	567	33.95%	4.57	1. The course team should intensify practical exercises and applied activities to improve communication skills, especially for male students who achieved 72% versus the target of 77% (recommendation source: learning outcomes assessment results and peer evaluation). 2. The course team should improve the link between learning outcomes and assessment methods in the course description to ensure effective measurement of the intended outcomes (recommendation source: department head evaluation).
ART 307	Architectural Design V Click Here To Access Course Eval	6	33.33%	4.67	1.The course team should establish a comprehensive peer mentoring program specifically targeting male students who consistently underperform in sustainability and value engineering skills, with structured small

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
					group tutorials and hands-on design workshops.(Source of Recommendation: CLOs Assessment Results) 2.The course instructors should integrate more real-world case studies and guest lectures from practicing architects to enhance practical application methods across all CLOs, particularly for ethical values development.(Source of Recommendation: CLOs Assessment Results) 3.The course instructors should develop structured activities that encourage students to engage more consistently with the course textbook and specified learning resources to strengthen independent learning habits.(Source of Recommendation: Peer Evaluation)
DES 323	Architectural Training Click Here To Access Course Eval	6	60%	4.65	1.The course team should implement formative assessment strategies and increase engagement with course textbook and learning materials to enhance student understanding and independent learning habits.(Source of Recommendation: Peer evaluation recommendations) 2.The course team should incorporate industry guest speakers to provide students with real-world applications and professional networking opportunities.(Source of Recommendation: Chairperson evaluation recommendations)
ME 331	Environmental Control Systems Click Here To Access Course Eval	6	20.0%	4.83	1.The course instructors should incorporate structured active learning strategies such as design critiques and peer feedback sessions to enhance student engagement and critical thinking skills.(Source of Recommendation: Peer evaluation) 2.The course team should invite industry professionals as guest speakers to provide students with real-world applications of environmental control systems and expand their professional networks.(Source of Recommendation: Chairperson evaluation) 3.The course instructors should ensure explicit alignment between all class activities and assessments with the stated course learning outcomes to strengthen outcome-based education implementation.(Source of Recommendation: Peer evaluation)

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
ART 351	Urban Design Click Here To Access Course Eval	5	25.0%	4.75	1.The course team should implement interactive learning methods including case studies, comparative analysis exercises, and collaborative group presentations to enhance student engagement and deepen architectural knowledge.(Source of Recommendation: CLOs assessment results) 2.The course instructors should develop targeted interventions to address the gender performance gap in the values domain through structured interactive group discussions and personalized mentoring approaches.(Source of Recommendation: CLOs assessment results)
ART 352	Housing Theories & Economics Click Here To Access Course Eval	4	22.22%	4.83	1.The course team should implement structured active learning strategies including group activities and real-time problem-solving tasks to enhance student engagement and deepen understanding of housing theories and economics concepts.(Source of Recommendation: Peer evaluation) 2.Course instructors should establish regular feedback sessions with students to create opportunities for shared learning experiences and provide ongoing guidance for academic improvement.(Source of Recommendation: Chairperson evaluation) 3.The course team should increase student involvement in course-related decision-making processes to promote a more student-centered learning environment.(Source of Recommendation: Peer evaluation)
IC 104	Eslamic culture 4 Click Here To Access Course Eval	293	20.03%	4.18	1. Based on the evaluation and assessment results, there are no urgent issues requiring immediate action. (Source: All evaluation and assessment results)
ART 408	Architectural Design VI Click Here To Access Course Eval	9	50.0%	4.08	1.The course team should incorporate guest speakers from the architectural industry to provide students with real-world insights and expand their professional networks.(Source of Recommendation: Chairperson evaluation) 2.The course team should introduce field visits to Gulf region architectural sites to enhance students' understanding of socio-cultural contexts in architectural design.(Source of Recommendation: CLOs assessment results)

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
ART 453	Graduation Project Research Click Here To Access Course Eval	3	30.0%	2.82	1.The course instructors should clearly communicate course requirements and expectations at the beginning of the semester through detailed syllabi, orientation sessions, and written guidelines to ensure students understand project deliverables and assessment criteria from day one.(Source of Recommendation: Course evaluation survey) 2.The course instructors should enhance their preparation and delivery of course content by developing structured lecture plans, updating course materials, and demonstrating deeper engagement with current research methodologies and industry practices.(Source of Recommendation: Course evaluation survey) 3.The program should implement a guest speaker series featuring industry professionals to provide students with real-world insights and expand their professional networks as part of the graduation project experience.(Source of Recommendation: Chairperson evaluation)
CE 465	Introduction to Project Management Click Here To Access Course Eval	5	41.67%	3.01	1.The course team should incorporate guest speakers from industry to provide students with real-world applications of project management concepts and expand their professional networks.(Source of Recommendation: Chairperson evaluation) 2.The course instructors should increase emphasis on course textbook and specified learning resources to strengthen students' independent learning habits.(Source of Recommendation: Peer evaluation) 3.The course team should strengthen the explicit alignment between all class activities and assessments with the stated course learning outcomes.(Source of Recommendation: Peer evaluation)
CE 466	Specifications & Quantities Click Here To Access Course Eval	5	31.25%	4.67	1.The course team should implement structured active learning strategies including group activities and real-time problem-solving tasks during lectures and tutorials to enhance student engagement and participation.(Source of Recommendation: Peer evaluation) 2.The course instructors should establish mechanisms to increase student involvement in course-related decision-making to promote a more student-centered learning

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
					environment.(Source of Recommendation: Peer evaluation) *3.The course team should incorporate guest speakers from the construction industry to provide students with real-world insights and expand their professional networks.(Source of Recommendation: Chairperson evaluation)*
DES 409	*Graduation Project* *Click Here To Access Course Eval*	*12*	*46.15%*	*4.96*	*1.The course team should incorporate more structured active learning strategies such as design critiques, peer feedback sessions, and professional ethics workshops to enhance student engagement and deepen critical thinking skills.(Source of Recommendation: Peer evaluation and CLOs assessment results)* *2.The program management should coordinate with industry professionals to incorporate guest speakers from the architectural and design field to provide students with real-world insights and expand their professional networks.(Source of Recommendation: Chairperson evaluation)* *3.Course instructors should strengthen the explicit alignment between all class activities and assessments with the stated course learning outcomes to enhance outcome-based education delivery.(Source of Recommendation: Peer evaluation)*
ART 470	*Landscape Architecture* *Click Here To Access Course Eval*	*6*	*25.0%*	*4.51*	*1.The course team should develop and implement structured scaffolding materials and assessment rubrics specifically for the research summary component to provide clearer guidance and support for students demonstrating understanding of landscape architecture concepts.(Source of Recommendation: CLOs Assessment Results)* *2.The course instructors should integrate real-world problem-solving scenarios and case studies into the curriculum to enhance practical application of landscape architecture principles and bridge theory with practice.(Source of Recommendation: Chairperson Evaluation)*
ART 472	*Urban Planning and Redevelopment* *Click Here To Access Course Eval*	*NOT DELIVERED*	*N.A*	*N.A*	*N.A*

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
ART 473	Building Structure III] Click Here To Access Course Eval	NOT DELIVERED	N.A	N.A	N.A
ART 474	Architecture in Gulf Region Click Here To Access Course Eval	9	28.12%	3.76	1.The course instructors should integrate digital modeling workshops and virtual reality tools to enhance interactive learning for knowledge-based CLOs while addressing the need for modern technology incorporation.(Source of Recommendation: CLOs Assessment Results and Chairperson Evaluation) 2.The course team should implement diversified assessment methods including group presentations and comparative analysis projects to supplement portfolio assessments and better accommodate different learning styles.(Source of Recommendation: CLOs Assessment Results)
IND 682	Interior Architecture Heritage of Saudi Arabia Click Here To Access Course Eval	17	40.48%	3.99	1.The course team should integrate more formative assessment moments throughout the course sessions to provide real-time feedback and monitor student understanding.(Source of Recommendation: Peer evaluation) 2.The course instructors should incorporate guest speakers from the heritage preservation and architectural industry to provide students with real-world insights and professional networking opportunities.(Source of Recommendation: Chairperson evaluation) 3.The course team should encourage more consistent student engagement with the course textbook and specified learning resources to strengthen independent learning habits.(Source of Recommendation: Peer evaluation)

1. 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: 80**
Strengths: The Architecture Program shows strong performance across multiple areas. It provides clear and realistic goals with a high score of 4.49, helping students understand program objectives and career preparation. Course delivery is	**Program Response:** **Based on Programmatic Quality Policies P-05 and P-17, the program management has accepted all the recommendations identified in the two students surveys and has included them in the final**

effective, supported by comprehensive information (4.36) and transparent assessment criteria (4.38) that enhance learning. Technical infrastructure is reliable, with efficient Blackboard e-learning (4.4) and strong academic advising (4.34). Professional development is a highlight, with excellent ratings for brochures (4.58) and career preparation programs (4.45). The program upholds academic integrity (4.39) while supporting student initiatives. Technical support in classrooms and labs (4.36) along with educational software (4.39) provide essential tools. ***Recommendations:*** *Survey analysis indicates satisfactory performance, with all ratings above 3.0. No immediate action is required. However, attention is needed for gender differences in faculty fairness perception: male students rated 4.36 versus 3.09 for female students, though both remain acceptable.*	***recommendations of this APR and, accordingly, in the next operational plan 25/26.***

4. Scientific research and innovation during the reporting year

Activities Implemented	Number
Published scientific research	16
Current research projects	22
conferences organized by the program	0
Seminars held by the program	3
Conferences attendees	9
Seminars attendees	11

Discussion and analysis of scientific research and innovation activities:

Architecture *program recognized the vital importance of embedding research within its academic culture. Research was viewed as a cornerstone for innovation, sustainability, and professional advancement, shaping not only the reputation of the college but also the competencies of its faculty and graduates. Through a structured plan built on clear objectives, well-defined priorities, and systematic support mechanisms, the Architecture Program sought to position itself as a leader in addressing contemporary challenges in architecture and urbanism.*

The research strategy emphasized three core elements: the creation of a supportive research ecosystem, the strengthening of collaborative partnerships, and the stimulation of impactful research activity. By focusing on these elements, the program aimed to establish a culture of continuous improvement, encourage faculty engagement in high-impact publishing, and foster innovation that directly contributed to societal development and environmental responsibility.

Furthermore, the program carefully identified strategic research priorities that reflected both global academic trends and local development needs. Sustainability, smart cities, modern technologies, and pedagogical innovation were chosen as the central pillars of this research agenda. Together, they provided a comprehensive framework for guiding faculty efforts and for ensuring that student involvement in research remained both meaningful and forward-looking.

The academic year 2024–2025 therefore represented a pivotal stage in the evolution of the Architecture Program's research profile. Through publications, seminars, international collaborations, applied research, and innovation awards, the program demonstrated its ability to translate strategic goals into tangible outcomes. This report documented those achievements,

highlighted areas of strength, and provided recommendations and expectations for the next academic cycle, 2025–2026, ensuring that the momentum gained would continue to drive progress in the years ahead.

The Program had aligned its research plan with the vision of the Research Center and the broader goals of Saudi Vision 2030. This alignment was not only an academic necessity but also a strategic opportunity to place the program at the forefront of national and international architectural research. By 2024–2025, the plan had significantly enriched the curriculum, elevated the creative and research skills of faculty, and offered students a platform to participate in impactful and innovative projects.

*The research plan was structured around **three** fundamental objectives:*

***1. Development of a Research Ecosystem.** The program implemented clear policies, reinforced research ethics, and built an infrastructure of resources and incentives. Faculty members were supported with access to international databases, subscriptions, research labs, and financial assistance for publication fees.*

***2. Strengthening Partnerships.** The program actively promoted interdisciplinary collaboration, engaged with community stakeholders, and worked to secure external funding from governmental and industrial partners. This broadened the reach of research and created opportunities for applied, real-world projects.*

***3. Stimulating Research Activity.** Faculty were encouraged through initiatives such as the Research Leave Initiative, Publication Fees Coverage Initiative, and Scientific Research Quality Enhancement Initiative. These incentives ensured that academic staff remained motivated and able to produce high-quality, peer-reviewed output.*

Research Priorities – Architecture Program

*The program identified **four** main research clusters:*

***1. Sustainability and Urbanism.** This priority addressed:*

- *Green infrastructure and biodiversity strategies.*
- *Integration of renewable energy in urban development.*
- *Climate-resilient architecture and water management systems.*
- *Smart mobility solutions to reduce emissions.*
- *Circular economy principles in city design.*
- *Community participation in sustainable urbanism.*

***2. Modern Technologies in Architecture.** Focus areas included:*

- *Digital fabrication techniques such as 3D printing and robotics.*
- *Building Information Modeling (BIM) integration.*
- *Augmented and virtual reality for architectural visualization.*
- *Smart building technologies (IoT-enabled sensors and automation).*
- *Parametric design and generative algorithms.*
- *Sustainable materials and energy-efficient systems.*

***3. Smart Cities and the Future of Architecture.** Research themes involved:*

- *IoT-enabled urban infrastructure.*
- *Data-driven urban planning and artificial intelligence applications.*
- *Responsive and adaptive architecture.*
- *Integration of new mobility solutions, such as electric vehicles.*
- *Digital twin technology for city modeling and management.*
- *Citizen-centered design for inclusive urban spaces.*

4. Architectural Pedagogy and Criticism. *This cluster included:*

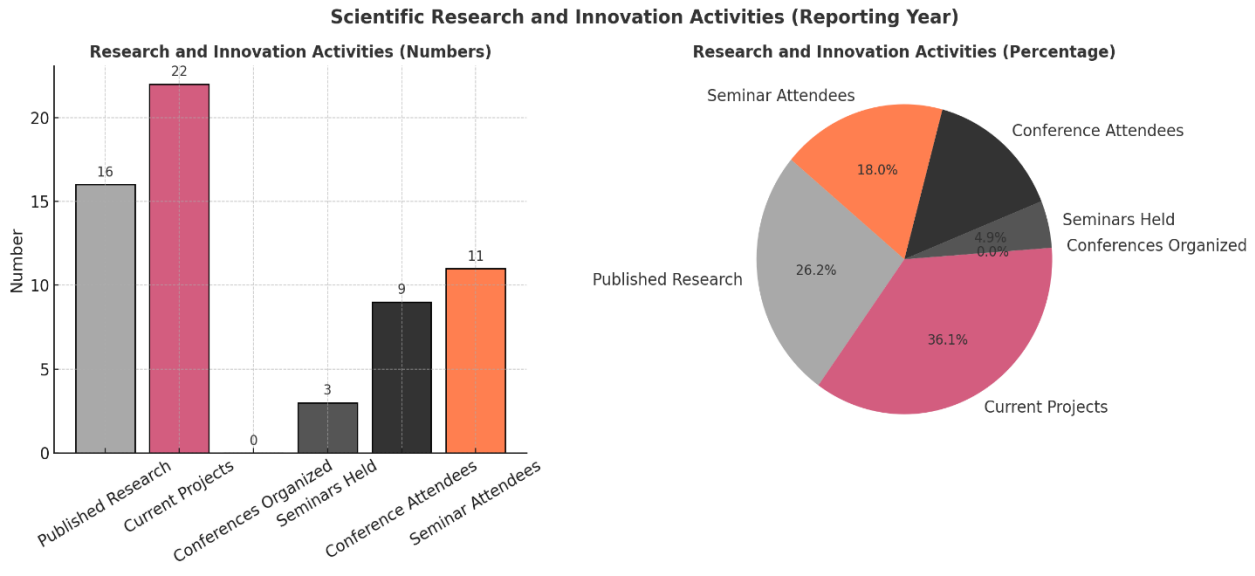
- *Curriculum innovation and integration of global sustainability goals.*
- *Enhancing design criticism and feedback methods.*
- *Interdisciplinary pedagogy (architecture + engineering + sociology).*
- *Expanding global perspectives and cultural awareness.*
- *Strengthening professional engagement with industry.*

Achievements 2024–2025

During the academic year 2024–2025, the program recorded major accomplishments across publishing, innovation, and global engagement:

- ***16** peer-reviewed research papers published in Scopus and Web of Science.*
- ***3** departmental academic seminars delivered to faculty and students.*
- ***9** international participations in editorial boards, conferences, and exhibitions.*
- ***1** full-length scientific book published (Innovations Above the Summit – Skyscrapers in the Kingdom of Saudi Arabia).*
- ***3** academic book chapters authored in international volumes.*
- ***2** industrial models registered with the Saudi Authority for Intellectual Property.*
- ***2** international innovation awards:*
  - *Agri Gas – Bronze Medal, 15th International Invention Fair, Kuwait.*
  - *Connect Touch – Bronze Medal, International Exhibition of Inventions, Geneva 2025.*
- ***21+** peer-reviewed articles evaluated by faculty for Q1 international journals.*
- *Faculty contributions spanned across **12+** different research themes, including urban walkability, BIM in facility management, post-occupancy evaluations, sustainability frameworks, heritage preservation, and adaptive façade technologies.*

These achievements highlighted the program's balanced approach: advancing theoretical research while also achieving practical applications and international visibility.



Strengths Identified

1. Research Excellence. *With **16** publications and **12** of them authored by core faculty, the program demonstrated high productivity and quality.*
2. International Recognition. *Participation in **2** global exhibitions with award-winning innovations elevated the reputation of Onaizah Colleges.*
3. Applied Innovation. *Registration of **2** industrial models and patent applications reflected strong links between research and industry.*
4. Faculty Engagement. *Over **21** papers reviewed for Q1 journals by faculty showed international trust in their expertise.*
5. Pedagogical Innovation. *Seminars connected teaching with research, bridging academic learning with real-world practices.*

Recommendations

To sustain momentum and expand its impact, the program adopted the following recommendations:

1. Organize at least 2 international conferences annually*, focusing on sustainability, smart cities, and digital technologies.*
2. Expand research incentives*, including reduced teaching loads, financial bonuses, and competitive research grants.*
3. Establish a mentorship program *to support junior faculty in publishing in Q1 journals.*
4. Develop external funding strategies*, with a dedicated office to assist faculty in securing national and international research grants.*
5. Strengthen the Research Committee *to enhance interdisciplinary collaboration and idea exchange.*
6. Expand international collaborations*, targeting **5–7** new global institutions for joint projects and exchange programs.*
7. Encourage applied research*, aiming to register **5+** new industrial models over the next two years.*

Expectations for 2025–2026

Looking forward, the Architecture Program was expected to scale its contributions in both national and global contexts. Specific expectations included:

- *Publishing **20+** peer-reviewed articles in Scopus and Web of Science.*
- *Delivering **5** departmental seminars and hosting **2** major international conferences.*
- *Increasing international participation to at least **12** events annually.*
- *Registering **3–4** new industrial models with the Saudi Authority for Intellectual Property.*
- *Launching **2 new innovation projects** in sustainability and smart city technologies.*
- *Expanding applied research collaborations with **at least 3 new industries** in Saudi Arabia.*
- *Developing a virtual laboratory for environmental impact analysis and digital city modeling.*
- *Establishing **a structured publication mentorship scheme** that pairs senior and junior researchers.*
- *Securing **at least 2 external research grants** from national or regional funding bodies.*

By the end of 2024–2025, the Program had positioned itself as a leading hub for architectural research in Saudi Arabia. Its achievements in sustainability, smart city development, technological innovation, and international recognition provided a solid foundation for growth. The strategic expectations for 2025–2026 showed clear ambition: to expand publication output, deepen

industry collaboration, strengthen international partnerships, and continue contributing meaningfully to the goals of Saudi Vision 2030.

Comparative Summary – Architecture Program Research Performance

Category	***Achievements 2024–2025***	***Expectations 2025–2026***
Publications	***16*** *peer-reviewed articles (Scopus/WoS)*	***20+*** *targeted in high-impact journals*
Academic Seminars	***3*** *departmental seminars*	***5*** *seminars planned*
Conferences / Events	***9*** *international participations*	***12+*** *international engagements*
Books & Chapters	***1*** *book,* ***3*** *book chapters*	***2*** *books,* ***5*** *chapters targeted*
Industrial Models / Patents	***2*** *registered with SAIP*	***3–4*** *new registrations expected*
Innovation Awards	***2*** *Bronze Medals (Kuwait & Geneva)*	***1–2*** *new projects submitted to international fairs*
Peer Review Contributions	***21+*** *Q1 journal reviews*	***25+*** *reviews anticipated*
External Funding	*Initial steps toward grant applications*	***2*** *major grants expected*
Conferences Organized	*None hosted internally*	***2*** *major conferences/workshops planned*
Student Involvement	*Participation in seminars and projects*	*Structured research training programs*

Key Observations

- ***The program significantly improved its research output in 2024–2025 but aimed to expand further by 2025–2026, particularly in Q1 publications and external funding.***
- ***Applied research (patents and industrial models) was expected to grow by at least 50%.***
- ***Academic visibility through conference hosting was prioritized for the coming year.***
- ***Stronger systems for student integration in research would be developed.***

Important Links: please click the links below

Research Activities Plan :

Research Activities Progress Report

6. Community Partnership

Activities Implemented	***Brief Description***
Orientation & Preparation Day – 15/10/2024	*The orientation day provided a structured and supportive introduction for new architecture students, including faculty-led sessions, interactive activities, and alumni sharing their experiences. This activity was critical in preparing students for the academic journey, familiarizing them with program requirements, and fostering early social integration. It strengthened student confidence, built program identity, and created a sense of belonging that supports retention and long-term success. Attended by 80 students (≈85%) and 12 faculty (60%). Provided a structured introduction, boosted confidence, built program identity, and supported student retention.*

