Learning Outcomes Assessment Manual at Islamic University of Madinah

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(English Translation)

دليل تقويم نواتج التعلم في الجامعة -١٤٤٥هـ

ترجمة باللغة الإنجليزية

Introduction

All praise is due and belongs to Allaah, and may peace and blessings be upon the Messenger of Allah, his family, companions, and those who follow him.

As part of the Kingdom's commitment to linking the education system with the labor market and providing the necessary learning to build qualified individuals capable of competing in labor markets by equipping them with knowledge, skills, and values that ensure their preparedness, Saudi universities have focused on defining the learning outcomes achieved by their graduates to align with labor market requirements and latest job competencies.

Islamic University, like many other universities, has been keen to provide its graduates with a set of characteristics that ensure their competitive readiness at all local and global levels. Additionally, among the characteristics that the university has focused on is defining the learning outcomes that distinguish its graduates.

The university ensures that its students achieve the intended learning outcomes through a set of educational assessment methods that align with the nature of the academic programs and courses at the university. The process of assessing learning outcomes involves various procedures in which faculty members, academic departments, colleges, and relevant supporting units participate.

Given the diversity of learning outcome assessment methods, which depend on the nature of the programs and courses, the roles and responsibilities of the parties involved in the assessment process vary. Therefore, the university has established a general framework that outlines the processes for measuring learning outcomes, clarifies the responsibilities of each party, and defines the accountability of all those responsible for measuring learning outcomes at Islamic University of Madinah.

This guide has been developed to align with national strategic directions, national qualifications frameworks in Saudi Arabia, and then to be consistent with the university's vision, mission, and strategic objectives. It

also aligns with institutional and programmatic accreditation requirements in the field of assessment, measurement, and training.

The university has ensured that this guide benefits from the experiences of some universities in this field and incorporates expert opinions on learning outcome assessment. The manual was then presented to a group of expert evaluators both within and outside the university.

General Framework of the manual

In the following sections, the general framework of the manual will be presented, which consists of the university's vision in assessing learning outcomes, the manual's terminology, the target groups, its general objectives, the references and principles for its preparation, and its stages.

The University's Vision in Assessing Learning Outcomes:

Enhancing the level of its graduates so that they meet labor market requirements and strengthen their personalities in a way that fulfills the university's objectives and aligns with labor market demands.

The manual's Terminologies

Term	Definition
Assessment	A structured process aimed at collecting and analyzing data scientifically to determine the extent to which the intended learning outcomes of a course or program have been achieved. It also identifies strengths and weaknesses to issue judgments and make appropriate decisions to reinforce strengths and address weaknesses.
Learning Outcomes	Statements describing what a learner should be capable of performing and is expected to achieve by the end of a specific academic course or educational program.
Domains of Learning Outcomes	The primary components of learning outcomes based on the National Qualifications Framework in Saudi Arabia, encompassing knowledge, comprehension, skills, values, responsibility, and independence.
Knowledge and understanding	Statements describing what the graduate or learner is expected to acquire in terms of knowledge,

Term	Definition
	comprehension, and familiarity with principles, concepts, theories, and facts related to learning and training. It also includes the depth and breadth of knowledge and its expansion and development.
Skills	Statements describing what a graduate or learner can perform and apply in the field of learning and training. These include cognitive (intellectual) skills, practical skills, motor skills, communication skills, and information technology skills.
Values, Responsibility, and Independence	Statements describing the extent to which a graduate or learner applies principles, ethics, and general professional behaviors for success in life and work environments. This includes patriotism, educational management, self-discipline, continuous self-guidance, independence, teamwork, responsibility, and cooperation.

Targeted Categories in the manual:

This guide is intended for everyone involved in assessing learning outcomes, whether as beneficiaries or as responsible individuals at any stage of the assessment process. The beneficiaries can be divided into two categories:

First: Individual Beneficiaries

This category includes:

- **Faculty Members (and the like):** Their benefit lies in understanding the methods and tools of assessment and how to apply them, as well as familiarizing themselves with the specifications of examination papers. In addition, they will be able to understand their roles and responsibilities in the assessment process for undergraduate and Postgraduate Studies.

- **Students:** This guide enables students to understand the intended assessment methods, tools, and how they are conducted, ensuring they are prepared to engage with them before they are implemented and evaluated accordingly.

Second: Institutional Beneficiaries

This category includes:

- **College Deans and Vice Deans:** They benefit from the manual by understanding how to distribute responsibilities, form committees required for assessment operations and monitor their implementation.
- **Assessment Units in Colleges:** Their benefit lies in learning about the roles assigned to them in the assessment process and the mechanisms for executing those roles.
- **Deanship of Development and Quality:** This guide serves as one of the requirements for institutional and program accreditation, ensuring that learning outcomes are effectively assessed and utilized in developing improvement plans.
- **Deanship of Postgraduate Studies and Scientific Research:** Their benefit lies in using the manual as a reference for directing and monitoring graduate programs' adherence to approved assessment methods outlined in the manual.

General Objectives of the manual:

This guide aims to achieve several general objectives, including:

- Contributing to the achievement of Saudi Vision 2030 for the development of the educational and pedagogical system and the personal development of its members by enabling them to acquire the knowledge, skills, and behaviors necessary for their scientific and practical practices.
- Contributing to achieving the university's vision, mission, and strategic goals in ensuring the quality of learning outcomes.
- Contributing to fulfilling the requirements for institutional accreditation and programs that include the standards of the Education and Training Evaluation Commission.
- Providing an executive framework for learning outcomes assessment processes, benefiting students, faculty members,

relevant bodies, and committees involved in university examination processes.
- Contributing to assessing learning outcomes of specific programs and academic courses.
- Familiarizing stakeholders with the assessment methods adopted by the university to verify learning outcomes, which is reflected in the advancement of its graduates.

References for Preparing the Manual:

The manual is based on several references, including:

- The Future Plan for Higher Education *(Afaq*).
- The National Qualifications Framework in the Kingdom of Saudi Arabia.
- Guidelines for classifying levels and specializations.
- The Education and Training Evaluation Commission's documents on institutional accreditation and programs.
- The university's vision, mission, and strategic objectives.
- The Unified List of Study and Examination Regulations and its regulatory rules at Islamic University.
- The Unified List of Higher Studies in Saudi Universities and its regulatory rules at Islamic University.
- The Academic Programs Guide at Islamic University.
- The Graduate Attributes Guide at Islamic University.
- Sources and specialized references in the field of educational assessment.

Guidelines for Preparing the Manual:

The university adhered to several standards and general guidelines in preparing this guide, which were considered a broad framework for it. These include:

- