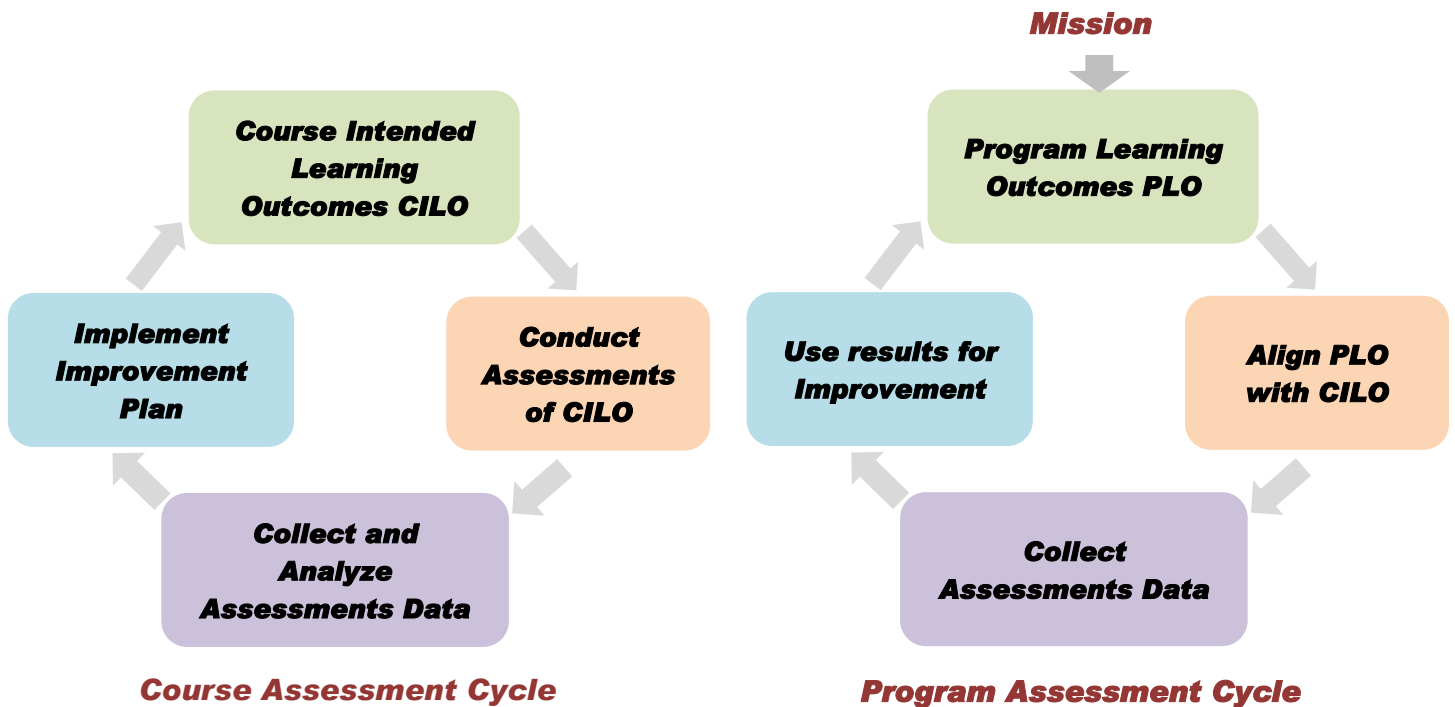


Program Assessment Framework

Program assessment indicates that the program is delivering to its students the knowledge and skills that are intended, and identifies its strengths and weaknesses. This is conducted by evaluating the student's attainment of the Course Intended Learning Outcomes (**CILO**), through the ongoing *course assessment* of all the program's courses. Therefore, the course assessment is the foundation of any program assessment which is essential for a continuous improvement of the learning process, via the continuous cyclic improvement as shown in the diagrams below.

The diagrams below show the assessment process and the continuous improvement cycles in both course and program levels. They are almost **identical**; **except** that they **differ** in the focus level **by which** the program assessment **focuses** on the entire program rather than a single course.



The course assessment diagram indicates four elements of the continuous improvement process:

- I. Identifying the course's intended learning outcomes.
- II. Conduct assessment of the *CILO*
- III. Collect and analyze the assessment data.
- IV. Implement improvement plane and track for effectiveness.

Assessment would be neither effective nor meaningful without the participation of all the academic staff. Therefore, all faculty members who are involved in the learning process must review the following during the next semester:

- a. Program Learning outcomes
- b. The course intended learning outcomes *CILO* of each course
- c. The mapping between course learning outcomes and the program learning outcomes.
- d. Identify methods and criteria for measuring attainment of the course learning outcomes and the program learning outcomes.
- e. After collecting the data of the course's assessment, the Instructor must analyze the data and write report for any subjected improvement.
- f. The faculty in each program must use the entire courses assessment report to make the necessary improvement to the program learning outcomes.

Measuring student learning through assessment is important because it provides useful feedbacks to both instructors and students. Assessing allows the faculty members to realize how successfully the students are meeting the course learning outcomes. It must be understood that student assessment is different than grading. Assessment links student performance to specific learning objectives in order to provide useful information to faculty and students about student achievement.

Learning Outcomes are

Student-Centered

Learning outcomes should focus on what students will be able to do, not what the course will do

Measurable

Learning outcomes are measurable, which means that you can observe the student performing the skill or task and determine the degree to which they have done so.

Course-Level

Learning outcomes for course-level assessment focus on the knowledge, skills and competencies that learners will take away from a course as a whole.

Taxonomy

Learning outcomes statements shall be aligned with Bloom's Taxonomy.

Number

The number of learning outcomes per program varies between 4 to 7

Course and Program Assessment Guideline

Article 1: The words and phrases below shall have, whenever they appear in these regulations, the specified meaning as indicated below:

CLOs:	Course Learning Outcomes
LoC:	List of Competencies
PLOs:	Program Learning Outcomes
Assessment tools:	the methods used to evaluate students' performance such as exams, in class assignments, homework, projects, etc...
Grade sheet:	an excel sheet designed to be used by instructors for recording students' grades
Program	An excel sheet designed to evaluate the cumulative
Assessment sheet:	achievement of competencies by all students or by selected subset of students

Article 2: these regulations shall be used as guideline information that influence course design in terms of identifying CLOs, assigning topics/Book Chapters, and planning students' assessment tools.

Article 3: every academic department has defined a list of competencies (LoC) that students will develop or strengthen by completing the courses offered in their academic programs.

Article 4: in every course syllabus, instructors should define related **CLOs** that contribute to the achievement their departments' LOCs and can be assessed in the covered topics and planned assessment tools.

Article 5: each CLO of **Article 4** should be matched to one or more competencies of **Article 3** in a CLO-LOC matrix for every course.

Article 6: the assigned grade in every assessment tool should be distributed on one or more CLOs. If the assessment tool was covering more than one CLO, it should be divided into sections where every section relates to a single CLO. For example, questions of the final exam could be categorized in sections according to the CLO they relate to. In projects, the total grade shall be distributed on assessment criteria that are categorized into sections according to the related CLOs.

Article 7: Upon the completion of every assessment; students' grades in each of section should be entered to the grade sheet. Instructors shall not enter total grades, instead, the grade sheet calculates total grades according to the entered grade in each section of the assessment tool.

Article 8: Upon the completion of the course, the grad sheet will evaluate students in achieving each CLO.

Article 9: the average achievement of CLOs will be reflected in the defined CLO-LOC matrix of **Article 5** to evaluate the students' achievement of each of the competencies of **Article 3**.

Article 10: the results of the activities defined in **Articles 8** and **9** should be analyzed by the instructor to define areas for improving the course design of **Article 2**.

Article 11: the cumulative average achievement of each competency in all courses will be reflected in the HOD sheet to evaluate the cumulative achievement of LOC at the program level.

Article 12: every academic program has defined Program Learning Outcomes PLOs that contribute to the achievement of the mission and vision of the academic program.

Article 13: All PLOs in **Article 10** should be matched in a matrix to the related competencies in the LoC of **Article 2**.

Article 14: the average achievement of each competency of **Article 11** will be reflected in the defined PLO-LoC matrix of **Article 13** to evaluate the cumulative achievement of all students in achieving PLOs and the vision and mission of the academic program.

Article 15: the results of the activities defined in **Articles 10, 12** and **15** should be analyzed and discussed in a department meeting to define areas for improving courses at the program level.