

# Best Practices for Assessment of Student Learning Outcomes at Shaqra University



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## Foreword

This handbook is dedicated to the assessment of learning outcomes at Shaqra University. It has been prepared by the Vice-Dean for Quality for the Deanship of Development and Quality at Shaqra University to provide guidance and best practices for the assessment process. The handbook reflects the current policies and procedures of the university as of the date of publication and is intended to help ensure the consistent and effective assessment of student learning outcomes. The university reserves the right to make further amendments and improvements to this handbook as necessary, without prior notice. The most recent version of the handbook can be obtained from the university's official website.

## 1- Introduction

Assessing student learning supports Shaqra University's (SU) emphasis on continuous improvement and its strategic goal to enhance student success and improve teaching and learning at SU. Assessment occurs at the institutional, program, and course level to ensure the achievement of institutional/program mission statements, thereby assessing the achievement of program objectives and program learning outcomes to improve the quality of teaching and learning in our academic programs. The NCAAA has identified broad categories or types of learning outcomes in [three groups or learning domains namely knowledge & understanding, skills, and values], and has described in general terms the level of knowledge and skill expected for different qualifications. There are differences in how these learning outcomes are developed by students, and an important aspect of program and course planning is to plan for teaching processes and forms of assessment that will be appropriate for these different types of intended learning outcomes. Higher education institutions must keep documentation to support their best practices for evaluation from a national or international entity with the drive for evidence-based quality assurance practices. This practice will determine if they are meeting a certain set of standards or criteria as required by the Ministry of Education or accreditation agencies, depending on the location. In line with these requirements, SU has its program assessment policy (refer

to the appendices) in place, which is the driver of the entire assessment process at SU. The policy encourages and facilitates effective student learning and ensures stakeholders and constituencies that SU degrees are based on valid and reliable assessment practices. Accordingly, all assessment practices and tasks should mainly assess and evaluate knowledge, skills, and values indicated by course, program, and institutional learning outcomes. This document provides a framework for the assessment of learning outcomes at Shaqra University and provides guidelines for assessment planning, development, and implementation. Recommended resources are provided in the appendices.

## **2-SU Mission Statement**

Building specialized and distinguished competencies that cope with labor market changes, through competitive educational programs and qualified cadres, in an attractive and research environment, effective system and fruitful community partnership.

## **3- SU General Goals**

- 1- Raising the efficiency and effectiveness of the regulatory, administrative and financial environment.
- 2- Improving the efficiency and effectiveness of academic and administrative human resources.
- 3- Achieving competitive educational outcomes that keep pace with labor market changes.
- 4- Generating scientific research that aligns with development and societal priorities.

- 5- Strengthening the partnership with the community and the effective contribution to its development and service.
- 6- Improving infrastructure and support services.

#### **4- Purpose of the Assessment Handbook**

The purpose of this handbook is to assist faculty members and program leaders at Shaqra University (SU) in assessing student achievement of learning outcomes. It serves as a comprehensive guide that explains fundamental concepts and processes, offers examples and strategies for meeting specific requirements, and provides ways to make assessment an effective tool for continuously improving the curriculum, including content, teaching strategies, and assessment strategies. Additionally, it guides the reporting process and sets expectations for all parties involved.

The Learning Outcome Assessment Process outlined in this handbook applies to both undergraduate and graduate degree programs at SU. It covers the assessment of student learning outcomes across all levels and disciplines, including institutional, program, and course levels. The process is designed to ensure that the university's mission and goals for student success and improvement of teaching and learning are met through effective assessment practices and tasks that evaluate knowledge, skills, and values as indicated by course, program, and institutional learning outcomes.

## 5- The terms used in the process of assessing student learning outcomes.

- | **Mission:** a statement that describes the primary goals of the program, in language that focuses on the students. The program's mission should align with the unit's and the institution's mission statement.
- | **Program Goals:** broad statements about the desired outcomes for students. These goals should be linked to the program's mission and describe the knowledge, skills, and attitudes that students should have upon graduation, as well as the aspirations faculty have for their graduates concerning careers and further study.
- | **Institutional Learning Outcomes:** the skills, values, ideas, and qualities that the institution believes are important for all undergraduate and graduate students.
- | **Graduate Attributes:** the qualities, skills, and understandings that the institution agrees its students should develop during their time at the institution. These attributes also prepare graduates to be agents of positive change in an uncertain future.
- | **Program Learning Outcomes:** the things that each specific program feels are important for their graduates to have mastered while in the program.

- | **Course Learning Outcomes:** the things that students are expected to achieve in a course.
- | **Assessment:** the process of collecting data to measure what students know (knowledge) and are able to do (skills) in relation to the learning outcomes at specific points during their learning activities, course, or program of study. This can include both routine classroom assessment and external testing, and is also an opportunity to improve teaching and learning processes.

## 6- An overview of the Learning Outcome Assessment at Shaqra University.

### a. Outcome-Based Assessment Approach:

Shaqra University utilizes an Outcome-Based Education (OBE) approach in assessing student learning outcomes. This approach is centered on evaluating student performance based on the knowledge, skills, and qualities they have acquired. Key principles of OBE include focusing on what students have learned rather than what has been taught, establishing appropriate course learning outcomes for assessment, aligning content, teaching strategies, and assessment methods, and judging the quality of teaching based on the quality of learning that takes place.

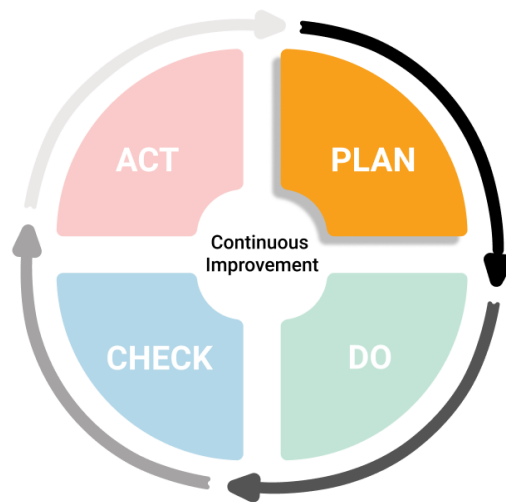


## **b. PDCA Model**

At Shaqra University, the quality of academic programs is evaluated through annual program reporting, curricula review, and the assessment of learning outcomes every 2-4 years. These assessments take place at the institutional, program, and course levels and play a crucial role in the program review and quality assurance of the university's academic practices. The Teaching and Learning Quality Assurance and Improvement process is based on a continuous annual cycle that follows the The four steps of the PDCA model are as follows:

1. Plan: Identify the learning outcomes that need to be assessed and develop a plan for how they will be evaluated. This includes determining the specific metrics that will be used to measure student performance, identifying the data sources that will be used, and establishing a timeline for when the assessments will take place.
2. Do: Implement the assessment plan by administering the assessments to students and collecting the data.
3. Check: Analyze the data to determine if the learning outcomes were met and identify any areas of improvement.
4. Act: Based on the results of the analysis, make changes to the curriculum or assessment methods to improve student learning and achievement of the learning outcomes.

By using the PDCA model, Shaqra University can continuously evaluate and improve the assessment and achievement of learning outcomes. It allows the university to measure the effectiveness of their assessment strategies and make data-driven decisions to improve student performance.



## 7- Course Learning Outcome Assessment

### Course Learning Outcome Assessment

In Shaqra University, all courses have specific and well-defined Course Learning Outcomes (CLOs) that are aligned with the learning outcomes of the programs outlined in the course specifications. These CLOs are regularly evaluated during the course and program assessment process and are in line with the

teaching and assessment methods outlined in the National Qualification Framework (NQF).

| Planning   | Documents needed  | Schedule                              | Responsibility     |
|--|---|---------------------------------------|--------------------|
| 1. Develop/Update CLOs in alignment with the PLOs and NQF Learning Areas     | Course specifications (T104/2022)   | The beginning of an academic semester | Course Coordinator |
| 2. Develop/Update mapping of CLOs with the PLOs                              | Matrix of Courses learning outcomes (CLO) aligned with program learning outcomes (PLO). | The beginning of an academic semester | Course Coordinator |
| 3. Design Assessment timeline, instruments, and measures (establish targets) | Course Assessment Plan  | The beginning of an academic semester | Course Coordinator |

| Doing/<br>Implementation | Documents<br>needed   | Schedule                          | Responsibility                  |
|--------------------------|---|-----------------------------------|---------------------------------|
| Collect Data             | CLO assessment results (every semester) using approved templates. | Throughout the academic semesters | Course Instructor & Coordinator |

| Checking/monitoring                         | Documents<br>needed  | Schedule  | Responsibility                  |
|---|--|---|---------------------------------|
| Analyze and evaluate CLO assessment results | Course reports (T107/2022)   | At the end of every academic semester   | Course Instructor & Coordinator |
| Share Results                               | Department Chairperson, Council, and/or appropriate Department Committee | Meetings with the Course Coordinators for CLO results at the end of every academic semester | Course Coordinator              |

| Acting/<br>improving   | Documents<br>needed   | Schedule                                     | Responsibility  |
|--|---|--|---|
| <p>Make required changes (small or significant) to the course.</p> | <p>Adjust the Course Specification and syllabus according to the updated course specifications. Obtain necessary approvals from relevant authorities.</p> | <p>The beginning of an academic semester</p> | <p>Department in coordination with the appropriate entities</p> |