Saudi National Day – 24/09/2024	*A three-day celebration engaging students, faculty, and the wider community through exhibitions, creative works, and cultural events. Architecture students contributed by designing heritage-inspired displays and producing commemorative items. The activity deepened national identity, reinforced teamwork and creativity, and highlighted the role of architects in preserving and celebrating culture. It also demonstrated the program's commitment to societal engagement in line with Vision 2030.* **A 3-day celebration with 70 students (74%) and 15 faculty (75%). Enhanced teamwork, creativity, and cultural identity; aligned with Vision 2030.**
Founding Day – 18–22/02/2025	*A program-wide participation in commemorating Saudi Arabia's founding, involving exhibitions, volunteering, and student-led cultural activities. The initiative built students' ethical and professional responsibility, enhanced their awareness of heritage values, and engaged them directly with the local community. For the program, it reinforced social responsibility goals and helped cultivate civic-minded graduates.* **Involved 62 students (66%) and 10 faculty (50%). Built civic responsibility, heritage awareness, and community engagement.**
Royal Commission for Makkah Projects – 2nd Semester 2024/25	*A field-based collaboration where students and faculty engaged with national-scale projects focused on urban design, heritage, and sustainability. Students gained exposure to professional practice and national development strategies, linking classroom learning with real-world applications. This initiative enriched academic outcomes and highlighted the program's active role in serving the Kingdom's most significant urban and spiritual centers.* **Field collaboration with 5 students (5.3%) and 8 faculty (40%). Linked academic learning with national-scale projects.**
Tourist Cooperative Association, Onaizah – 2024/25	*Students and faculty collaborated with the Tourist Cooperative Association on community-based projects. The initiative connected architectural education with tourism and heritage promotion in Onaizah, enhancing students' ethical practice, communication skills, and civic responsibility. It bridged academic learning with local cultural development, benefitting both students and the community.* **Community-based project with 40 students (43%) and 6 faculty (30%). Promoted ethics, tourism awareness, and cultural engagement.**
Mohammed Al-Mousa Co. Collaboration – 15/10/2023 (ongoing)	*A long-term project where students actively contributed to East Onaizah development plans with industry partners. The activity combined sustainability, ethics, and research, offering students practical experience in urban planning and real-world design challenges. It elevated program relevance to labor market needs while visibly serving community development.* **Long-term project with 45 students (48%) and 7 faculty (35%). Offered real-world urban planning and sustainability practice.**
Design with Awareness Campaign – 02/12/2025	*Architecture students and faculty organized a campaign in collaboration with Humanitarian Rehabilitation City to raise awareness about sustainable and responsible design. The activity enhanced student learning in ethics, sustainability, and innovation while fostering community dialogue on the*

	role of architecture in environmental and social well-being. It reinforced program outcomes related to professional conduct and connected students directly with societal challenges. **Awareness campaign with 55 students (59%) and 9 faculty (45%). Reinforced ethics, sustainability, and societal dialogue.**
Faculty Housing Design Competition – 04/12/2024	*A design competition for student teams to propose faculty housing projects, simulating professional architectural practice. Students applied design thinking, sustainability standards, and real-world constraints. The event enhanced employability skills, problem-solving, and ethical decision-making, while also serving the institutional community with innovative housing ideas. It bridged academic training with practical service to the college environment.* **Competition with 30 students (32%) and 5 faculty (25%). Simulated professional practice, boosted employability, and served college needs.**
The National History Lab Competition – Postponed	*Planned as a national competition to engage students in documenting and reimagining Saudi history through architecture. Although postponed, it represents a strategic opportunity to integrate cultural identity with design education. Future implementation will reinforce heritage appreciation, innovation, and civic engagement while showcasing student creativity nationally.* **Planned with expected 40 students (43%) and 6 faculty (30%). Future opportunity to integrate heritage and creativity nationally.**
"Your Design in Every Home" Competition – 06/10/2024	*Students participated in a national design competition to create culturally inspired home products in collaboration with Abyat Company. Designs incorporated Arabic calligraphy and ornaments, merging heritage with modern industrial design. The competition boosted creativity, professional exposure, and entrepreneurship while highlighting the social responsibility of architecture in promoting cultural continuity.* **Involved 25 students (27%) and 4 faculty (20%). Merged heritage with modern industrial design, promoted creativity and entrepreneurship.**
Third Construction & Design Exhibition, Buraidah – 15/10/2024	*Faculty and students exhibited architectural work at a regional construction fair, engaging with industry professionals and community members. The exhibition strengthened student communication, applied knowledge, and professional networking. It also promoted the program's visibility and reinforced architecture's role in addressing community needs with sustainable and innovative solutions.* **Regional fair with 35 students (37%) and 6 faculty (30%). Strengthened networking, applied knowledge, and visibility.**
Creativity, Innovation & IP Forum Booth – 16/10/2024	*Students showcased architectural projects during a creativity and innovation forum, linking academic output to intellectual property and cultural exchange. The booth emphasized innovation, ethical conduct, and heritage awareness. It enhanced interdisciplinary dialogue and positioned the architecture program as an active contributor to national creative industries.* **Forum booth with 28 students (30%) and 5 faculty (25%). Showcased innovation, ethics, and heritage awareness.**

Exhibition of Architecture & Interior Design Students' Work – Postponed	*N.A*
Orientation Visits for High School Students – 25/02/2025	*An outreach initiative where local high school students visited the Architecture Department, toured facilities, and interacted with current students. The activity inspired potential future architects, showcased program achievements, and fostered community connections. For students, it built leadership and communication skills, strengthening the program's recruitment and societal role.* **Outreach with 40 students (43%) and 6 faculty (30%). Built leadership, inspired future architects, and strengthened recruitment.**
Visit to Saudi Building Expo – 07/11/2024	*Students participated in a major building exhibition, engaging with new technologies, sustainable solutions, and industry innovations. The visit enhanced awareness of contemporary architectural practices, strengthened employability, and linked students with national and international trends. It also demonstrated the program's commitment to continuous learning and industry integration.* **Exhibition visit with 30 students (32%) and 4 faculty (20%). Enhanced employability, sustainability awareness, and industry links.**
Visit to Cityscape – 11–14/11/2024	*Students attended one of the largest international real estate and architecture exhibitions, exploring global best practices in urban development, sustainability, and smart city planning. The exposure enriched their academic knowledge, built professional confidence, and positioned them as future contributors to national urban transformation projects.* **International expo with 22 students (23%) and 3 faculty (15%). Exposed to global best practices and smart city planning.**
Visit to Onaizah Association for Development (Taheel) – 19/11/2024	*Students visited Taheel to engage with elderly citizens, providing social support and highlighting architecture's role in human-centered care environments. The visit combined empathy, social responsibility, and design awareness. It strengthened civic engagement, student ethics, and the integration of architecture with social well-being.* **Social visit with 35 students (37%) and 5 faculty (25%). Combined empathy, ethics, and design for social well-being.**
Visit to Construction Site – Tariqa Consultants – Feb 2025	*A technical field visit exposing students to active construction practices, safety procedures, and professional project management. Students directly observed the challenges of site work, sustainability, and interdisciplinary collaboration. This activity bridged classroom theory with practical construction knowledge, reinforcing employability and real-world readiness.* **Site visit with 28 students (30%) and 4 faculty (20%). Observed construction, safety, and interdisciplinary work.**
Visit to Fhad Factory – 18–21/02/2024	*Students observed material production and industrial processes in a real factory environment. The visit emphasized the role of materials in sustainability and safety, connecting academic concepts with real industrial*

	applications. It reinforced ethical awareness, design efficiency, and practical learning while strengthening ties with local industry. **Factory visit with 30 students (32%) and 4 faculty (20%). Linked materials, sustainability, and industrial practice.**
Visit to Swissôtel International – Postponed	*N.A*
Visit to Al-Bassam Heritage House – 21/11/2025	*A heritage-focused field trip allowing students to experience traditional Saudi architecture firsthand. The visit reinforced cultural appreciation, historical awareness, and identity preservation. It enriched program learning by linking architectural theory to lived heritage and strengthened student-community dialogue.* **Heritage trip with 40 students (43%) and 6 faculty (30%). Strengthened cultural identity and dialogue.**
Al-Jazeera Paints Workshop – 02/01/2025	*A technical training session by industry professionals introducing sustainable paints, finishes, and innovations. Students gained knowledge of material performance, design applications, and ethical considerations in construction. The workshop connected academic training with industry expertise, enhancing employability and environmental responsibility.* **Technical workshop with 25 students (27%) and 4 faculty (20%). Introduced sustainable paints and finishes.**
AI and Architecture Workshop – 2025	*A specialized workshop led by faculty on the integration of artificial intelligence in architecture, focusing on generative design, simulations, and data-driven processes. The event expanded student technical competencies, encouraged innovative thinking, and aligned academic training with global technological transformations in the profession.* **Specialized workshop with 20 students (21%) and 3 faculty (15%). Expanded technical skills in AI and generative design.**
3D Max & V-Ray Workshop – 07/10/2024	*A digital skills workshop training students and faculty in rendering and visualization techniques. The activity enhanced technical communication, professional presentation skills, and market competitiveness. It directly contributed to employability and fostered community knowledge-sharing.* **Digital training with 22 students (23%) and 3 faculty (15%). Improved rendering, visualization, and market competitiveness.**
Photoshop Fundamentals Workshop – 04/02/2024	*Students and faculty learned foundational design editing skills applicable across multiple disciplines. This workshop strengthened visual communication, creativity, and technical proficiency, enabling students to present projects professionally and with aesthetic clarity.* **Training with 18 students (19%) and 2 faculty (10%). Built visual communication and creativity.**
Lumion Rendering Workshop – 27/10/2024	*Training on real-time visualization tools that enhanced students' ability to create immersive design presentations. It improved technical skills, communication abilities, and design impact, bridging digital learning with architectural practice.* **Workshop with 20 students (21%) and 3 faculty (15%). Enhanced real-time visualization and presentation.**

SketchUp Modeling Workshop – 2025	*A practical workshop developing student proficiency in SketchUp for 3D modeling and visualization. It strengthened design efficiency, ethical practices, and professional communication. The activity directly addressed labor market needs while promoting interdisciplinary learning.* **Workshop with 25 students (27%) and 4 faculty (20%). Improved 3D modeling, communication, and ethics.**
Workshop: Challenges of the Profession – 15/10/2025	*A reflective and forward-looking workshop addressing professional ethics, sustainability, and the realities of architectural practice. It provided students with resilience and adaptability for their careers, while also creating dialogue with the community on the evolving role of architects in Saudi Arabia and beyond.* **Reflective workshop with 35 students (37%) and 5 faculty (25%). Addressed ethics, sustainability, and professional resilience.**

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

*Comment on community partnership activities***

Community service is no longer viewed as an auxiliary or peripheral activity within higher education; rather, it has become a ***core pillar of academic excellence and social responsibility****, particularly within architecture programs. Architecture, by its very nature, is a social and cultural profession: it does not merely produce buildings or functional spaces, but actively engages in shaping identities, meeting societal needs, and envisioning sustainable futures. Guided by this understanding, the Architecture Program at Unaizah Colleges has embedded community service into the very structure of its curriculum,* ***ensuring full integration with the Program Learning Outcomes (PLOs) across the three domains: Knowledge (K1–K6), Skills (S1–S7), and Values & Responsibility (V1–V3).***

This integration stems from a conviction that architectural education cannot be confined to theoretical lectures or studio exercises alone. Students must engage with ***real-world challenges****: participating in national heritage celebrations, collaborating with local authorities and industries, conducting field visits to construction sites, supporting cultural preservation initiatives, and leading awareness campaigns that address sustainability and social well-being. In this way, community service becomes a* ***living laboratory****—a dynamic platform where students apply their academic knowledge, refine professional skills, and embody ethical values through direct interaction with society.*

At the academic level, these activities strengthen PLO achievements by connecting ***theory to practice****:*

- *Students consolidate their knowledge of architectural principles and cultural heritage (K.1, K.5).*
- *They acquire and refine technical and professional skills through competitions, workshops, and site visits (S.2, S.4, S.5, S.7).*
- *They cultivate ethical responsibility, teamwork, and leadership through socially impactful projects (V.1, V.2, V.3).*

At the societal level, the program positions itself as an ***active partner in community development****, reflecting its role as both an educational and civic institution. By aligning activities with* ***Strategic Goals #01, #03, #05, and #07****, the program not only prepares competent and employable graduates but also contributes to the broader goals of* ***Saudi Vision 2030****, emphasizing cultural preservation, sustainable development, and civic engagement.*

Ultimately, the Architecture Program's community service model demonstrates that ***developing student competencies is itself a valuable service to society****. By empowering students to serve, design, and innovate in real contexts, the program creates a reciprocal cycle: education enriches community, and community engagement deepens education. This holistic approach ensures that graduates are not only* ***technically skilled architects****, but also* ***socially responsible citizens and ethical professionals****, capable of contributing meaningfully to both their discipline and their community.*

The ***Architecture Program*** *has established* ***community service activities*** *as a cornerstone of its educational model, ensuring that students' academic journey is inseparably tied to real societal impact. These activities were implemented in alignment with the* ***Social Responsibility Administration Mission (O.C. level)*** *and the program's strategic goals, offering students a platform to practice* ***knowledge (K), skills (S), and values (V)*** *in authentic community settings.*

Knowledge Outcomes (K1–K6)

- ***K.1 (Fundamental Architectural Principles):*** *Achieved through activities such as the Saudi Building Expo and Cityscape Visit, where students engaged with contemporary architectural concepts, construction systems, and urban planning innovations.*
- ***K.2 (Building Materials and Applications):*** *Strengthened in Al-Jazeera Paints Workshop and Fhad Factory Visit, where students explored performance attributes of materials in real contexts.*
- ***K.3 (Innovative Design Thinking):*** *Addressed through design competitions such as Faculty Housing and Your Design in Every Home, which encouraged students to discuss and apply creative solutions.*
- ***K.4 (Ethics, Sustainability, and Safety):*** *Reinforced in nearly all community activities, particularly Design with Awareness Campaign and Taheel Association Visit, where students practiced socially responsible, inclusive design.*
- ***K.5 (Cultural and Historical Architecture):*** *Strongly reflected in Al-Bassam House Visit and Founding Day Celebrations, deepening awareness of heritage preservation.*
- ***K.6 (Analytical and Research Methods):*** *Activated in partnerships such as Rouh Onaizah Project (Al-Mousa Co.) and Royal Commission for Makkah Projects, where students conducted site analysis and applied structured research methods to solve real urban challenges.*

Skills Outcomes (S1–S7)

- ***S.1 (Conceptual Design Development):*** *Stimulated in High School Orientation Exhibitions and Student Work Showcases, where students presented prototypes to younger audiences.*
- ***S.2 (Problem Solving & Computational Methods):*** *Demonstrated in AI & Architecture Workshop and SketchUp/Lumion Workshops, where students applied logical reasoning to digital and computational tools.*
- ***S.3 (Sustainability in Design):*** *Addressed in Design with Awareness Campaign and Royal Commission for Makkah Projects, which emphasized ecological sensitivity and inclusive urbanism.*
- ***S.4 (Diagnosing Building Systems):*** *Developed during the Fhad Factory Visit and Construction Site (Tariqa Engineering Consultants), where students learned to evaluate building systems under professional standards.*
- ***S.5 (Innovative and Sustainable Design):*** *Evident in Faculty Housing Competition and Saudi Building Expo, where students created cost-effective, innovative solutions.*

- ***S.6 (Integration of Form, Function, and Technology):*** *Achieved in Cityscape and Al-Jazeera Paints Workshop, where design and materials were studied as integrated systems.*
- ***S.7 (Communication and Presentation):*** *Strengthened in Creativity & Innovation Forum and public Heritage Exhibitions, where students practiced communicating architectural ideas to both experts and lay audiences.*

Values and Responsibility Outcomes (V1–V3)

- ***V.1 (Teamwork and Participation):*** *Evident in Saudi National Day and Founding Day Activities, which required large-scale student collaboration and collective expression of identity.*
- ***V.2 (Independent and Responsible Conduct):*** *Practiced in activities like the Royal Commission for Makkah Projects, where students operated with autonomy in culturally and religiously sensitive environments.*
- ***V.3 (Ethics, Safety, Professionalism):*** *Reinforced across almost every activity, particularly Taheel Visit and Awareness Campaigns, which emphasized safety, dignity, and ethics in design for vulnerable communities.*

Broader Impact on Program and Community

1. ***For Students and the Program:***
    - *These activities transform abstract curriculum concepts into **practical experiences**, preparing graduates who are not only technically competent but also socially responsible.*
    - *They support graduate employability by ensuring students demonstrate **PLO mastery** in real-world contexts—making learning measurable, applied, and professionally relevant.*
2. ***For the Community:***
    - *The program delivers tangible contributions—whether through **cultural preservation** (Al-Bassam House), **social inclusion** (Taheel Association Visit), or **sustainable urban development** (Rouh Onaizah Project).*
    - *The presence of students and faculty in public forums, national celebrations, and professional collaborations strengthens the college's reputation as a **civic partner and knowledge hub**.*

Strengths Observed (2024–2025)

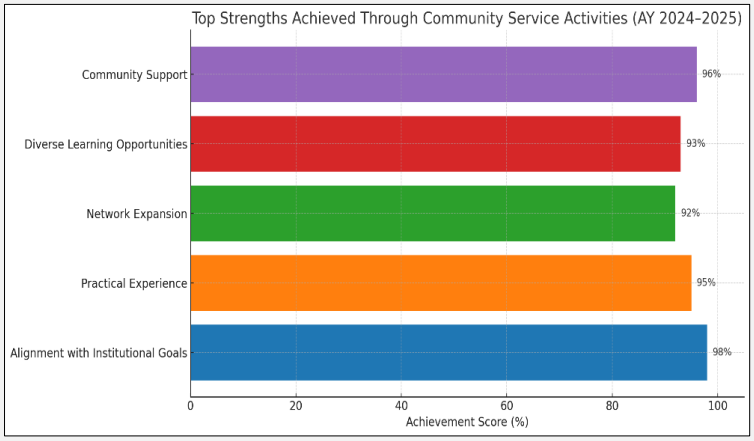
1. *Comprehensive coverage of **all PLO domains (K, S, V)** across activities.*
2. *Strong **integration of academic knowledge with civic responsibility**.*
3. *High level of **industry collaboration** (e.g., Al-Jazeera Paints, Royal Commission, Mohammed Al-Mousa Co.).*
4. *Diversity of formats (competitions, workshops, heritage visits, celebrations), ensuring inclusivity.*
5. *Alignment with **Strategic Goals #01, #03, #05, and #07**, ensuring institutional consistency.*

Improvement Areas

- ***Structured post-activity reflection** to measure deeper impact (linking outcomes to long-term skill development).*
- ***Balance in student participation** across junior and senior cohorts.*
- ***Expansion of interdisciplinary collaborations** with environmental sciences, health, and technology.*
- ***Ensuring continuity** of postponed events to maintain credibility and planning efficiency.*

The Architecture Program's ***community service activities*** *during 2024–2025 represent a* ***holistic educational strategy*** *where* ***knowledge (K1–K6), skills (S1–S7), and values (V1–V3)*** *are simultaneously reinforced in real-world contexts. This model ensures graduates emerge as* ***professionally competent, ethically aware, and socially engaged architects****, while delivering meaningful contributions to the cultural, environmental, and social fabric of Onaizah and beyond. By embedding* ***community service as an educational tool****, the program confirms that producing responsible graduates is itself the most impactful service to society.*

General Recommendations for the New Plan (2025–2026)



To strengthen the Architecture Program's role in both academic enrichment and community engagement, it is recommended that the 2025–2026 plan prioritize the ***institutionalization of high-impact activities****, such as design competitions, awareness campaigns, and strategic collaborations with government and industry partners. By transforming these initiatives into recurring annual benchmarks, the program can ensure consistency, sustainability, and long-term identity while reinforcing the integration of Program Learning Outcomes (K1–K6, S1–S7, V1–V3). The plan should also emphasize* ***structured pre- and post-activity learning components****, such as preparatory lectures, reflective reports, and design critiques, in order to deepen students' conceptual understanding and foster a stronger link between extracurricular experiences and academic coursework. Furthermore, systematic documentation and digital dissemination of student work through e-portfolios or online platforms is recommended to increase visibility, support accreditation requirements, and showcase the program's societal contributions to a wider audience.*

Equally important, the new plan should expand the program's ***interdisciplinary and socially responsive scope*** *by collaborating with other academic departments and local organizations on projects addressing sustainability, heritage preservation, and inclusive design. Activities should intentionally target vulnerable groups and community needs—such as accessibility improvements, senior-friendly environments, and affordable housing solutions—ensuring that architectural education is positioned as a catalyst for social justice and sustainable development. By reinforcing ethical responsibility, professional conduct, and community-oriented practice, the program will not only prepare students with advanced technical and employability skills but also cultivate graduates who embody civic responsibility and leadership. These recommendations align with the college's mission and Saudi Vision 2030, highlighting the Architecture Program as a leader in* ***applied learning, community service, and innovative architectural education****.*

Community and Volunteering Activities Plan

Community and Volunteering Activities Progress Report

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: 21
Summary of Evaluation: **Strengths:** *The survey data reveals several key strengths for the Architecture Program from the faculty members' perspective:* *1. Onboarding and Faculty Preparation: The program excels in preparing new faculty members, with a high score of 4.71 for its comprehensive onboarding programs. These include training, workshops, facility visits, and introductions to study plans and learning outcomes.* *2. Institutional Clarity and Mission: Faculty members demonstrate a strong understanding and appreciation of the program's mission, with high scores (4.67 for awareness and 4.62 for mission clarity). The mission is perceived as aligned with community needs, labor market requirements, and national trends.* *3. E-Learning and Technical Infrastructure: The Blackboard e-learning system receives consistently high ratings (4.67), with faculty appreciating its ease of use, accessibility, and effectiveness in supporting teaching processes.* *4. Technical Support and Resources: The program provides sufficient and varied technical services (4.57), with well-equipped facilities, experienced technicians, and periodic maintenance of technical equipment.* *5. Governance and Decision-Making: Program committees and boards are viewed as effective, with clear tasks and decision-making capabilities (4.48).* *Notably, female faculty members consistently rate most aspects slightly higher than their male counterparts, suggesting potential differences in perception or experience within the program.* *While the program demonstrates numerous strengths, there might be room for continued improvement in areas like equipment updates, research resources, and specific technical infrastructure.*	**Program Response:** ***The survey resulted in no recommendations; therefore, no new actions are required.***

Recommendations: *None*	
Survey: PO_PRO_02	***Faculty Evaluation of Program's Quality and Services (2)***
Evaluation Date: 30-06-2025	***Number of Participants: 22***
The survey highlights several key strengths of the Architecture Program from the faculty's perspective: 1. *Onboarding & Preparation: Strong support for new faculty, with a high score of 4.71 for onboarding programs, including training, workshops, facility visits, and orientation on study plans and learning outcomes.* 2. *Mission & Clarity: Faculty show strong awareness and alignment with the program's mission (4.67 awareness, 4.62 clarity), which is seen as responsive to community needs, labor market demands, and national priorities.* 3. *E-Learning: The Blackboard system scores 4.67, valued for its ease of use, accessibility, and support of teaching.* 4. *Technical Support: Faculty rate technical services at 4.57, citing well-equipped facilities, experienced staff, and regular maintenance.* 5. *Governance: Committees and boards are considered effective, with clear responsibilities and sound decision-making (4.48).* *Female faculty rated most areas slightly higher than male faculty, suggesting differing perceptions or experiences.* *Overall, the program shows strong performance, though continued attention to equipment updates, research resources, and infrastructure would be beneficial.* ***Recommendations: None.***	***Program Response:*** ***The survey resulted in no recommendations; therefore, no new actions are required.***
Survey: PO_FTR_STU	***Field Experience Evaluation by Students***
Evaluation Date: 30-06-2025	***Number of Participants: 6***
Summary of Evaluation: ***Strengths:*** *Based on the survey analysis data for field training in the Architecture program, several*	***Program Response:*** ***The survey resulted in no recommendations; therefore, no new actions are required..***

key strengths emerge across both male and female sections: *Exceptional Strengths (Consistently Scored 5.0):* *1. Training Plan Integration: The field training plan is effectively linked to theoretical learning and enhances practical application.* *2. Program Learning Outcomes: Field training significantly contributes to achieving the program's learning objectives.* *3. Skill Development: The training develops critical skills such as collaborative work, teamwork, and life skills.* *4. Supervision Quality: Training supervisors demonstrate exceptional commitment by:* *- Closely monitoring student progress* *- Providing continuous assistance and advice* *- Conducting regular group and individual meetings* *- Actively seeking and responding to student feedback* ***Operational Excellence:*** *- Training sites offer convenient access and appropriate safety conditions* *- Comprehensive documentation and organizational mechanisms are in place* *- Necessary forms and evaluation processes are well-structured* ***Slight Variations Between Genders:*** *Some items show minor differences between male and female respondents, particularly in areas like:* *- Opportunities for diverse experiences* *- Staff assistance at training venues* ***Recommendations:*** *While the overall evaluation is highly positive, the program could investigate the slight gender differences in perception, especially regarding training site experiences and staff support.* *The survey indicates a robust, well-organized field training program that effectively bridges theoretical knowledge with practical professional experience.* ***Recommendations: None***	
Survey: PO_FTR_SUP	***Field Experience Evaluation by Academic Supervisors***

Evaluation Date: 30-06-2025	*Number of Participants: 5*
Summary of Evaluation ***Strengths:*** *Survey results highlight strong aspects of the Architecture field training program, mainly from male supervisors' perspectives:* 1. *Professional Development: Training is highly effective in building students' skills: analyzing professional situations (5.0/5.0), teamwork (4.6/5.0), communication, and problem-solving (4.6/5.0).* 2. *Training Structure & Evaluation: Clear evaluation mechanisms (4.8/5.0), fair assessment of reports (4.8/5.0), and strong theory–practice alignment (4.6/5.0).* 3. *Training Environment: Institutions are well-matched to program needs (4.6/5.0), provide diverse experiences (4.8/5.0), and offer convenient locations (4.6/5.0).* 4. *Institutional Support: Training staff support students effectively (4.6/5.0) with adequate organizational systems (4.6/5.0).* ***Note:*** *The program achieves consistently high ratings, reflecting a robust and well-structured training experience that strongly supports students' professional growth.* ***Recommendations: None.***	***Program Response:*** ***The survey resulted in no recommendations; therefore, no new actions are required.***
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:*** 1. *Clarity of Mission* ○ *The programs' missions in the college are clear and well-defined.* ○ *Staff members are aware of and understand these missions.* 2. *Realistic and Specific Goals*	***Program Response:*** ***The survey resulted in no recommendations; therefore, no new actions are required.***

○ *The programs have clear, specific, and achievable goals, reflecting strong planning and direction.* 3. *Alignment with Societal and National Needs* ○ *Program missions are consistent with the needs of society, the labor market, and national trends, which strengthens their relevance.* ***4. Comprehensive Program Description*** ○ *The programs provide an adequate and comprehensive description of their nature and performance through appropriate and varied means.* ***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 for administrative staff evaluation of the Architecture program quality and services.*	
Survey: PO_GRAD	***Alumni's Evaluation of Program's Quality and Services***
Evaluation Date: 30-06-2025	***Number of Participants: 20***
Summary of Evaluation ***Strengths:*** 1. *Program Mission Awareness: Alumni show high awareness of the program's mission (4.25/5), supporting graduate preparation with clear professional goals.* 2. *Alignment with Societal & Labor Needs: The mission scores 4.15/5 for alignment with societal needs, labor market demands, and Vision 2030.* 3. *Ethical & Professional Development: Alumni rate professional ethics and self-learning positively (4.05/5), supporting Goal 5.3 on ethical values and conduct.* ***Recommendations:*** • *Recommendation: Establish a gender equity framework to address disparities in perceived integrity and justice. Female alumni rated mechanisms at only 2.62/5, versus 4.0/5 for males — a critical 1.38-point gap.*	***Program Response:*** ***The survey resulted in no recommendations; therefore, no new actions are required.***

• *Responsibility: Program Management with the Guidance and Advising Committee, supported by Department Heads.* • *Mission Link: Supports the mission of offering competitive education in a supportive environment, directly tied to Goal 2 (student support) and Goal 4 (administrative efficiency), and crucial for preparing employable graduates in line with Vision 2030.*	
Survey: PO_EMPO	***Employers' Evaluation of Graduates' Knowledge, Skills and Values***
Evaluation Date: 30-06-2025	***Number of Participants: 16***
Summary of Evaluation ***Strengths (Employers' Perspective):*** 1. *Graduate Professional Attributes: High ratings for ethics, self-learning, and responsibility (4.81/5).* 2. *Technical & Communication Skills: Strong in technology, oral/written communication, and professional expertise (4.69–4.81).* 3. *Program Transparency & Mission: Clear, credible, and aligned with labor market needs (4.69–4.75).* 4. *Practical & Analytical Competencies: Graduates excel in linking theory with practice, teamwork, problem-solving, critical thinking, and research.* 5. *Female Graduate Performance: Female graduates scored a consistent 5.0 across several competencies.* *Areas for Improvement:* • *Enhance creative problem-solving (4.56)* • *Sustain strengths while adapting to evolving market needs* *Overall: The program produces well-rounded, highly skilled professionals valued by employers.* ***Recommendations: None.***	***Program Response:*** ***The survey resulted in no recommendations; therefore, no new actions are required.***
Survey: PO_SPN_STU	***Students with Disability Evaluation of Program's Quality and Services***
Evaluation Date:	***Number of Participants:***
N.A	***N.A***

Evaluation method: Professional Advisory Board/Committee	***Date: 22 may 2025***	***Number of Participants: 9 of Committees Members***

Summary of Evaluator Review	***Program Response***
Strengths: 1. *Alignment of program objectives with market needs and sustainability, reflecting a forward-thinking approach.* 2. *Diversity of committee members' expertise (academic, municipal, engineering, advisory), enriching perspectives.* 3. *Strong integration of theory and practice through applied courses and training.* 4. *Increased faculty research output, including around **15** international publications.* 5. *Active collaborations with industry, municipalities, and research institutions locally and internationally .*	***The Program will continue aligning its objectives with Vision 2030 and market demands, particularly in sustainable and smart city development. The program also intends to leverage the diversity of the advisory committee to ensure well-rounded input in curriculum updates. Faculty will be further encouraged to integrate applied research into teaching and sustain international publication output. Collaborations with municipalities and industry partners will be formalized through annual agreements to ensure consistency and long-term impact.***
Points for Improvements: 1.Need for stronger linkage between curricula and emerging market trends (e.g., BIM, AI, VR). 2. Enhance field training by increasing practical hours and expanding exposure to real projects. Improve documentation and measurement of community service initiatives' impact. 3. Strengthen professional development by including entrepreneurial, leadership, and communication skills. 4. Address logistical issues in planning and implementing some activities (e.g., postponements of signature events). 5. Continuous adaptation to evolving market needs and sustaining strong program outcomes.	1. *Course syllabi will be updated to integrate advanced technologies (BIM, AI, VR) within studio and construction courses.* 2. *Field training hours will be expanded, with stronger industry partnerships to ensure real project involvement. A new monitoring framework will be created to assess community service outcomes.* 3. *Soft skills (entrepreneurship, leadership, communication) will be embedded into design studios and workshops.* 4. *A fixed annual activities calendar will be prepared, and faculty coordinators will be assigned to each signature event to avoid delays.* 5. *The program will ensure flexibility in curriculum and activities to align with emerging market trends and maintain the quality of graduate outcomes.*
Suggestions for development: 1. *Introduce new electives in sustainable design, heritage preservation, safety engineering, and smart building technologies.*	1. *The program will prepare a proposal for new electives in sustainability, heritage conservation, and safety, aligned with accreditation requirements.*

2. *Expand international collaborations and twinning agreements with leading universities and research centers.* 3. *Launch professional development platforms such as student e-magazines and online project showcases.* 4. *Extend summer internships to six months to deepen real-world exposure.* 5. *Establish an Executive Master's Program in Architecture focusing on heritage, project management, and innovative design .*	2. *International MoUs will be pursued with universities in Europe and Asia for student/faculty exchange.* 3. *A digital platform will be launched to publish student work, acting as a professional showcase and a networking tool.* 4. *Summer internships will be extended to six months for senior students to enhance professional readiness.* 5. *Plans for an Executive Master's Program in Architecture will be initiated in collaboration with industry and heritage authorities to meet specialized market needs.*

Summary of the Professional Advisory Committee Meeting

The Professional Advisory Committee (PAC) meeting brought together academic leaders, faculty representatives, municipal officials, and industry experts to evaluate the Architecture Program at Unaizah Colleges. The session focused on assessing program alignment with market needs, reviewing recent achievements, and identifying areas for improvement and future development.

Key Strengths Identified

The committee commended the program for its clear alignment with sustainability and market requirements, as well as its integration of applied training with theoretical learning. The diversity of committee members' expertise was highlighted as a major strength, bringing comprehensive perspectives to the program. Faculty research output was noted as a significant achievement, with around 15 international publications contributing to the program's academic reputation. In addition, active collaborations with municipalities, industry partners, and research institutions—both locally and internationally—were acknowledged as vital to student professional development.

Points for Improvement

Despite these strengths, the committee emphasized the need to reinforce links between the curriculum and emerging technological trends such as BIM, AI, and VR. The importance of enhancing field training through extended hours and more real-world exposure was stressed. The committee also pointed out gaps in documenting and measuring the impact of community service initiatives.

Another area for development included embedding professional skills such as entrepreneurship, leadership, and communication more effectively into the curriculum. Finally, logistical challenges in organizing and maintaining continuity of major "signature events" were noted as an area to address.

Suggestions for Future Development

The committee proposed introducing new electives in sustainable design, heritage preservation, safety engineering, and smart building technologies. Expanding international collaborations and twinning agreements with leading global universities and research centers was strongly encouraged. To strengthen professional development, initiatives such as launching student e-magazines and online project showcases were recommended.

Extending summer internships to six months was seen as a way to deepen real-world exposure, while establishing an Executive Master's Program in Architecture was suggested to meet advanced market demands in heritage, project management, and innovative design.
Overall, the meeting highlighted the program's strong foundation, its growing reputation in research and practice, and its commitment to aligning with Vision 2030 priorities. By acting on the identified points for improvement and adopting the forward-looking recommendations, the Architecture Program is well-positioned to enhance its impact on both student development and community engagement, while strengthening its role as a driver of architectural innovation and social responsibility.

LINK TO SURVEYS REPORT (24/25):

Survey Architecture report 2024. 2025

LINK TO PROFESSIONAL ADVISORY COMMITTEE MINUTES in 24/25:

Minutes of the Professional Advisory Committee Meeting for the Department of Architecture 2025

Evaluation method: Direct – Peer Reviews	Date: June 22,2025	Number of Participants: #of faculty who participated in peer reviews: 20 member

*The Comprehensive Peer Review Report **(P-C-05)** serves as a vital instrument for assessing the overall performance of the architecture program by providing a holistic view based on aggregated peer review data collected through the **OC-QMS-D-02** template.*
This report identifies strengths, weaknesses, and high-priority recommendations for program improvement, with the majority of its content auto-generated by the OC-E-QMS system, which synthesizes data from individual course peer reviews to deliver detailed results, program-level rubric scores, and low-rated items/domains along with recommendations compiled by the Quality Assurance Committee (QAC). automating this data compilation process, the QAC can focus on formulating key recommendations that address identified issues, while the Quality Unit reviews these for feasibility and alignment with the program's goals. After this review, the report is forwarded to the Department and College Councils for thorough discussion and formal approval of the proposed recommendations.
*The peer review and student evaluation surveys for the academic year 2024–2025 confirmed that most courses in the Architecture Program achieved high satisfaction scores, averaging between **2.6 and 2.9 out of 3**, which reflects strong teaching quality and effective curriculum delivery. This demonstrates that the majority of faculty members are successfully engaging students and aligning course content with Program Learning Outcomes (PLOs).*
Nevertheless, a few courses showed slightly below-average results and require targeted support. History of Architecture II and Construction Technology I received averages between 2.0 and 2.3, indicating the need for more engaging teaching strategies and stronger integration of practical applications. Likewise, Architectural Design Studio III recorded an average around 2.4, suggesting the need for clearer studio guidance, structured feedback, and tighter alignment with intended PLOs.
To address these points, the recommendations focus on enhancing interactive teaching practices, adopting advanced digital tools such as BIM and VR in design studios, standardizing assessment rubrics, and ensuring stronger connections between theory and practice. By sustaining the high performance already evident in most courses while addressing these few areas of improvement, the program will continue to advance its commitment to academic excellence and continuous quality enhancement.

Summary of Evaluator Review	Program Response
1. Most courses achieved high satisfaction scores **(2.6–2.9 out of 3),** showing strong teaching quality and alignment with PLOs. 2. A few courses, such as **History of Architecture II and Construction Technology I**, received slightly lower evaluations (2.0–2.3), highlighting need for more engagement and applied content. 3. Architectural Design Studio III scored around 2.4, reflecting a need for clearer guidance and structured feedback. 4. Evaluators recommended strengthening links between courses and emerging tools **(e.g., BIM, VR, sustainability).** 5. Overall student satisfaction remains strong, but continuous improvement is required in specific areas to sustain excellence.	**1. The program will continue to maintain current teaching practices and encourage faculty to share best practices across courses.** **2. Faculty development workshops on interactive teaching and integration of practical applications will be arranged; course coordinators will monitor implementation.** **3. Design studio coordinators will revise studio briefs, adopt standardized rubrics, and increase one-to-one feedback sessions.** **4. Program will integrate digital tools and sustainability themes gradually into studios and technical courses, supported by targeted training.** **5. The program is committed to continuous quality enhancement and will track progress through upcoming Student Evaluation Surveys and PLO assessment reports.**

Link To Folder Containing All 2024 Course Peer Review Reports Here

Sampels of peer review reports for 2025 courses are available here.

+ LINK TO Program Peer Review Report 2024 HERE

(OC-QMS-D-02) Academic Program Peer Review Report for Architecture 2024.2025

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	Percentage of achieved indicators of the program operational plan goals	97.14	100.0	100.0	The program achieved a perfect 100% in meeting operational plan goals, surpassing both internal and external benchmarks. This reflects strong strategic planning, effective monitoring, and efficient execution. No corrective action is required, but sustaining this level of performance will be essential.	100.0

KPI-P-02	*Students' evaluation of quality of learning experience*	*4.0*	*4.06*	*4.0*	*Overall performance is strong and exceeds the target. Male students rated their experience very highly (4.49), while female students rated lower (3.62), showing a consistent downward trend. This indicates a need for targeted interventions to ensure balanced satisfaction across both sections.*	*4.0*
KPI-P-03	*Students' evaluation of course quality*	*3.936*	*4.04*	*3.84*	*Course evaluations exceeded targets and benchmarks. Male students' ratings (4.42) remain strong, while female students' ratings (3.67) show some recovery but still lag behind. Focused strategies are needed to close this gender gap and ensure consistent course quality.*	*4.0*
KPI-P-04	*Bachelor completion rate (minimum time)*	*49.1*	*87.5*	*47.9*	*A remarkable improvement, with male students achieving 100% completion and females improving to 75%. This demonstrates significant progress but also highlights fluctuations that require stability measures and sustained support, particularly for female students.*	*89.69*
KPI-P-05	*First-year retention rate*	*98.4*	*100.0*	*96.0*	*Achieved 100% retention, surpassing all benchmarks. This reflects strong alignment with the program's mission, academic advising, and student support services. Maintaining this high performance will require continuous attention to student integration and support.*	*100.0*
KPI-P-06	*Students' performance in professional/national exams*	*NA*	*38.18*	*NA*	*Performance is moderate, with female students outperforming males. Overall*	*39.0*

					results are close to benchmarks, but additional preparation, mentoring, and exam-focused support are needed to raise outcomes, especially for male students.	
KPI-P-07	*Graduate employability/postgraduate enrollment*	*49.71*	*100.0*	*48.5*	*The program achieved a perfect 100% employability and postgraduate enrollment rate, significantly surpassing benchmarks. This validates the program's effectiveness in preparing graduates for the labor market and higher studies. Sustaining this achievement will be key.*	*100.0*
KPI-P-07-B	*Postgraduate enrollment within one year*	*1.0*	*0.0*	*0.0*	*No graduates enrolled in postgraduate studies within one year. This signals a critical area for improvement, requiring orientation sessions, partnerships with universities, and career counseling to encourage postgraduate pathways.*	*0.5*
KPI-P-08	*Average class size*	*8.29*	*9.0*	*8.5*	*Class sizes remain favorable, particularly in the female section, supporting interactive learning. However, male section sizes require minor adjustments to balance resource allocation and maintain teaching quality.*	*8.78*
KPI-P-09	*Employers' evaluation of graduates*	*4.0*	*4.7*	*4.8*	*Employers expressed very high satisfaction with graduates' skills and readiness, confirming strong alignment with industry needs. Although slightly below the internal benchmark, performance is still excellent and demonstrates market relevance.*	*4.0*
KPI-P-10	*Student satisfaction with services*	*3.854*	*4.08*	*3.76*	*Student satisfaction with services improved significantly*	*4.0*

					across both sections. Male students' ratings exceeded 4.0, while female satisfaction has steadily increased, indicating successful support strategies and a positive academic environment.	
KPI-P-11	*Student-to-faculty ratio*	*7.22*	*7.15*	*7.41*	*Ratios remain significantly below external benchmarks, enabling personalized instruction and stronger student–faculty interaction. This supports educational quality and program objectives effectively.*	*6.97*
KPI-P-13	*Teaching staff turnover rate*	*0.0*	*16.0*	*0.0*	*Staff turnover rose to 16%, a concerning increase that risks program stability and continuity. A comprehensive faculty retention strategy is required, focusing on professional development, workload management, and career progression opportunities.*	*15.6*
KPI-P-14	*Percentage of faculty publications*	*92.25*	*74.5*	*90.0*	*A decline in publication rates, particularly among female faculty, threatens the program's research standing. Targeted support, mentorship, and funding are urgently needed to restore research productivity and balance gender disparities.*	*76.36*
KPI-P-15	*Rate of published research per faculty*	*1.23*	*1.75*	*1.2*	*Research productivity improved by 46%, largely driven by a 180% increase from male faculty. Female faculty performance declined, requiring targeted mentorship and funding initiatives to ensure balanced and sustainable output.*	*1.79*
KPI-P-16	*Citations per faculty in refereed journals*	*12.71*	*52.92*	*12.4*	*Outstanding performance with a 368% increase in citations,*	*54.24*

					significantly exceeding targets. This demonstrates strong research quality and visibility, strengthening the program's academic reputation.	
KPI-P-17	*Satisfaction with learning resources*	*4.0*	*4.25*	*4.08*	*Satisfaction with learning resources is high overall. Male students and faculty expressed strong satisfaction, but female satisfaction showed a slight decline, indicating a need for targeted resource improvements to ensure equity.*	*4.0*

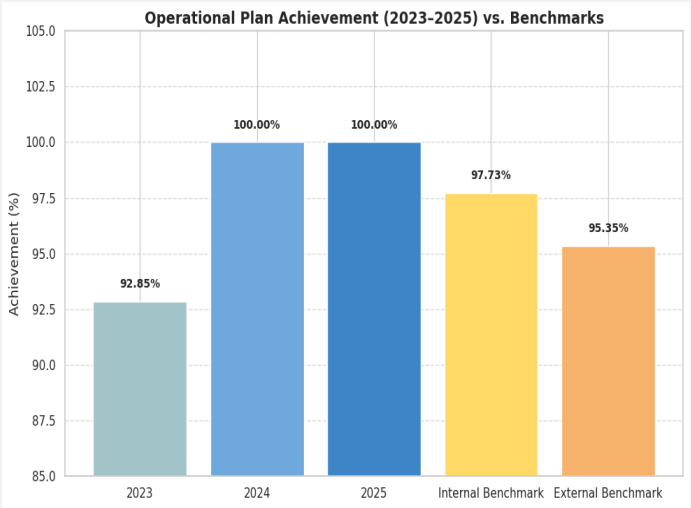
P.S: *Due to the limited space of the current report, only the (17) NCAAA KPIs with their basic values and benchmarks are included in the above table. For a more comprehensive analysis, please refer to the attached full Program KPIs Report (24/25), which includes detailed analyses, comments, insights 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. Access the full report at the following link:*

Full Program KPIs Report (24/25),

Comments on the Program KPIs and Benchmarks results:

1. *Top Strengths and Recommendations Based on Analysis of All KPIs Above*

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

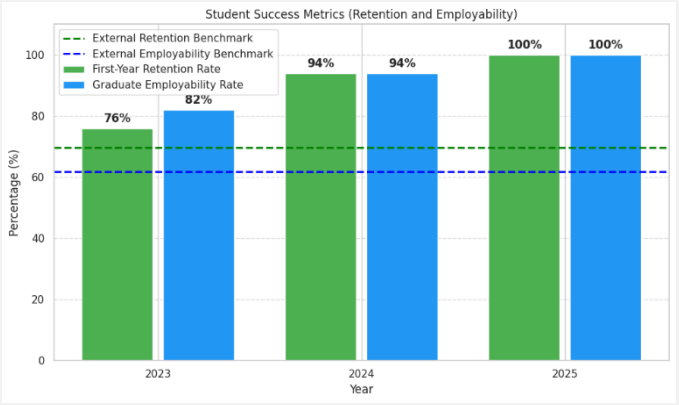


The Architecture Program at Onaizah Colleges has demonstrated exceptional performance in 2025, maintaining consistent excellence across numerous Key Performance Indicators (KPIs). This comprehensive analysis evaluates the program's achievements in relation to its strategic goals and national development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

a. Strategic and Operational Excellence

*The most compelling performance outcome is the program's **operational plan achievement**, which reached a flawless **100% in both 2024 and 2025**, up from 92.85% in 2023. This places the program well above both the internal benchmark (**97.73%**) and external benchmark (**95.35%**), and is a direct reflection of the institution's commitment to strategic planning and effective execution. The consistency of this achievement supports **Goal 4** of the strategic plan—enhancing administrative and procedural efficiency.*

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



b. Student Success and Retention

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

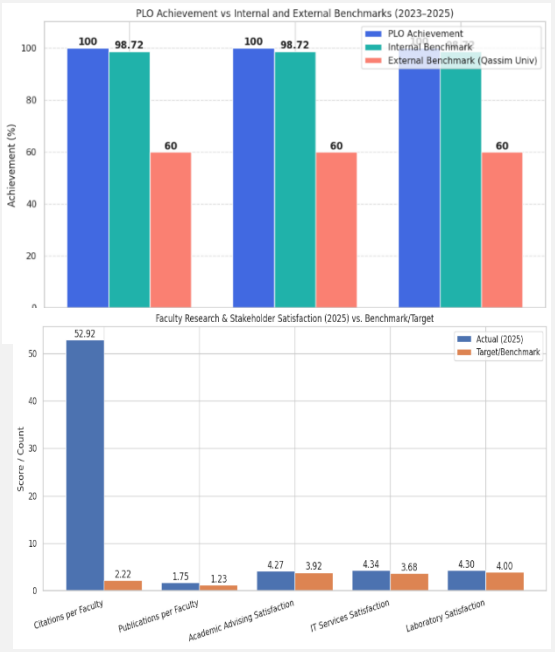
- ***First-Year Retention Rate** hit **100% in 2025**, up from 76% in 2023, outperforming the **external benchmark of 69.7%** (Qassim University). This improvement signals effective student support systems, particularly in academic advising, counseling, and learning environment.*
- ***Graduate Employability**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

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

c. Curriculum Quality and Learning Outcomes

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

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



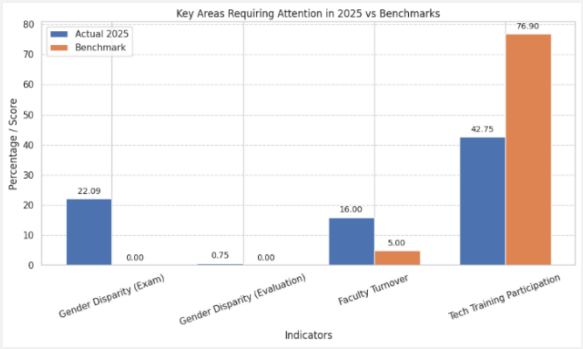
4. Research Output and Faculty Contributions

Significant strides have been made in faculty research performance:

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

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

5. Stakeholder Satisfaction



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

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

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

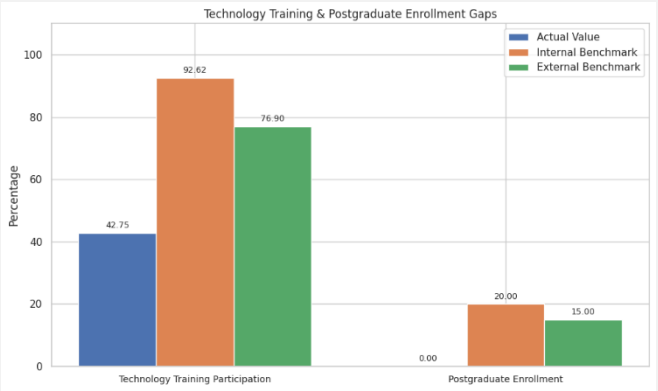
6. Emerging Challenges

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

6.1 Gender-Based Disparities

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

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



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

6.2 Faculty Turnover

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

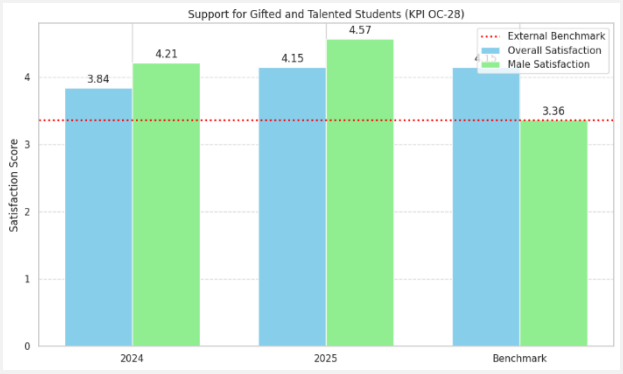
6.3 Technology Training Deficiency

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

6.4 Postgraduate Enrollment Deficit

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

7. Strategic Recommendations



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

Short-Term (Within 1 Year):

1. ***Faculty Retention Strategy**: Introduce incentives such as performance-based rewards, reduced teaching loads for researchers, and stronger faculty onboarding and mentorship systems.*
2. ***Male Student Support**: Implement targeted interventions such as academic bootcamps, tutoring sessions, and critical thinking*
3. *workshops aimed at improving male students' performance in professional assessments.*
4. ***Mandatory Technology y Training**: Establish a structured, certified training series for faculty members on instructional technologies, AI tools, and digital assessment methods.*
5. ***Postgraduate Promotion Campaign**: Collaborate with graduate schools to offer scholarships, admissions counseling, and workshops to encourage further studies.*

Mid-Term (2–3 Years):

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

8. Alignment with Vision 2030

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

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

Conclusion

The 2025 performance of the Architecture Program at Onaizah Colleges is both commendable and strategically significant. It sets a high benchmark for other academic programs in the Kingdom by showcasing a harmonious balance between academic rigor, operational excellence, and stakeholder satisfaction. However, to sustain this performance and address remaining bottlenecks, particularly gender equity, technology adoption, and postgraduate advancement, a strategic shift is necessary. With its strong foundation, evidenced by perfect scores in multiple KPIs, the program is uniquely positioned to evolve into a center of architectural excellence in the region. Through thoughtful interventions and forward-looking strategies, it can continue shaping competent professionals, enriching the knowledge economy, and serving as a model of transformation under Saudi Arabia's Vision 2030.

Top Strengths

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

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

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

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

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

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

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

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

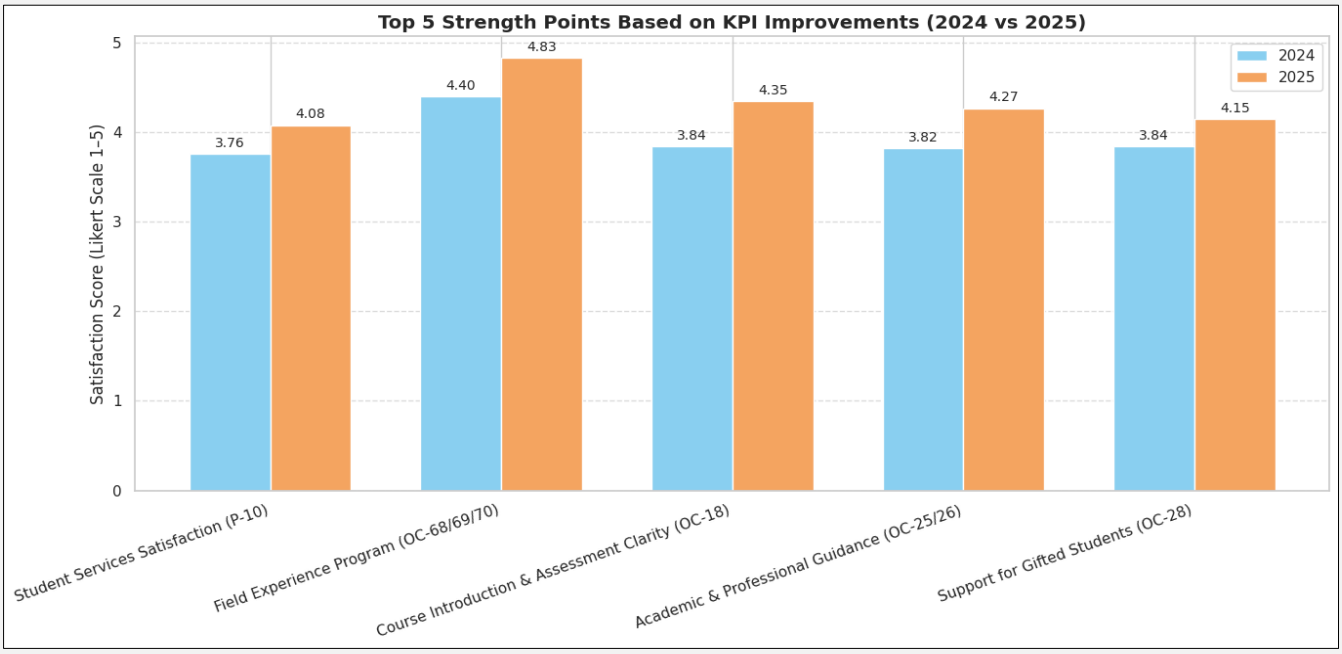
Both academic advising and professional guidance services showed significant improvements. Academic advising satisfaction increased from 3.82 to 4.27 overall, with male students' satisfaction rising from 4.0 to 4.54. Professional guidance satisfaction improved from 3.82 to 4.22, with male students achieving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

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

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

These strength points collectively demonstrate the Architecture Program's commitment to ***continuous improvement*** *and* ***alignment with Vision 2030****, showcasing enhanced student*

satisfaction, superior field experience programs, improved teaching quality, and comprehensive student support services across both male and female sections.



Top Recommendations

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

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

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

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

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

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

- ***Justification:*** *KPI OC-17 shows only 42.75% faculty participation in technology training, significantly below internal benchmark (92.62%) and external benchmark (76.9%), despite recovery from 2024's 25%.*

- ***Alignment with Mission and Goals:*** *Essential for Goal 1 and Goal 5.1, supporting the mission's commitment to competitive higher education.*
- ***Responsibility:*** *Learning Resources Facilities and Equipment Committee, Course Teams.*

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

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

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

- ***Justification:*** *Multiple KPIs show female students consistently underperforming:*
  - *KPI-P-17: 3.62 vs 3.76 target*
  - *OC-50: 3.59 vs 3.74 target*
  - *OC-71: 3.91 vs 3.95 benchmark*
- ***Alignment with Mission and Goals:*** *Critical for Goal 1 and Goal 2, ensuring equitable educational experiences across both sections.*
- ***Responsibility:*** *Learning Resources Facilities and Equipment Committee, Academic Guidance and Advising Committee.*

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

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

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

- ***Justification:***
  - *KPI OC-12: Female satisfaction with developmental initiatives dropped from 4.39 (2023) to 3.31 (2025).*
  - *KPI OC-20: Integrity perception among female graduates declined to 2.62 (2025).*
- ***Alignment with Mission and Goals:*** *Critical for Goals 7 and 5, as graduate satisfaction affects program reputation and alumni engagement.*
- ***Responsibility:*** *Academic Guidance and Advising Committee, Program Management.*

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

- ***Justification:*** *KPI-P-12 shows:*
  - *0% teaching assistants vs 10.25% target*
  - *9.5% associate professors vs 16.67% benchmark*
  - *4.8% full professors vs 9.96% benchmark*

- ***Alignment with Mission and Goals:*** *Essential for Goals 1 and 6, as senior faculty and teaching assistants are crucial for advanced specialization and research support.*
- ***Responsibility:*** *Program Management, relevant Department Management.*

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

Mission Component Analysis

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

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

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

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

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

2. Student Support Services

*Student support is another area of strength. Academic advising (**OC-25**) scored **4.27**, professional guidance (**OC-26**) reached **4.22**, and*
*psychological/social counseling (**OC-27**) attained **3.8**. All scores exceeded their respective targets.*
*Completion rates (**KPI-P-04**) soared to **87.5%**, vastly surpassing the **49.1%** goal. Male students achieved a perfect **100%**, and female students posted **75%**, well above target.*
*First-year retention (**KPI-P-05**) was an impressive **100%** for all categories, validating the program's student engagement strategies.*

3. Faculty Performance Enhancement

The area of faculty training requires targeted efforts. The implementation
*of the training plan (**OC-45**) was only **55%**, under the **76.88%** target. Faculty participation in training (**OC-46**) dropped to **40%**, down from **100%** in 2023.*
*Conversely, faculty satisfaction with evaluation processes (**OC-48**) scored **4.36**, and awareness of evaluation policies (**OC-49**) was **4.39**, both exceeding targets.*

4. Administrative Efficiency

*Administrative operations are robust. Organizational climate (**OC-06**) scored **4.13**, and faculty satisfaction with leadership reached **4.79**, both exceeding the **4.0** benchmarks.*
*Faculty turnover (**KPI-P-13**) rose to **16%**, above the **0%** ideal but still within reasonable bounds compared to external standards.*

5. Graduate Competency and Employability

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

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

6. Research Contribution

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

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

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

7. Community Engagement

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

Gender-Specific Performance Analysis

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

Areas Requiring Attention

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

Conclusion

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

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

Teaching	*Some courses received slightly below-average student evaluations (2.0–2.5), indicating a need to improve teaching strategies and classroom engagement.*
Assessment	*A gap was noted between course grades and graduation exam results, highlighting the need for developmental courses to better prepare students for the job market.*
Guidance and counseling	*Despite overall high satisfaction (avg. 4.34), participation of senior students in counseling activities remains limited and requires further encouragement.*

Learning Resources	*Advanced digital tools (BIM, AI, VR) are not yet fully integrated, reducing student exposure to international design practices.*
faculty	*Faculty **turnover increased to 16%** in 2025 (from 0% in 2024), exceeding all benchmarks. This suggests workload pressures and dissatisfaction may be affecting retention .* ***Faculty training participation dropped sharply** (from 100% in 2023 to 40% in 2025), indicating that heavy teaching commitments may leave little time for professional development .* ***Female faculty research output declined** (1.4 → 1.2 publications per faculty, below the benchmark of 1.7), while overall research productivity was strong. This unevenness points to workload distribution issues .*
Research Activities	*Good progress with 16 publications, but limited scope for international collaboration and interdisciplinary research. Source: Annual Research Report.*
Others	*None*

E. Program Development Plan

No.	***Priorities for Improvement***	***Actions***	***Action Responsibility***
1	***Top Recommendations from the Courses Reports for Semester 462:*** ***Recommendation (1.A):*** *Enhance technology integration and modernize teaching delivery methods across all courses by implementing interactive digital tools, software training sessions, virtual reality applications, and comprehensive hands-on laboratory experiences to improve student engagement and learning effectiveness.* ***Related Courses: ENG 0011, ART 121, STAT 100, CSC 105, CSC 111, ART 312, ART 474*** ***Recommendation (1.B):*** *Establish comprehensive industry connections and professional networking opportunities by incorporating guest speakers from relevant professional fields, organizing site visits, and creating structured partnerships with industry professionals to provide real-world insights and practical applications.* ***Related Courses: ENG 0011, ESP 102, DES 110, ART 120, ART 130, ART 103, DES 111,***	***Objective No. 01 of the Upcoming Program Operational Plan 2025-2026)***	***Department Head** in collaboration with **Program Management** and relevant course teams and coordinators*

ART 140, ART 243, CE 260, ART 245, CE 261, ART 306, ART 312, DES 323, ME 331, ART 408, ART 453, CE 465, CE 466, DES 409, IND 682

Recommendation (1.C): Implement *structured active learning strategies including design critiques, peer feedback sessions, group activities, real-time problem-solving tasks, and collaborative learning approaches to enhance student engagement, critical thinking skills, and interactive participation in the learning process.*

Related Courses: DES 100, ART 130, ART 103, ART 243, ART 205, CE 261, CE 264, ART 306, ART 312, ME 331, ART 351, ART 352, CE 466, DES 409

Recommendation (1.D): *Develop comprehensive formative assessment systems with regular in-class exercises, informal quizzes, progress checkpoints, and structured feedback sessions to provide real-time monitoring of student understanding and timely guidance throughout the learning process.*

Related Courses: DES 110, ART 120, ESP 102, DES 111, ART 204, CE 260, ART 222, ART 244, ART 323, GE 363, IND 682

Recommendation (1.E): *Address gender performance gaps through targeted interventions including peer mentoring programs, supplementary workshops, differentiated instructional strategies, and gender-responsive teaching frameworks to ensure equitable learning outcomes for all students.*

Related Courses: STAT 100, ENG 0012, MATH 105, ART 205, MATH 200, CE 264, ART 350, ART 307, ART 351

Recommendation (1.F): *Strengthen alignment between course activities, assessments, and stated learning outcomes while improving course communication through comprehensive orientation sessions, detailed syllabi, clear*

	objective statements, and explicit outcome-based education implementation. ***Related Courses: DES 100, ART 130, ART 103, ART 243, ART 205, ART 121, GE 215, ART 306, CE 361, ME 331, CE 465, DES 409***		
2	*The program must act in the areas of* ***gender equity and student support*** *by addressing systematic performance gaps across PLOs (e.g., PLO K.1, K.2, V.3), implementing gender-responsive teaching, peer mentoring, and tailored advising for female students, while ensuring transparency and fairness in all academic and administrative practices.* ***Recommendation cited from:*** ***1. OC-QMS-C-07) Program Learning Outcomes and Graduate Attributes Assessment Report (PLOAR) Architecture Program2024.2025.*** ***2. Peer Review Report (P-C-05).*** ***3.Survey Architecture Report (2025)*** ***4. Survey PO_GRAD – Alumni's Evaluation of Program's Quality and Services.***	***Objective No. 02 of the Upcoming Program Operational Plan 2025-2026)***	***Academic Advising Committee*** *in collaboration with* ***Department Head, Program Management,*** *and relevant course teams coordinators.*
3	*The program must act in the areas of* ***extracurricular and community engagement*** *by transforming successful activities into distinctive annual events integrated in the academic calendar, with pre/post learning components (mentoring, reflections, critiques), digital tracking of participation, and stronger interdisciplinary and industry collaboration.* ***Recommendation cited from: 1. Annual Extracurricular Activities Monitoring & Report Architecture Program 2024.2025)*** ***1. Minutes of the Professional Advisory Committee***	***Objective No. 03 of the Upcoming Program Operational Plan 2025-2026)***	***Program Management*** *in cooperation with course coordinators* ***, Community Service Committee and Field tring uint.***
4	*The program must act in the areas of* ***graduate studies expansion*** *by launching an Executive Master of Architecture program focusing on heritage, project management, innovative design, and emerging technologies (BIM, AI, VR, sustainability), along with professional skills in leadership and entrepreneurship.*	***Objective No. 04 of the Upcoming Program Operational Plan 2025-2026)***	***Head of Department in coordination with the College Administration, Graduate Studies Administration,***

	Recommendation cited from: ***1. Minutes of the Professional Advisory Committee*** ***2. Peer Review Report (P-C-05).***		***and Course Coordinators***
5	*The program must act in the areas of* ***curriculum alignment and assessment*** *by unifying course-level recommendations into one coordinated initiative that standardizes formative assessment, strengthens CLOs–PLOs alignment, embeds industry exposure in every semester, diversifies teaching methods, and improves consistency in learning resources.* ***Recommendation cited from:*** ***1. Summary of students' evaluation of the courses Table 02 in the same report*** ***2. Peer Review Report (P-C-05).***	***Objective No. 05 of the Upcoming Program Operational Plan 2025-2026)***	***Program Director in coordination with course coordinators***
6	*The program must act in the areas of* ***faculty development and retention*** *by addressing the decline in training participation (100% → 40–55%), linking training to promotion, diversifying formats (online/in-person), offering incentives, balancing teaching/research loads, and mentoring junior and female faculty to sustain research productivity* ***Recommendation cited from:*** ***1. (Operational Plan Progress and Performance Report for Architecture Program 2023.2024).*** ***2 (OC-QMS-C-08) Progress & Achievement Report 2024.2025*** ***3.from Challenges and difficulties encountered by the program table in the same report*** ***4. Annual Research Activity Monitoring & Report 2025***	***Objective No. 06 of the Upcoming Program Operational Plan 2025-2026)***	***Head of Department*** *and* ***Program Management*** *in cooperation with the* ***Development Department*** *at Onaizah Colleges.*
07	*The program should implement a comprehensive framework for faculty support and retention that balances teaching, research, and professional development workloads, increases participation in training activities, and provides targeted support to ensure equitable research productivity, particularly*	***Objective No. 07 of the Upcoming Program Operational Plan 2025-2026)***	***Head of Department, in coordination with the Recruitment Committee, Research and Development Unit, and Quality***

	among female faculty. These measures will address the recent rise in staff turnover, enhance job satisfaction, and promote faculty stability and performance. ***Recommendation cited from:*** ***1. (Operational Plan Progress and Performance Report for Architecture Program 2023.2024).*** ***2 (OC-QMS-C-08) Progress & Achievement Report 2024.2025*** ***3.from Challenges and difficulties encountered by the program table in the same report*** ***4. Annual Research Activity Monitoring & Report 2025***		***Assurance Department.***
08	*The program should* ***develop a structured pathway to support graduates' enrollment in postgraduate studies****, as KPI-P-07-B (percentage of graduates enrolling in postgraduate programs within the first year) recorded* ***0%*** *for both male and female graduates in 2024 and 2025.* ***1. Program KPIs Report (24/25),*** ***2. Minutes of the Professional Advisory Committee***	***Objective No. 08 of the Upcoming Program Operational Plan 2025-2026)***	***Head of Department in coordination with the college administration and the Alumni Unit***
09	*The program must act in the areas of fieldwork, hands-on, and digital learning by sustaining best practices in site visits and internships, expanding the Architecture field training course to 3 credit hours, and integrating advanced technologies such as BIM, AI, VR, parametric design, and computational design to strengthen students' professional readiness and align with global architectural innovations and Vision 2030.* ***1. Program KPIs Report (24/25),*** ***2.Survey Architecture Report (2025)*** ***3. Annual Research Activity Monitoring & Report 2025*** ***4. (Operational Plan Progress and Performance Report for Architecture Program 2023.2024).***	***Objective No. 09 of the Upcoming Program Operational Plan 2025-2026)***	***Program director in coordination with QA Unit, course coordinators, Student Affairs, and IT Unit.***
10	*The program must act in the areas of curriculum documentation, program planning, and students' professional*	***Objective No. 10 of the Upcoming Program***	***Head of Department in***

	development by systematically reviewing and updating Program & Course Specifications (PS/CS), aligning the study plan with NCAAA standards and Vision 2030 requirements, and embedding industry exposure across all levels. In parallel, the program must strengthen students' professional development through structured career guidance, employability workshops, entrepreneurship and leadership training, and networking opportunities with industry and alumni to ensure graduates' readiness for the labor market. ***1. Program KPIs Report (24/25),*** ***2.Survey Architecture Report (2025)*** ***3. (Operational Plan Progress and Performance Report for Architecture Program 2023.2024).*** ***4. Minutes of the Professional Advisory Committee***	***Operational Plan 2025-2026)***	***coordination with the QAC and QAA***

All improvement plans identified in the previous operational plan have been fully implemented. No unachieved plans remain pending from the last cycle.see :

(Operational Plan Progress and Performance Report for Architecture Program 2023.2024).

F. Approval of Annual Program Report

Council / Committee (Architecture Department)	***Reference No.***	***Date:***
	02	Second Session 02.09.2025
Council / Committee (College Council)	***Reference No.***	***Date:***
	04	Forth Session 07.10.2025