



Program Specification

Program Name: Diploma in Programming and Computer Science
Qualification Level: Level 5
Department: Department of Technology
College: Applied College
Institution: Taif University

Content

A. Program Identification and General Information	3
B. Mission, Goals, and Learning Outcomes	4
C. Curriculum	5
D. Student Admission and Support:	7
E. Teaching and Administrative Staff	8
F. Learning Resources, Facilities, and Equipment	8
G. Program Management and Regulations	9
H. Program Quality Assurance	9
I. Specification Approval Data	10



A. Program Identification and General Information

1. Program Main Location:		
Main Campus, Hawiyah, Taif		
2. Branches Offering the Program:		
<ul style="list-style-type: none"> • University College –Taraba • University College –Ranyah • University College –Khurma 		
3. Reasons for Establishing the Program:		
(Economic, social, cultural, and technological reasons, and national needs and development, etc.)		
<p>✓ Economics:</p> <ul style="list-style-type: none"> • To achieve the development plans requirements in Saudi Arabia through qualifying the graduates scientifically and practically in the field of Computer Programming which is highly needed in the labor market. • To meet the needs of labor market (ministry of education, universities, companies, general and private institutions) in the Saudi market. Public and private sectors demand graduates who are specialized in Computer Programming to work in a number of fields. <p>✓ Cultural reasons:</p> <ul style="list-style-type: none"> • The education system must take into consideration the individual differences among the students, the differences in their interests, the differences in their ability to attain and the length of breath in the study. Students may not be suitable for higher education, but they can possess technical skills if they have the opportunity to innovate in a specific field. This program takes into account the relative disparity between the abilities of students and qualify a certain class of students to work as professionals specializing in Computer programming. <p>✓ Social causes</p> <ul style="list-style-type: none"> • As the number of students admitted to universities is reduced, an alternative and stimulating path must be found to accommodate others and qualify them for employment. • This program is an attractive factor for students to be qualified for the labor market either in the public or private sectors. 		
4. Total Credit Hours for Completing the Program: (71 Hours)		
5. Professional Occupations/Jobs:		
<ul style="list-style-type: none"> • Computer Programmer. • Web application developer • Software developer • Database Administrator. • IT project leader <p>https://eservices.masar.sa/ClassificationGuide/Pages/ClassificationData.aspx</p>		
6. Major Tracks/Pathways(if any):		
Major track/pathway	Credit hours (For each track)	Professional Occupations/Jobs (For each track)
1. First Semester	11	None
2. Second Semester	12	None
7. Intermediate Exit Points/Awarded Degree(if any):		
Intermediate exit points/awarded degree	Credit hours	
training certificate	23	



3. Third Semester		
Intermediate Exit Points/Awarded Degree(if any):		
Professional Associate Diploma		41
4. Fourth Semester	12	
5. Fifth Semester	12	
6. Sixth Semester	6	
Intermediate Exit Points/Awarded Degree(if any):		
Intermediate Professional Diploma + Professional Certificate		71



B.Mission, Goals, and Learning Outcomes

1. Program Mission:

The mission of the Diploma in Programming Technology is to provide a career-focused professional qualification in computer programming featuring industry-demand knowledge, skills and attitudes.

2. Program Goals:

- **PG1:** Prepare qualified, industry-ready professionals in the fields of programming, databases, web and software development
- **PG2:** Enable graduates to pursue a bachelor degree, or continue their professional development.
- **PG3:** Enable graduates to play role to contribute to the economic growth and sustainable development of Saudi society.

3. Relationship between Program Mission and Goals and the Mission and Goals of the Institution/College.

The program seeks to prepare qualified technical competencies qualified for practical work in the field of Computer programming to meet the needs of the labor market in these disciplines. This is in line with Taif University's mission and contributes to achieving it by providing the labor market with qualified national cadres and contributing to development and building the knowledge society.

	College Mission	Provide high-quality education and the needed requirements for the research and innovation to produce competitive competencies in the field of programming that contribute to the production of knowledge and its transformation into an engine for development useful for community service.			
Program Mission		(Quality Education)	(RESEARCH)	(COMMUNITY SERVICE)	(Professional Competence)
The mission of the Diploma in Programming Technology is to provide a career-focused professional qualification in computer programming featuring industry-demand knowledge, skills and attitudes	High Quality Education	☐			
	Scientific Research		☐		
	Serving Community			☐	
	Employment of Knowledge Techniques				☐
	Competent graduates	☐	☐		☐

Table1. Mapping Between College Mission and Program Mission

College Goals (CG)

- **CG1:** Providing the highest quality in the qualitative education that meets the needs of the local market.



- **CG2:** Allowing workers in the administrative and executive fields to develop their professional skills, and provide them with all the requirements of the applied work and improve them continuously.
- **CG3:** Graduating cadres who are trained and qualified professionally and technically to work in the labor market for both the government and the private sector.
- **CG4:** Graduating qualified graduates in the available specializations through partnership programs with different community institutions.
- **CG5:** Improving and expand managerial and technical skills for students, and refine students' problem-solving and decision-making abilities to enable them to enter the labor market efficiently and effectively.

TU Goals (CG)

- **TUG1:** Improving the quality and outcomes of education.
- **TUG2:** Active participation in scientific research in the development of the local community.
- **TUG3:** Active participation in the provision and development of community services
- **TUG4:** Raising the efficiency of the administrative system
- **TUG5:** Raising the efficiency of human resources and infrastructure.
- **TUG6:** Raising financial efficiency and developing self-resources

The following table shows Mapping between the College Goals (CG) and the program goals (Programming Technology) (PG)

	College Goals				
	CG1	CG2	CG3	CG4	CG5
Program Goals					
PG1	☐	☐	☐	☐	☐
PG2	☐		☐	☐	
PG3		☐		☐	☐

The following table shows Mapping between the College Goals (TUG) and the program goals (Programming Technology) (PG)

	TU Goals					
	TUG1	TUG2	TUG3	TUG4	TUG5	TUG6
Program Goals						
PG1	☐	☐	☐	☐	☐	☐
PG2	☐		☐	☐		
PG3		☐		☐	☐	☐

4. Graduate Attributes:

1. Be equipped with an in-depth technical understanding of computer programming tools and techniques.
2. Analyze real-life problems and identify appropriate solutions by applying problem solving techniques.



3. Communicate effectively with a diverse set of audiences in ways appropriate to the context.	
4. Work effectively as a member and leader of a team.	
5. Program learning Outcomes*	
Knowledge and Understanding	
K1	1. Gain theoretical and practical knowledge in the field of programming technology.
K2	2. Build solid foundation with hands-on lab practice in the area of programming, database, web, mobile applications and project management methodologies.
Skills	
S1	3. Practice methods related to various programming language skills to implement designed software solutions.
S2	4. Carry out various practical tasks and procedures related to software development fundamentals to produce computing-based solutions.
Values	
V1	5. Work collaboratively and constructively, and lead diverse teams to accomplish a common goal in several work planning and evaluation.
V2	6. Demonstrate management skills effectively in a variety of professional contexts.

* Add a table for each track and exit Point (if any)

C. Curriculum

1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	3	12	16%
	Elective	—	—	—
College Requirements	Required	1	3	6%
	Elective	—	—	—
Program Requirements	Required	14	56	78%
	Elective	—	—	—
Capstone Course/Project				
Field Experience/ Internship				
Others				
Total		18	71	100%

* Add a table for each track (if any)

2. Program Study Plan

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 1	CP11	Communication skills	Required	—	2	Program
	CP12	Computer Skills	Required	—	3	Program
	CP13	English Language 1	Required	—	6	Program
	CP21	English Language 2	Required	CP13	3	Institution



Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level2	CP22	Computer Mathematics	Required		3	Department
	CP23	Introduction to Algorithm and Programming	Required	-	3	Department
	CP24	Computer Networks	Required	-	3	Department
Level 3	CP31	Computer Programming 1	Required	-	4	Program
	CP32	Operating System 1	Required	-	4	Program
	CP33	Database Design	Required	-	4	Program
	CP34	Practical Training 1	Required		6	Program
Level4	CP41	Computer Programming 2	Required	CP31	4	Program
	CP42	Database Programming	Required	CP33	4	Program
	CP43	Operating System 2	Required	CP32	4	Program
Level5	CP51	Web Programming	Required	-	4	Program
	CP52	Computer System Security	Required		4	Program
	CP53	Mobile Application Development	Required		4	Program
Level 6	CP61	Practical Training 2	Required		6	Program

* Include additional levels if needed

** Add a table for each track (if any)

3. Course Specifications

Insert hyperlink for all course specifications using NCAAAA template

rb.gy/qyh6ly

4. 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	
	K1	K2	S1	S2	V1	V2
CP11		I		I		
CP23	I			P		
CP22	I	I	P			
CP33	I			I		
CP31		P	P	P		
CP32	P	P	P		I	
CP24	I			I		I
CP11	P		M		P	P
CP42	M	M	M			
CP51		P	M	M		
CP41		M	M		P/M	
CP52	I			P		



Course code & No.	Program Learning Outcomes					
	Knowledge and understanding		Skills		Values	
	K1	K2	S1	S2	V1	V2
CP53		M			M	
CP43	I	I		P		

* Add a table for each track (if any)

5. Teaching and learning strategies to achieve program learning outcomes

Describe policies, teaching and learning strategies, learning experience, and learning activities, including curricular and extra-curricular activities, to achieve the program learning outcomes.

Learning Outcomes	Teaching and learning strategies
Knowledge	<ul style="list-style-type: none"> • Lectures using presentations. • Cooperative education through small groups. • Weekly assignments. • Self-learning by searching for topics related to the curriculum
Skills	<ul style="list-style-type: none"> • Laboratory exercises. • Group discussion. • Use a problem-solving method. • Collective and individual duties.
Values	<ul style="list-style-type: none"> • Distributing students to small groups for group assignments. • Organizing workshops to discuss a particular issue within each course. • Presenting topics to colleagues. • Laboratory experiments • Learning by modeling. • Follow the role-playing method to increase student interaction with some subjects • Internet communication strategy. • Assign at least one subject within each course that the student learns for himself, and then discuss it during the lecture.

6. Assessment Methods for program learning outcomes.

Describe assessment methods (Direct and Indirect) that can be used to measure achievement of program learning outcomes in every domain of learning.

- **Direct Assessment**
 - Quizzes / Homework/ Project/ Exams/Final Practice Exam
- **Indirect Assessment**
 - Course Exit Survey



Learning Outcomes	Direct Assessment Methods
Knowledge	<ul style="list-style-type: none"> ○ Written Exams ○ Direct discussion and questions. ○ Oral test. ○ Short tests. ○ Assessing mandates.
Skills	<ul style="list-style-type: none"> ○ Evaluate individual and collective costs. ○ Practical tests. ○ Collective (groups) Evaluation.
Competence	<ul style="list-style-type: none"> ○ Assessing the ability to communicate and discuss within the classroom. ○ Monitoring the scientific backgrounds and communication skills of students. ○ Assess the required assignments. ○ Evaluate student performance individually and collectively. • Presentations ○ Practical assessment ○ Checklists. ○ Direct observation.

D. Student Admission and Support:

1. Student Admission Requirements

- Secondary school certificate or the equivalent

Admission and Registration web site

<https://webapps.tu.edu.sa/admission/study/bachelors>

<https://drive.google.com/drive/folders/1EanUImuXY1pSohL7TL1yEz1Ow3CMO5CB?usp=sharing>

2. Guidance and Orientation Programs for New Students

Student Affairs Deanship:

<https://drive.google.com/drive/folders/17yvALnOnhcEHHCQnzvpBmVsZDQNp-7zK?usp=sharing>

<https://www.tu.edu.sa/Ar/%D8%A7%D9%84%D8%B9%D9%85%D8%A7%D8%AF%D8%A7%D8%AA/114/%D8%B9%D9%85%D8%A7%D8%AF%D8%A9-%D8%B4%D8%A4%D9%88%D9%86-%D8%A7%D9%84%D8%B7%D9%84%D8%A7%D8%A8>

- Meeting new students at the beginning of the semester.
- Providing an overview of academics and academic life and what is required of the student to make his academic career easy,
- Providing an overview of student life, especially the college,



- Introducing the curriculum
- Introducing the internal regulations of the University.
- Definition of available equipment and facilities.
- Defining the rights and duties of students through the system.

3. Student Counseling Services

(academic, career, psychological and social)

- Providing a guide for each group of students, and distribute student lists electronically to faculty members.
- Staff members attach schedules to their office hours (at least 6 office hours) on the door of the room.
- There is an academic guide that defines the role of the faculty member in the academic guidance process.
- The program administrator is available throughout the year to answer student inquiries.
- Availability of full information about the program and its members and ways to communicate with them.
- Using the Blackboard system to communicate with students.

More information can be found at:

<https://www.tu.edu.sa/Ar/الإدارات/238/إدارة-الإرشاد-الجامعي>

https://drive.google.com/drive/folders/1WmIwcTdC5eJD3bms2QbqMQr2XZg_Uh9h?usp=sharing

4. Special Support

(low achievers, disabled, gifted and talented)

More information regarding the support of special need students can be found at:

<https://www.tu.edu.sa/Ar/الإدارات/238/إدارة-الإرشاد-الجامعي>

<https://www.tu.edu.sa/Ar/%D8%A7%D9%84%D8%B9%D9%85%D8%A7%D8%AF%D8%A7%D8%AA/114/%D8%B9%D9%85%D8%A7%D8%AF%D8%A9-%D8%B4%D8%A4%D9%88%D9%86-%D8%A7%D9%84%D8%B7%D9%84%D8%A7%D8%A8>

University Advising Administration designed a framework to manage the advising process through the levels of the programs, the college and the university. The center of the advising process is the advisor. The framework enables the advisor to organize the advising process for each individual's student. A complete report that shows the status of each student and his progress, activities, social problems... etc. This is submitted by each advisor to the advising chair. The advising chair summarizes the reports and submit his final report to university advising Administration

The regulations for student appeals on academic matters come in two different ways: informal student appeal and the very formal one.

The informal student appeal is usually the first step: the student approaches the course instructor, then the department chair, and finally the vice dean for academic affairs. These constituents intervene in a sequential way and increasing hierarchy until the issue is resolved. When the issue is not resolvable for some reasonable reason, the student can make a formal appeal. Usually, the appeal is made to the Deanship of Students Affairs. The deanship studies the request and then decides or not to pursue the appeal process.



Grievances

The regulations and processes for student formal appeal are universal to all university students and proper documentation can be sought at the Deanship of Students Affairs. The following represent the standard operating procedures for addressing formal grievances in the Community College:

1. Student - Student conflict

Conflict between students should be reported to the Vice Dean of Academic Affairs for male students and Vice Dean for Female Affairs for female students.

2. Student - Teaching Assistant Conflict

All cases are to be reported to the male and female Vice Deans for Academic Affairs.

3. Student - Staff Conflict

All cases are to be reported to the male and female Vice Deans for Academic Affairs.

Procedures have been developed to ensure that students are protected against subsequent punitive action or discrimination following grievance or appeal. The Appeal and Grievance Forms are specific for staff, teaching assistant, and student.

- Talented Students:

Through the Deanship of Student Affairs (talent students club), the University offers opportunities for students to show their talents in various fields, providing opportunities for training, participating in competitions and selecting outstanding students to participate in the name of the university in international and local competitions in all scientific,

5- Outstanding students:

The program offers many ways to interest outstanding students. Where they are encouraged by listing their names in the lists of distinguished and celebrate their achievement at the end of each semester and involve them in activities that drive them to further progress as a programming club.



E. Teaching and Administrative Staff

1. Needed Teaching and Administrative Staff

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professors	Computer Science/IT/ Computer Engineering	Computer Science/IT/ Computer Engineering		3	4	7
Associate Professors	Computer Science/IT/ Computer Engineering	Computer Science/IT/ Computer Engineering		3	3	6
Assistant Professors	Computer Science/IT/ Computer Engineering	Computer Science/IT/ Computer Engineering		10	10	20
Lecturers	Computer Science/IT/ Computer Engineering	Computer Science/IT/ Computer Engineering		15	15	30
Teaching Assistants	Computer Science/IT/ Computer Engineering	Computer Science/IT/ Computer Engineering		10	10	20
Technicians and Laboratory Assistants	Computer Science/IT/ Computer Engineering	Computer Science/IT/ Computer Engineering		2	2	4
Administrative and Supportive Staff	Management	Management		4	4	8
Others (specify)						

2. Professional Development

2.1 Orientation of New Teaching Staff

Describe briefly the process used for orientation of new, visiting and part-time teaching staff

At the beginning of each academic year, the development deanship (<https://www.tu.edu.sa/En/-Deanship-of-University-Development/84/Pages>) over's a complete orientation for three days for the new professors and staff also, a book of orientation is given for new comers to get valuable information about Taif city and life in Saudi Arabia, the following link give a copy of this orientation:

https://drive.google.com/file/d/1rzskvseyqQenSdFdmPCMQDQdhPKA14_v/view?usp=sharing

- A faculty handbook that introduces all university rules and regulations including the study plan of each department and its courses descriptions and prerequisites is given to new teaching faculty staffs



- Awareness workshop for new teaching faculty staffs is conducted at the beginning of each academic year.
- Several meetings directed by the department chair are arranged with new teaching faculty staffs to review program and the role of the course(s) they teach, as well as, components within it.
- The department chair will meet the new faculty staffs to go over the department administrative policy.
- All new faculty staffs are assigned to an experienced faculty member in the department as an advisor for their first year of employment.

- The new teaching faculty staffs could also contact other college members who taught the corresponding courses for eventual coordination.
- Courses given by multiple staffs are managed by a coordinator. Especially at the beginning of the term, the course coordinator arranges some meetings in order to orient the new faculty staffs.

2.2 Professional Development for Teaching Staff

Describe briefly the plan and arrangements for academic and professional development of teaching staff (e.g., teaching & learning strategies, learning outcomes assessment, professional development, etc.)

Deanship of development:

[https://www.tu.edu.sa/Attachments/ffbf5723-4d0e-4ce3-bff9-4381cc15b104 .pdf](https://www.tu.edu.sa/Attachments/ffbf5723-4d0e-4ce3-bff9-4381cc15b104.pdf)

- Attend specialized seminars whenever possible in teaching strategies, assessment skills and methods.
- Exchange of experiences among faculty members who teach courses in the program.
- Holding scientific seminars and workshops within the department.
- Encouraging faculty members to publish scientifically.
- Evaluation of the teaching performance of faculty members through the participation of students in the university system to improve and improve performance and learning resources, facilities and equipment.

F. Learning Resources, Facilities, and Equipment

1. Learning Resources.

Mechanism for providing and quality assurance of learning resources (textbooks, references and other resource materials, including electronic and web-based resources, etc.)

- Textbooks
- Software
- Relevant reading materials
- Saudi Digital Library (<https://sdl.edu.sa/SDLPortal/en/Publishers.aspx>)

2. Facilities and Equipment

(Library, laboratories, medical facilities, classrooms, etc.)

Check availability of digital information sources.

- Lecture halls equipped with projectors (20 rooms)



- Providing a specialized lab in the computer that is proportional to the number of students (10 labs)
- Computer hardware (25 devices)
- Number of specialized electrical and electronics workshops suitable for the number of students (10 workshops)
- In case of non-availability, participation with laboratories and workshops in other faculties such as Faculty of Computer and Computer and Faculty of Engineering

3. Arrangements to Maintain a Healthy and Safe Environment(According to the nature of the program)

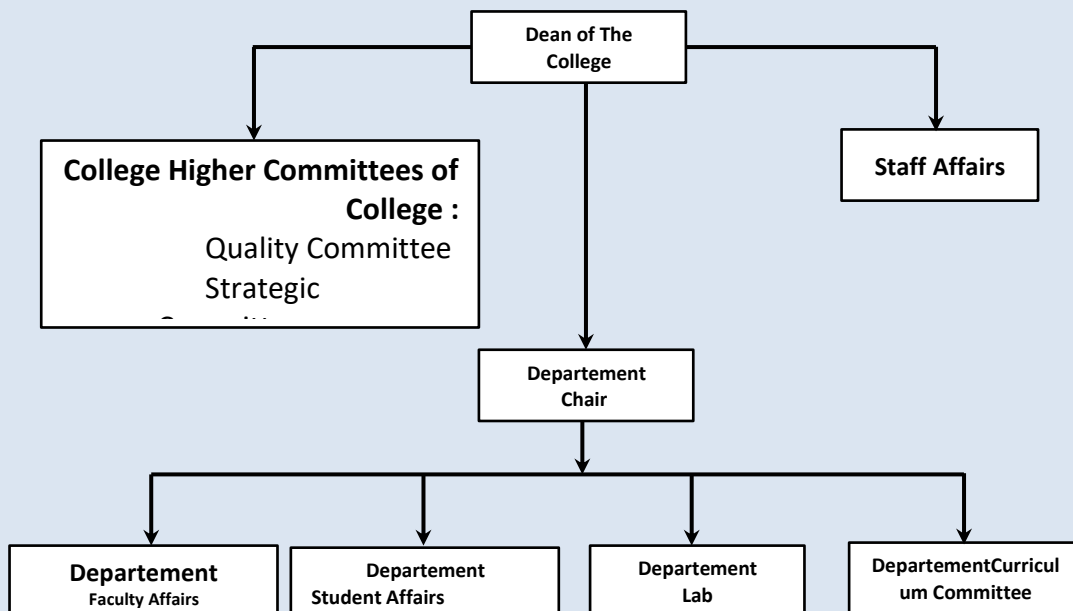
The maintenance and upgrading of the tools, equipment, computing resources and laboratories is administered by Department in coordination with the Dean. All procurements for maintaining and upgrading the tools, equipment, computing resources, and laboratories in the Department must comply with the annual budget plan.

G. Program Management and Regulations

1. Program Management

1.1 Program Structure

(including boards, councils, units, committees, etc.)



2. Program Regulations

Provide a list of related program regulations, including their link to online version: admission, study and exams, recruitment, appeals and complaint regulations, etc.)



<https://drive.google.com/drive/folders/1EanUImuXY1pSohL7TL1yEz1Ow3CMO5CB?usp=sharing>

Admission requirements for the program

Applicants to the Programming Technology at the Community College shall satisfy the regulations in Taif University. The student must meet the following conditions:

- The applicant must be a Saudi national or have a regular residence.
- The applicant must have general secondary school in scientific specialization and meet the required rate requirement.
- The applicant must have good conduct.
- Passing admission and personal interview tests, if any.

Attendance requirements and completion of the program

A. Attendees:

- The type of study in the program is regular, and requires the student to enter the exam in one of the courses should not be less than 80%.
- The study period extends over two academic years divided into four semesters.
- The student must be completely free to study, and the provisions related to the study system at Taif University shall apply.
- Applicable to the student academically in terms of estimates and grades provisions of the study list at the University of Taif.

B. Transition from year to year:

- Study at the program is based on a semester system in which the academic year comprises two academic semesters
- A student is not considered successful in a course unless he obtains at least 60% of the maximum end of the total prescribed grade.

C. Completion of the program or graduation requirements:

- Second year students prepare a graduation project during the second semester. If necessary, an additional period is allocated after the written examination to be no more than two weeks. The project mark (maximum 100 and the required success rate is 60) is added to the second year marks.
- Diploma certificate is awarded only after success in the project.
- The total number of credits approved (65) credits.
- The student who has achieved the requirements of the supplementary transitional program is entitled to join the Faculty of Computer and Information Technology to complete his university studies.

H. Program Quality Assurance

1. Program Quality Assurance System

Provide online link to quality assurance manual

<https://drive.google.com/drive/folders/1LQC65GvAjUJPPAJN0sgSFM-xvAiOBZG6?usp=sharing>

https://www.tu.edu.sa/Attachments/6a76d7fc-44ac-4aa9-9ec0-ebafb65255be_.pdf



2. Program Quality Monitoring Procedures

Can be found on page 33 of the Quality system Guidance

<https://drive.google.com/drive/folders/1LQC65GvAjUJPPAJN0sgSFM-xvAiOBZG6?usp=sharing>

https://www.tu.edu.sa/Attachments/6a76d7fc-44ac-4aa9-9ec0-ebafb65255be_.pdf

3. Arrangements to Monitor Quality of Courses Taught by other Departments.

- Contacting the other departments concerned and addressing the need of faculty members to teach a course.
- Providing the other departments with the description of the course, including sources of education and references.
- Weekly follow-up of practical lectures with a report on the practical part of the course.

4. Arrangements Used to Ensure the Consistency between Main Campus and Branches (including male and female sections)

- Unifying the scientific content of the courses under the supervision of the coordinator of the course
- Standardize the course tests for all the people who are studying the same course.
- Consolidate the distribution of grades for students
- Marking of exams must be according to standard standards
- Unifying the final exam. Discuss the results by the program supervisor with the course teachers.
- Review the markings by taking a random sample of the answer sheets or assignments in all locations by the program supervisor
- Standardization of alternative tests
- Discuss the results with the course teachers.

5. Arrangements to Apply the Institutional Regulations Governing the Educational and Research Partnerships (if any).

NE

6. Assessment Plan for Program Learning Outcomes (PLOs), and Mechanisms of Using its Results in the Development Processes

- Reviewing the students' regular assessment of courses and academic program.
- Reviewing graduates' assessment of academic courses and programs.
- Reviewing the employees evaluation of the fresh graduates.
- Internal audit (self-assessment) - and external (independent auditors).
- Studying the suggestions made by the faculty members of the program
- Developing courses and programs based on previous reports.
- Technical points must be taken into account with regard to formulating and measuring the learning outcomes of the program mentioned in the link:
<https://tinyurl.com/6dbdppts>

7. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
PLOs assessment, effectiveness of teaching	Graduate Students	<ul style="list-style-type: none">• Taking course CLO survey at the end of each term. Student's opinion about	



Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
& assessment and learning resources assessment <i>Data collection</i>		covered course CLOs. <ul style="list-style-type: none"> • Taking student exit survey at the end of the program. • Taking student experience survey at the end of each year. • Taking program evaluation survey by final year students. Taking capstone project survey after the completion of this course	End of the semester
	Faculty	Taking course direct assessment with students' marks.	End of the semester
	Alumni	Taking alumni students' opinion about the whole program.	End of the semester
PLOs review, effectiveness of teaching review and learning resources review <i>Data Review</i>	program leaders	<ul style="list-style-type: none"> • reviews the CLOs and course content. • Fixes inconsistencies. DCC contacts department council for possible inconsistencies.	Beginning of the next semester
Curriculum evaluation	Students	Surveys	End of semester
teaching methods	Students Program Leaders	Surveys	during the semester
Administration evaluation	University administration leaders	administrative staff, employers	during the semester

- **Evaluation Areas/Aspects**(e.g., leadership, effectiveness of teaching & assessment, learning resources, partnerships, etc.)
- **Evaluation Sources**(students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others (specify))
- **Evaluation Methods** (e.g., Surveys, interviews, visits, etc.)
- **Evaluation Time** (e.g., beginning of semesters, end of academic year, etc.)

8. Program KPIs*

The period to achieve the target (4) year.

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
1	KPI-P-01	Percentage of achieved target level of KPI of program operational plan	70%	Percentage of performance indicators that achieved the target level in the	End of the semester



No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
				operational plan annually to the total number of targeted indicators per year	
2	KPI-P-02	The satisfaction of beneficiaries with the quality of community services	Percent of beneficiaries who give evaluation 3 out of 5 or more is 70%	The rate of satisfaction of beneficiaries with the quality of community services provided by the program on a five-level scale in an annual survey	End of the semester
3	KPI-P-03	Students' Evaluation of quality of learning in program	Students who give evaluation 3 out of 5 or more is 70%	Average rating of the overall quality of students' learning experiences on a five point scale in an annual survey of final year students	End of the semester
4	KPI-P-04	Students' evaluation of the quality of their courses	Students who give evaluation 3 out of 5 or more is 70%	Average rating of the overall students evaluation of courses on a five point scale in an annual survey	End of the semester
5	KPI-P-05	Completion Rate	70%	Proportion of students entering undergraduate programs who complete the program in minimum time (i.e., in the set period)	End of the semester
6	KPI-P-06	First-Year Students Retention Rate	70%	Percentage of first-year undergraduate students who continue at the program the next year to the total number of first-year students	End of the semester
7	KPI-P-07	Students' performance in the professional	Percent of students who passed the examinations		End of the semester



No	KPIs Code	KPIs	Target	Measurement Methods	Measure ment Time
		and/or national examinations (if any)	from total number students who entered the exam is 70%		
8	KPI-P-08	Proportion of graduates who employed or enrolled in further study	70%	Proportion of graduates from the program who within a year of graduation are: a. employed b. enrolled in further study	End of the semester
9	KPI-P-09	Average Number of students in the class	25	Average Number of students in each teaching sessions (lecture, small group, tutorial, laboratory and clinical sessions)	End of the semester
10	KPI-P-10	Employers' evaluation of the program graduates proficiency	Employers who give evaluation 3 out of 5 or more is 70%	The average rating of employers for the proficiency of the program's graduates on a scale of five levels in an annual survey	End of the semester
11	KPI-P-11	Student satisfaction with the services	Students who give evaluation 3 out of 5 or more is 70%	Student satisfaction rate for the various services offered by the program (restaurants, transport, sports facilities, academic guidance ...) on a five-level scale in an annual survey of students	End of the semester
12	KPI-P-12	Ratio of students to teaching staff	1:10	Total number of full-time and full time equivalent teaching staff to the total number of students in the program	End of the semester



No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
13	KPI-P-13	Percentage of teaching staff distribution	Total number of full-time and full time equivalent teaching staff to the total number of students in the program is the same in each campus	Percentage of teaching staff distribution based on: a. Gender b. Branches Academic Ranking	End of the semester
14	KPI-P-14	Proportion of teaching staff leaving the program	3%	Proportion of teaching staff leaving the program annually for reasons other than age retirement to the total number of teaching staff.	End of the semester
15	KPI-P-15	Percentage of publication of faculty members	70% of the total number of faculty members	Number of full-time faculty members who published at least one research during the year to total faculty members	End of the semester
16	KPI-P-16	Average research per faculty member	1	The average number of refereed or published researches per each faculty member during the year.	End of the semester
17	KPI-P-17	Average of citations in refereed journals	10	Number of citations in refereed journals per total number of publication.	End of the semester
18	KPI-P-18	Satisfaction of beneficiaries with learning resources	beneficiaries who give evaluation 3	Satisfaction rate of beneficiaries on the adequacy and diversity of learning	End of the semester



No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
			or more is 70%	resources (references, journals, databases... etc) on a scale of five levels in an annual survey.	

* including KPIs required by NCAAA

I. Specification Approval Data

<p>Council / Committee</p> <p>Reference No.</p> <p>Date</p>	
--	--

