



Guide to Measuring Program Learning Outcomes and Graduate Attributes



learning
Outcomes

Table of Contents

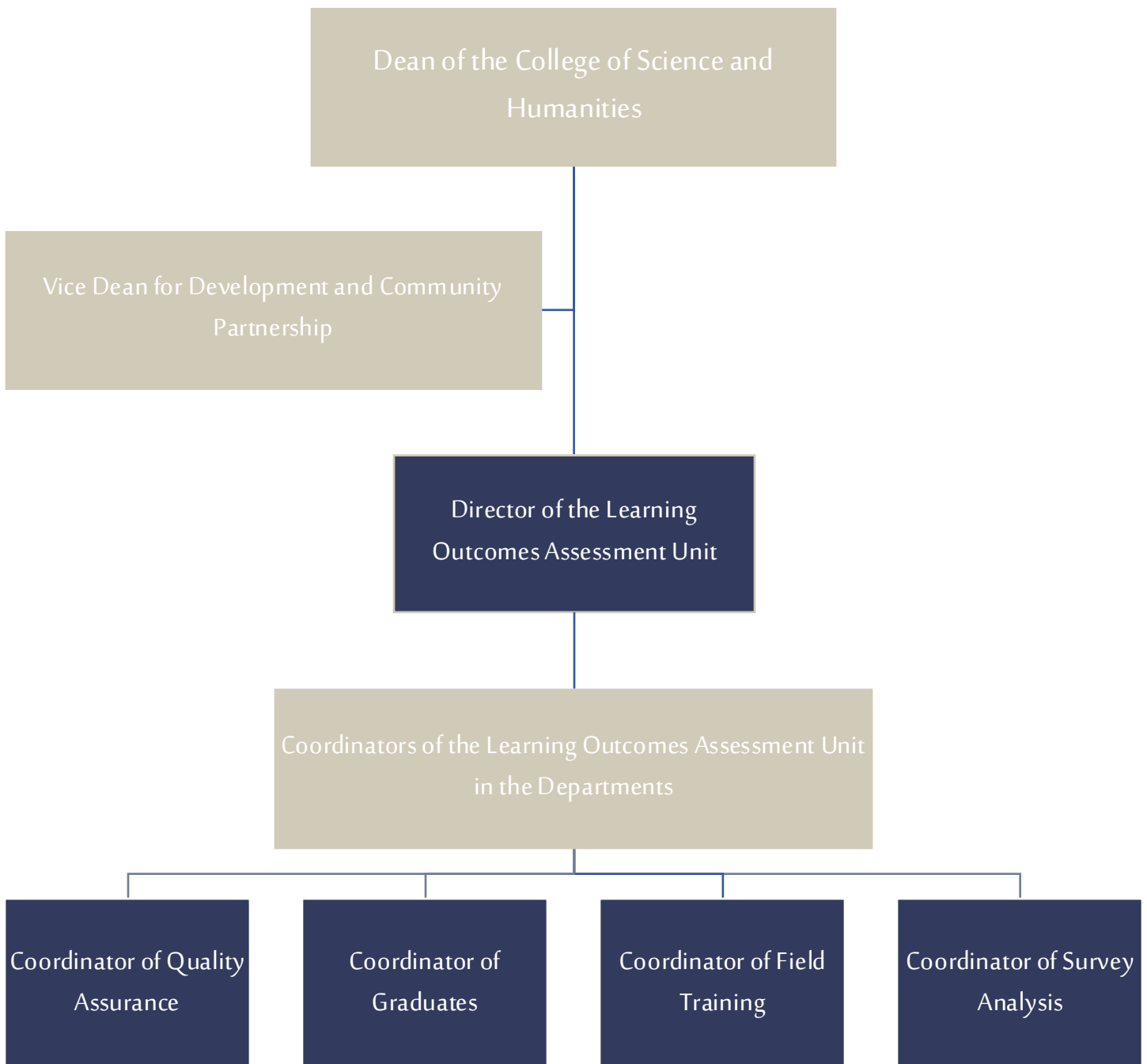
| Page | Topic | # |
|------|---|---|
| 3 | Introduction | 1 |
| 4 | Organizational Structure of the Outcomes Measurement Unit | 2 |
| 5 | Methods for Measuring Program Learning Outcomes | 3 |
| 7 | Actual Procedures for Measuring Program Learning Outcomes | 4 |
| 10 | Nawatij system | 5 |
| 11 | Graduate Attributes | 6 |
| 12 | Actual Procedures for Measuring Graduate Attributes | 7 |
| 13 | Contact Information | 8 |

Introduction

The learning outcomes of any program are considered the ultimate measure of the program's quality — regardless of its type — and the proficiency and competence of its participants, as reflected in the knowledge, skills, and values they have acquired during the program. Furthermore, the learning outcomes of any academic program, along with the measurement plan developed by the relevant department, are among the necessary requirements for qualification imposed by national and international accreditation bodies for academic program accreditation.

Therefore, it has become essential to develop a plan for measuring the learning outcomes of any academic program, serving as a guiding framework for those responsible for the program to ensure adherence to standardized methodological criteria for measuring these outcomes within specific time periods. Additionally, this plan will reveal the quality of the program and the caliber of its graduates, whether in terms of theoretical knowledge or practical skills. This helps to identify areas of strength and weakness in the students and graduates of the program with regard to this knowledge and these skills, thereby contributing to the formulation of solutions, suggestions, and recommendations that aid in improving the program and enhancing the competencies of its graduates to meet the needs of the labor market.

Organizational Structure of the Outcomes Measurement Unit



Methods for Measuring Learning Outcomes

In accordance with the directives of the National Center for Academic Accreditation and Evaluation, all academic programs offered at Imam Abdulrahman Bin Faisal University utilize both direct and indirect methods to assess program learning outcomes, as follows:

- A. Direct methods: These include the results of objective and essay-based achievement tests, individual and group assignments, performance-based assessments (such as tasks, written assignments, and discussions), participatory evaluation, practical applications, project-based evaluations, portfolios, self-assessment, authentic assessment, and communication-based evaluation.
- B. Indirect methods: There are various approaches to ensure the effectiveness of program learning outcomes from the perspective of beneficiaries, such as student opinion surveys to measure program learning outcomes, employer opinion surveys to measure program learning outcomes, and the Institutional Learning Outcomes Alignment (ILOA) Survey. When measuring program learning outcomes, it is necessary to identify a specific cohort and track its results to determine the effectiveness of the program and the assessment methods used.

Methods for Measuring Learning Outcomes

Before presenting the steps and procedures used for direct assessment, the following points must be emphasized:

- A number of advanced courses for each cohort must be selected.
- The direct assessment plan form for each program learning outcome must be filled out ([Graduates Attributes Assessment Plan for Academic Programs](#)).
- Refer to the course CLO (Course Learning Outcomes) Excel sheet for each course to complete the Learning Outcomes Assessment Sheet, which measures the students' achievement of the learning outcomes for each course offered in the academic program ([Program Learning Outcomes Assessment Sheet](#)).
- Upon completion of the assessment, a detailed report must be written explaining the targeted direct and indirect performance, the actual direct and indirect performance, along with the analysis, recommendations, and improvement priorities ([Program Learning Outcomes and Graduate Attributes Report](#)).

Actual Procedures for Measuring Learning Outcomes

Steps to be adopted when directly assessing the learning outcomes achieved by the students in the program:

Step 1: Prepare a program planning matrix.

Step 2: Use the course specifications to align each course learning outcome with the appropriate program learning outcomes.

Step 3: Use the course specifications to identify the appropriate teaching strategies and assessment methods to measure each course learning outcome.

Step 4: Design the appropriate course blueprint and assessment plan for each course in the program.

Step 5: Prepare a learning outcomes assessment matrix for each course in the program (create this table separately for each course).

Step 6: Measure students' achievement of the learning outcomes in each course offered in the academic program and include it in the report for the relevant course.

Step 7: Calculate the total student achievement for all courses that contribute to each program learning outcome (using the program planning matrix).

Step 8: Classify student achievement into four categories using a predefined grading system (A, B, C, D).

Actual Procedures for Measuring Learning Outcomes

Step 9: Prepare Key Performance Indicators (KPIs), ensuring that each indicator is formulated based on the following: (a) a measurable verb, (b) an important condition (if any) under which the required performance occurs, and (c) a performance acceptance criterion. Accordingly, the minimum “threshold” and “target” for achieving success for each program learning outcome must be identified.

Step 10: Determine the target benchmark and the internal benchmark for each program learning outcome.

Step 11: Obtain the external benchmark from similar programs offered at other Saudi universities.

Step 12: Compare the actual performance with the target benchmark, internal benchmark, and external benchmark.

Step 13: Develop recommendations and an action plan for improvements.

Step 14: Implement the action plan.

Step 15: Continue this cycle annually to ensure the program progresses toward its goals and objectives.

Actual Procedures for Measuring Learning Outcomes

Indirect methods for assessing students' achievement of program learning outcomes

Based on the guidelines from the National Center for Academic Accreditation and Evaluation, the Deanship of Quality and Academic Accreditation has established several methods for assessing students' achievement of learning outcomes. These surveys include the following:

- Graduate opinion survey for evaluating program's learning outcomes.
- Employer opinion survey for evaluating program's learning outcomes.
- Graduate opinion survey for evaluating graduates' attributes.
- Employer opinion survey for evaluating the graduates' attributes.
- Student survey for evaluating the learning outcomes of selected courses.

Nawatij System

The Deanship of Quality and Academic Development at Imam Abdulrahman Bin Faisal University has introduced the Nawatij system to facilitate the process of measuring learning outcomes for academic programs using direct methods. To activate its use, the College Vice Dean for Development and Community Partnership allows department heads to access the system, after which the department head assigns coordinators for all courses so they can enter the required data. Additionally, in accordance with the established regulations and policies, a reviewer must be appointed to monitor and verify the accuracy of the entered data.



جامعة الإمام عبد الرحمن بن فيصل
IMAM ABDULRAHMAN BIN FAISAL UNIVERSITY

Nawatij - Learning Outcome
Software

Login

User Name

Password

Sign In

[Forgot Password?](#)

Characteristics of Graduates of Imam Abdulrahman Bin Faisal University

| | |
|--------------|---|
| GA.1 | Commitment to values, ethics, and responsibility |
| ILO.1 | Commitment to work ethics |
| ILO.1.1 | Adhere to work ethics by maintaining academic integrity and professional ethics relevant to their field of qualification |
| ILO.2 | Commitment to Islamic identity & Values |
| ILO.2.1 | Abide by Islamic values and national identity. For example, they embody the traits of a balanced, moderate Islamic personality, uphold values of dialogue, tolerance, moderation, diversity, and coexistence, and take pride in their national identity |
| ILO.3 | Social responsibility (Citizenship & community services) |
| ILO.3.1 | Contribute to the development of the university and local community by actively participating in various aspects of social responsibility |
| ILO.4 | Responsibility & accountability |
| ILO.4.1 | Take responsibility by understanding the social and legal dimensions of all practices. For instance, they think independently and comply with laws in their practices, whether in an academic environment, workplace, or the local community |
| GA.2 | Knowledge application and lifelong learning |
| ILO.5 | Knowledge & extensive knowledge in the field of specialization |
| ILO.5.1 | Possessed both breadth and depth of specialized knowledge, as well as related knowledge that supports critical analysis and the synthesis of concepts, theories, and principles within the field of specialization |
| ILO.6 | Self-learning & continual learning |
| ILO.6.1 | Practice skills to enhance knowledge through lifelong learning and continuous professional development |
| ILO.7 | The practices of knowledge and field skills |
| ILO.7.1 | Demonstrate mastery and skilled application of both specialized and general knowledge in various professional contexts |

| | |
|---------------|--|
| GA.3 | Active personality skills |
| ILO.8 | Effective communication skills (verbal, written, and technological) |
| ILO.8.1 | Possessed effective communication skills, such as speaking, dialogue, negotiation, persuasion, preparing specialized reports, and public presentations |
| ILO.9 | Teamwork and leadership skills |
| ILO.9.1 | Exhibit leadership abilities, including teamwork, positive leadership of others, acceptance of criticism, emotional intelligence, and stress management |
| ILO.10 | Advanced interpersonal skills and Initiative |
| ILO.10.1 | Demonstrate advanced personal skills in both academic and professional life, such as self-organization, clear vision through planning, time management, prioritization, flexibility, adaptability, initiative, confidence, and professionalism in performance and interactions |
| GA.4 | Problem-solving and decision-making abilities |
| ILO.11 | Analysis and problem-solving skills |
| ILO.11.1 | Demonstrate the ability to solve problems such as analysis, reasoning, and seeking multiple and innovative solutions, among others |
| ILO.12 | Critical thinking skills |
| ILO.12.1 | Show the ability to apply critical thinking skills |
| ILO.13 | Decision-making skills |
| ILO.13.1 | Demonstrate the ability to make appropriate decisions in various situations |
| GA.5 | Digital and information technology abilities |
| ILO.14 | Digital and information technology skills |
| ILO.14.1 | Possessed skills in effective, responsible, and secure use of modern technologies, such as searching information sources, analyzing and evaluating information and data from various sources to meet academic needs |
| ILO.15 | Numerical skills |
| ILO.15.1 | Demonstrate numerical skills and mathematical principles in academic and practical life efficiently |

Actual Procedures for Measuring Graduate Attributes

1. Aligning graduate attributes with program learning outcomes.
2. Identifying the courses through which graduate attributes will be measured.
3. Developing a plan to verify the graduate attributes by clarifying the adopted assessment methods (e.g., first method: comparing surveys of graduates and employers regarding the achievement of graduate attributes - comparing graduate surveys for each course (the extent to which the attributes are achieved in the courses approved by the department) with faculty surveys).
4. Holding a workshop for graduates to measure their satisfaction with the achievement of learning outcomes and graduate attributes.
5. Distributing a survey to employers in the field training to measure their satisfaction with the program learning outcomes and graduate attributes.
6. Collecting results of graduate attribute measurements according to the approved plan.
7. Presenting the report to the department council and identifying strengths, weaknesses, and improvement priorities.
8. Developing and approving an improvement plan.
9. Presenting the results to the advisory committee.
10. Updating the program report based on the results.

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