## Calculating Course Learning Outcomes (CLOs) Weight at Shaqra University

The course learning outcomes weight is a measurement of the relative importance of various learning objectives in a course. It is calculated to help instructors prioritize their instructional activities and design assessments that align with the most important learning outcomes. The weight is usually expressed as a percentage or a fraction and is calculated based on a combination of factors, such as:

- 1- Relevance to the discipline: The weight of a learning outcome is higher if it is deemed essential for the field or subject area.
- 2- Importance to students: Learning outcomes that are relevant to students' personal or professional goals are given higher weight.
- 3- Alignment with accreditation standards: If a learning outcome aligns with an accreditation standard or program objective, it may be given a higher weight.
- 4- Feedback from students, alumni, and industry: Feedback from these stakeholders can inform the calculation of the weight of learning outcomes by highlighting the skills and knowledge that are most valued in the field.
- 5- Coverage time or instructional time allocated to each learning outcome.

### **Distributing Topics Weight Based on Time Spent:**

- 1- Determine the total instructional time for the course: The first step is to determine the total number of hours allocated for instructional activities in the course, such as lectures, discussions, laboratory work, and so on.
- 2- Allocate instructional time to each topic: Next, divide the total instructional time among the different topics covered in the course. The allocation should reflect the relative importance and complexity of each topic.
- 3- Calculate the weight of each topic: Divide the instructional time allocated to each topic by the total instructional time to determine the weight of each topic as a fraction or a percentage.

### **Allocating CLOs Weight:**

- 1- Identify the CLOs: Review the course syllabus and other relevant materials to identify all the CLOs for the course.
- 2- Map CLOs to topics: Map each CLO to the relevant topics in the course. This can be done by identifying the specific topics that will be used to achieve each CLO.
- 3- Calculate the weight of each CLO: To determine the weight of each CLO, multiply the weight of the topics associated with each CLO by the fraction or percentage of instructional time allocated to those topics. The resulting weight should reflect the relative importance of each CLO in terms of the

instructional time and topics covered in the course.

- 4- Review and refine: Finally, review the calculation of the CLO weight and refine as necessary based on feedback from subject matter experts, students, alumni, and other stakeholders.



**Table 1: Measuring Weight for Topics (EXAMPLE)**

| Topic      | Instructional Time (hours) | Topic Weight |
|------------|----------------------------|--------------|
| 1. Topic A | 2                          | 0.2 (20%)    |
| 2. Topic B | 4                          | 0.4 (40%)    |
| 3. Topic C | 3                          | 0.3 (30%)    |
| 4. Topic D | 1                          | 0.1 (10%)    |

Total Instructional Time: 10 hours

Calculations:

Topic 1 weight: 2 hours / 10 hours = 0.2 (20%)

Topic 2 weight: 4 hours / 10 hours = 0.4 (40%)

Topic 3 weight: 3 hours / 10 hours = 0.3 (30%)

Topic 4 weight: 1 hour / 10 hours = 0.1 (10%)

**Table 2: Measuring Weight for CLOs**

| CLO     | Topics | Topic Weight            | CLO Weight |
|---------|--------|-------------------------|------------|
| 1. CLO1 | 1, 2   | $0.2 + 0.4 = 0.6$ (60%) | 0.6 (60%)  |
| 2. CLO2 | 2      | 0.4 (40%)               | 0.4 (40%)  |
| 3. CLO3 | 3      | 0.3 (30%)               | 0.3 (30%)  |
| 4. CLO4 | 4      | 0.1 (10%)               | 0.1 (10%)  |

Calculations:

CLO 1 weight: Total weight of topics 1 and 2 (0.6) = 0.6 (60%)

CLO 2 weight: Weight of topic 2 (0.4) = 0.4 (40%)

CLO 3 weight: Weight of topic 3 (0.3) = 0.3 (30%)

CLO 4 weight: Weight of topic 4 (0.1) = 0.1 (10%)

**Note:** The weight of each CLO reflects the relative importance of the learning outcomes in terms of the instructional time and topics covered in the course. However, this is just an example and the course coordinator should also consider other factors that contribute to the CLO weight, such as relevance to the program or industry standards, difficulty level, and potential assessment methods.

## **Methods for or evaluating the achievement of Course Learning Outcomes (CLOs) at Shaqra University.**

At Shaqra University, the assessment of Course Learning Outcomes (CLOs) is an ongoing process that involves different types of instruments. The assessment tools used for CLO assessment are based on both direct and indirect methods.

### **1- Direct Assessment:**

Direct assessment methods are used to measure the CLOs by directly evaluating the students' understanding and skills. These methods include midterm or final exams, course portfolios, essays, lab reports, presentations, and peer evaluations.

The direct assessment tools are chosen by the course instructor in consultation with the academic units. These tools are designed to

cover all the CLOs in the course and are used in every academic semester.

The direct assessment methods should account for at least 50% of the overall course assessment, such as a final exam or major exam(s) and a course project.

## **2- Indirect Assessment:**

Indirect assessment methods are used to measure the CLOs by gathering feedback from the students. These methods include student self-evaluations and course exit surveys.

At the end of each semester, students are required to provide feedback on their learning satisfaction in a course by completing a course exit survey. The survey is conducted on the Edugate platform and uses a 5-point Likert scale to measure student satisfaction.

The results from the course exit surveys are used to compute the overall satisfaction of the students with the course and the CLOs. These results are then used to improve the course and the teaching strategies.

The CLO results accumulated from the exit surveys are computed for each course, and the results for core courses are aggregated for computing the Program Learning Outcomes (PLOs) based on CLO-PLO mapping. This is one of the ways of measuring PLO using indirect methods.

## Creating Rubrics for evaluating CLOs at Shaqra University.

Creating accurate and effective rubrics for evaluating the achievement of Course Learning Outcomes (CLOs) at Shaqra University is an important step in assessing student progress and determining areas for improvement. A rubric is a tool that helps faculty members and students understand and maintain shared expectations and consistent grading practices. In order to develop effective rubrics, it is important to follow a clear and structured process. The following are some key steps to consider when creating rubrics for CLO assessment at Shaqra University.( see template1)

**Step 1:** Identify the CLO to be evaluated and the specific qualities that will be assessed.

**Step 2:** Create a four-point scale for mastery, including levels "below expectations", "developing expectations", "meeting expectations", and "above expectations".

**Step 3:** Define each level of mastery for each quality being assessed by describing the best work you could expect to see, an unacceptable product, and intermediate-level work for the intermediate categories.

**Step 4:** Use the rubric on a sample assessment such as an assignment or exam question.

**Step 5:** Evaluate the results of the CLO assessment for one course section, comparing it to the desired level of attainment. If the results are lacking, take steps to improve.

**Step 6:** Share and discuss the results with the course coordinator, review improvement plans and make revisions as necessary.

**Step 7:** The course coordinator will then aggregate the results for the entire course based on the section-level results. It is important to note that using rubrics helps establish shared expectations and consistent grading practices, which benefits both faculty and students.

## **ASSESSMENT REPORT AND REFLECTION**

The course learning outcome results obtained using direct and indirect methods at Shaqra University are recorded and analyzed in the section course reports, and then shared with the Course Coordinator for compiling the aggregated Course Learning Outcome results based on all the course section CLO results. The aggregated CLO results are also shared with the Program Assessment Coordinator or Institutional Assessment Coordinator for the department, in case the course is selected for a PLO assessment. A report should be prepared and shared with the Deanship of Development and Quality (DDQ) at Shaqra University to monitor learning outcome achievement across the campus after the completion of each academic year.

**1.Course Learning Outcome (CLO) Rubric template for Shaqra University:**

| Course Learning Outcome (CLO) | 0-Below Expectations   | 1-Developing Expectations   | 2-Meeting Expectations  | 3-Above Expectations   | Score |
|-------------------------------|--|---|---|--|-------|
| [Insert CLO statement here]   | Insert description of the lowest level of achievement for the CLO] | [Insert description of the intermediate level of achievement for the CLO] | [Insert description of the intermediate level of achievement for the CLO] | [Insert description of the highest level of achievement for the CLO] |       |
| [Insert CLO statement here]   | Insert description of the lowest level of achievement for the CLO] | [Insert description of the intermediate level of achievement for the CLO] | [Insert description of the intermediate level of achievement for the CLO] | [Insert description of the highest level of achievement for the CLO] |       |

**Note:** The descriptions of each level of mastery should be mutually exclusive.

## 2.CLO Evaluation Survey for Shaqra University

Name of Course: \_\_\_\_\_

Instructor's Name: \_\_\_\_\_

Semester: \_\_\_\_\_

| CLO | Fully Satisfied<br>5 | Adequately Satisfied<br>4 | Somewhat Satisfied<br>3 | Barely Satisfied<br>2 | Not Satisfied<br>1 |
|-----|----------------------|---------------------------|-------------------------|-----------------------|--------------------|
|-----|----------------------|---------------------------|-------------------------|-----------------------|--------------------|

### Knowledge and Understanding:

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| 1.1 I am able to...<br>(insert specific CLO statement here) |  |  |  |  |  |
| 1.2: I am able to...(insert specific CLO statement here)    |  |  |  |  |  |

### Skills:

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| 2.1: I am able to...<br>(insert specific CLO statement here) |  |  |  |  |  |
| 2.2: I am able to...<br>(insert specific CLO statement here) |  |  |  |  |  |

### Values:

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| 3.1: I am able to...<br>(insert specific CLO statement here) |  |  |  |  |  |
|--|--|--|--|--|--|



Note: you can add as many CLOs as you want in each domain and you can also rename the domains as well.

It's important to note that additional questions can be included in the survey that pertain specifically to the teaching methods or assessments used in the course. This additional data will assist in the analysis of the course reports and provide valuable insight.

## **Course Assessment Report**

At Shaqra University, it is mandatory for all courses to use the Course Assessment Report template provided by the National Commission for Academic Accreditation and Assessment (NCAAA), Saudi Arabia. This template is designed to ensure consistency and standardization in the assessment and reporting of course learning outcomes (CLOs) across the university. It includes sections for recording and analyzing the results obtained from both direct and indirect methods, as well as for compiling aggregated CLO results and sharing them with relevant coordinators and departments for further assessment and evaluation. The template also includes provision for adding course-specific questions related to teaching strategies or assessments used, which can aid in the analysis of the course reports. The Course Assessment Report is a key tool in monitoring and improving the achievement of CLOs at Shaqra University. It is important to note that the NCAAA periodically updates this template, so it is important to ensure that the most recent version is being used. The template can be accessed on the Deanship of Development and Quality (DDQ) web-page within the Shaqra University website.

## **8- Program Learning Outcomes (PLO) Assessment**

### **Program Learning Outcomes (PLO) assessment**

Program Learning Outcomes (PLO) assessment is an essential part of the educational process at Shaqra University. It is designed to evaluate the effectiveness of the program in achieving its intended goals and to ensure that students receive a high-quality education. The assessment process is focused on improving student learning and is based on evidence-gathered through various methods. The results of the PLO assessment are used to inform program improvement and to ensure that the university is meeting its mission and objectives. Overall, PLO assessment plays a critical role in maintaining academic excellence and ensuring student success at Shaqra University.

### **Program Assessment Process Using PDCA model .**

Program assessment is an ongoing process that helps to ensure that the learning outcomes of a program are being met. One common approach to program assessment is the Plan-Do-Check-Act (PDCA) model, which involves four key steps: planning, implementing, evaluating, and making improvements. This process allows for a continuous cycle of feedback and improvement, helping to ensure that the program is meeting the needs of its students and achieving its desired outcomes.

| Planning   | Documents needed                   | Schedule                                   | Responsibility                                     |
|--|------------------------------------|--|--|
| 1. Develop/<br>Update PLOs in alignment with the NQF learning areas            | Program specifications (T103/2022) | The beginning of an academic year/semester | Curriculum Committee & Department Chairs           |
| 2. Develop/<br>Update mapping of PLOs with the Institutional Learning Outcomes | Matrix of PLOs aligned with ILOs.  | The beginning of an academic year/semester | Curriculum Committee & Department Chairs           |
| 3. Prepare a Curriculum map showing Course mapping with the PLOs               | Curriculum Map                     | The beginning of an academic year/semester | Curriculum Committee & Department Chairs           |
| 4. Design assessment timeline, instruments, and measures (establish targets)   | Program Assessment Plan            | The beginning of an academic year/semester | Program quality Committee (PQC)& Department Chairs |

| Doing/<br>Implementation | Documents<br>needed   | Schedule                                | Responsibility |
|--------------------------|---|---|----------------|
| Collect Data             | PLO<br>assessment<br>results (every<br>semester)<br>using<br>approved<br>templates. | Throughout<br>the academic<br>semesters | PQC            |

| Checking/monitoring                               | Documents<br>needed  | Schedule  | Responsibility |
|---|--|---|----------------|
| Analyze and evaluate<br>PLO assessment<br>results | Program<br>reports<br>(T106/2022)  | At the end of<br>every<br>academic year   | PQC            |
| Share Results                                     | Department<br>Chairperson,<br>Council,<br>and/or<br>appropriate<br>Department<br>Committee | Meetings with<br>the<br>Curriculum<br>Committee,<br>PAC, Course<br>Coordinators<br>for PLO<br>results at the<br>end of every<br>academic year | PQC            |

| Acting/<br>improving  | Documents<br>needed   | Schedule                                 | Responsibility  |
|---|---|--|---|
| <p>Make required changes (small or significant) to the program.</p> | <p>Adjust the course and program specifications and syllabus according to the updated program specifications. Obtain necessary approvals from relevant authorities.</p> | <p>The beginning of an academic year</p> | <p>Department in coordination with the appropriate entities</p> |

## Program Assessment Cycle

At Shaqra University, our goal is to constantly improve student learning through evidence-based program review. As such, we have implemented the PDCA model for program assessment, which is overseen by the Program Quality Committee (PQC). While all programs are expected to engage in annual assessment cycles, it is not necessary for every program learning outcome to be assessed each year. As part of the assessment planning process, programs should identify a two- or four-year cycle. Note: Programs with specialized international accreditations may be required by the accreditors to assess each outcome every year and must follow the accreditation standards. For example, if a program has seven program learning outcomes, PLOs 1 and 2 would be assessed in the first year of the cycle; PLOs 3, 4, and 5 would be assessed in the second year; and PLOs 6 and 7 would be assessed in the third year. The assessment cycle would then be repeated. Another example of an assessment cycle for a program with 8 PLO's has been shown in Table 1. Collecting data on the selected outcomes each year provides the opportunity for programs to analyze the assessment findings, plan, and implement programmatic enhancements prior to the next cycle of data collection for a particular outcome. Refer to Table 1 for the activity plan for each Program Learning Outcome.

**Table 1. Assessment schedule for a four-year period (Example assessment plan)**

| Assessment Timeline | Program Learning Outcomes |       |       |       |       |       |       |       |
|---------------------|---------------------------|-------|-------|-------|-------|-------|-------|-------|
|                     | PLO 1                     | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 |
| Semester 1          |                           |       |       |       |       |       |       |       |
| Semester 2          |                           |       |       |       |       |       |       |       |
| Semester 3          |                           |       |       |       |       |       |       |       |
| Semester 4          |                           |       |       |       |       |       |       |       |
| Semester 5          |                           |       |       |       |       |       |       |       |
| Semester 6          |                           |       |       |       |       |       |       |       |
| Semester 7          |                           |       |       |       |       |       |       |       |
| Semester 8          |                           |       |       |       |       |       |       |       |



## PLO Assessment Plan

The PLO Assessment Plan should be a comprehensive document that outlines the process for assessing the program learning outcomes (PLOs) of a specific program or degree. The plan should include the following key elements:

- 1- Identification of PLOs: The plan should clearly outline the specific PLOs that will be assessed, along with a brief explanation of what each outcome represents.
- 2- Assessment Methods: The plan should describe the methods that will be used to assess each PLO, such as course assessments, student surveys, or capstone projects. It should also explain how these methods align with the PLOs being assessed.
- 3- Data Collection and Analysis: The plan should detail how data will be collected and analyzed, including the specific metrics that will be used to evaluate student performance.
- 4- Reporting and Action Planning: The plan should describe how the assessment results will be reported to stakeholders, including program faculty and administrators. It should also explain how the results will be used to inform programmatic enhancements and improvements.
- 5- Schedule and Timing: The plan should include a detailed schedule for when PLOs will be assessed, including the specific semester and year.
- 6- Resources: The plan should identify the resources needed to implement the assessment process, such as funding, personnel, and technology.
- 7- Quality Control: The plan should describe how the program will ensure the quality and accuracy of the assessment data.
- 8- Compliance: The plan should address any accreditation requirements or standards that the program must meet with regard to PLO assessment.
- 9- Evaluation of the Assessment Plan: The plan should include a process for evaluating the effectiveness of the assessment plan and making changes as necessary.
- 10- Platforms: The plan should identify what platforms will be used for the assessment process, and how they align with the program's goals and objectives.
- 11- Training and Support: The plan should include information about any training or support that will be provided to faculty and staff to assist them in implementing the assessment plan.
- 12- Cost and Budgeting: The plan should include information about the cost of the assessment process and how the program will budget for it.

## Curriculum mapping

Curriculum mapping is a valuable tool in the assessment of Program Learning Outcomes (PLOs). It involves aligning the curriculum and instruction with the PLOs, and identifying the specific course objectives and assessments that contribute to the achievement of each PLO. This process helps to ensure that students are exposed to the appropriate content and experiences to meet the PLOs, and that assessment is being used effectively to measure student learning.

To use curriculum mapping in PLO assessment, the following steps can be taken:

- 1- Clearly define the PLOs for the program and align them with the appropriate accreditation standards.
- 2- Map the courses in the program to the PLOs, identifying which courses contribute to the achievement of each PLO.
- 3- Identify the specific course objectives and assessments that align with each PLO.
- 4- Use the data from the course assessments to measure student learning and progress towards the PLOs.
- 5- Analyze the data and use it to make informed decisions about program improvements.
- 6- Repeat the process on a regular basis to ensure that the program continues to meet the PLOs and improve student learning.

It is important to note that the mapping process should be an ongoing effort, as the curriculum and assessments may change over time. It should be reviewed regularly and updated as needed to ensure that the program is meeting the PLOs and student learning is being effectively measured.

### Program learning Outcomes Mapping Matrix:

Align the program learning outcomes with program courses, according to the following desired levels of performance (*I = Introduced P = Practiced M = Mastered*).

| Course code & No. | Program Learning Outcomes   |    |    |     |        |    |    |     |                                      |    |     |
|-------------------|-----------------------------|----|----|-----|--------|----|----|-----|--------------------------------------|----|-----|
|                   | Knowledge and understanding |    |    |     | Skills |    |    |     | Values, Autonomy, and Responsibility |    |     |
|                   | K1                          | K2 | K3 | --- | S1     | S2 | S3 | --- | V1                                   | V2 | --- |
| Course ....       |                             |    |    |     |        |    |    |     |                                      |    |     |
| Course ....       |                             |    |    |     |        |    |    |     |                                      |    |     |
| Course ....       |                             |    |    |     |        |    |    |     |                                      |    |     |
| Course ....       |                             |    |    |     |        |    |    |     |                                      |    |     |
| Course ....       |                             |    |    |     |        |    |    |     |                                      |    |     |
| Course ....       |                             |    |    |     |        |    |    |     |                                      |    |     |
| Course ....       |                             |    |    |     |        |    |    |     |                                      |    |     |
| Course ....       |                             |    |    |     |        |    |    |     |                                      |    |     |

| Course code & No. | Program Learning Outcomes   |    |    |     |        |    |    |     |                                      |    |     |
|-------------------|-----------------------------|----|----|-----|--------|----|----|-----|--------------------------------------|----|-----|
|                   | Knowledge and understanding |    |    |     | Skills |    |    |     | Values, Autonomy, and Responsibility |    |     |
|                   | K1                          | K2 | K3 | --- | S1     | S2 | S3 | --- | V1                                   | V2 | --- |
| Course<br>....    |                             |    |    |     |        |    |    |     |                                      |    |     |

\* Add a separated table for each track (if any).

## Mapping of PLOs with Teaching Strategies and Assessment Methods

Mapping of Program Learning Outcomes (PLOs) with teaching strategies and assessment methods is a crucial aspect of ensuring that academic programs meet the standards set by the NCAAA. This process aligns the educational goals of the program with the methods used to teach and evaluate student performance, ensuring that students receive a comprehensive and high-quality education that prepares them for success in their chosen field. The NCAAA's focus on mapping PLOs with teaching strategies and assessment methods is an important step in ensuring that higher education in Saudi Arabia remains at the forefront of academic excellence.

Mapping of PLOs with Teaching Strategies and Assessment Methods

| #                                  | Program Learning Outcomes | Assessment Methods<br>(Direct and Indirect) | Assessment<br>Methods |
|------------------------------------|---------------------------|---|-----------------------|
| <b>Knowledge and Understanding</b> |                           |   |                       |
| K1                                 |                           |   |                       |
| K2                                 |                           |   |                       |
| K3                                 |                           |   |                       |
| K4                                 |                           |   |                       |
| K..                                |                           |   |                       |
| <b>Skills</b>                      |                           |   |                       |
| S1                                 |                           |   |                       |

|               |  |  |  |
|---------------|--|--|--|
| S2            |  |  |  |
| S3            |  |  |  |
| S4            |  |  |  |
| S..           |  |  |  |
| <b>Values</b> |  |  |  |
| V1            |  |  |  |
| V2            |  |  |  |
| V3            |  |  |  |
| V4            |  |  |  |
| V..           |  |  |  |

**Program Learning Outcome (PLO) Rubric template for Shaqra University:**

| <b>Program Learning Outcome (PLO)</b> | <b>0-Below Expectations</b>  | <b>1-Developing Expectations</b>  | <b>2-Meeting Expectations</b>   | <b>3-Above Expectations</b>  | <b>Score</b> |
|---------------------------------------|--|---|---|--|--------------|
| [Insert PLO statement here]           | Insert description of the lowest level of achievement for the PLO] | [Insert description of the intermediate level of achievement for the PLO] | [Insert description of the intermediate level of achievement for the PLO] | [Insert description of the highest level of achievement for the PLO] |              |
| [Insert PLO statement here]           | Insert description of the lowest level of achievement for the PLO] | [Insert description of the intermediate level of achievement for the PLO] | [Insert description of the intermediate level of achievement for the PLO] | [Insert description of the highest level of achievement for the PLO] |              |

Note: The descriptions of each level of mastery should be mutually exclusive.

## PLO Evaluation Survey for Shaqra University

Name of Program: \_\_\_\_\_

Semester/year: \_\_\_\_\_

| PLO  | Fully Satisfied<br>5 | Adequately Satisfied<br>4 | Somewhat Satisfied<br>3 | Barely Satisfied<br>2 | Not Satisfied<br>1 |
|--|----------------------|---------------------------|-------------------------|-----------------------|--------------------|
| <b>Knowledge and Understanding:</b>                          |                      |                           |                         |                       |                    |
| 1.1 I am able to...<br>(insert specific PLO statement here)  |                      |                           |                         |                       |                    |
| 1.2: I am able to...(insert specific PLO statement here)     |                      |                           |                         |                       |                    |
| <b>Skills:</b>   |                      |                           |                         |                       |                    |
| 2.1: I am able to...<br>(insert specific PLO statement here) |                      |                           |                         |                       |                    |
| 2.2: I am able to...<br>(insert specific PLO statement here) |                      |                           |                         |                       |                    |
| <b>Values:</b>   |                      |                           |                         |                       |                    |
| 3.1: I am able to...<br>(insert specific PLO statement here) |                      |                           |                         |                       |                    |



**Note:** you can add as many PLOs as you want in each domain and you can also rename the domains as well.

It's important to note that additional questions can be included in the survey that pertain specifically to the teaching methods or assessments used in the program. This additional data will assist in the analysis of the program reports and provide valuable insight

### **Exit Exam**

In Shaqra University, the importance of evaluating and measuring student learning outcomes has led to the launch of an Exit Exam project. This project targets students who are close to graduation and provides a means to assess the achievement of the program's intended learning outcomes (PLOs). The exam questions are directly linked to the PLOs and are administered under the supervision of the Learning Outcomes Assessment Unit. This project is just one of the many methods used at Shaqra to measure the PLOs and ensure that students are receiving a high-quality education. This handbook includes a comprehensive overview of the various methods used to evaluate student learning outcomes, including the Exit Exam project.

### **Exit Exam Implementation at Shaqra University**

#### **Step 1: Planning**

- 1.1 Organizational Frameworks: The first step in implementing the Exit Exam at Shaqra University is to establish clear organizational frameworks that outline the roles and responsibilities of all involved stakeholders.
- 1.2 Academic and Technical Frameworks: Next, academic and technical frameworks must be developed that outline the scope, structure, and criteria for the exit exam.
- 1.3 Building Question Banks: Question banks are an essential component of the exit exam, and as such, it is important to ensure that they are developed and validated using best practices.

#### **Step 2: Application**

- 2.1 Setting Exit Tests: The next step is to set the actual exit tests that will be administered to students. This should be done in accordance with the academic and technical frameworks established in Step 1.

#### **Step 3: Analysis, Interpretation, and Reporting**

- 3.1 Data Analysis: Tableau software will be used to analyze the data collected from the exit exams. This will provide valuable insights into the program's performance and allow for continuous improvement.
- 3.2 Interpretation of Results: The results of the exit exams will be interpreted to determine student achievement levels and identify areas for improvement.
- 3.3 Preparation of Reports: Based on the analysis and interpretation of the results, comprehensive reports will be prepared that outline the findings and recommendations for improvement.

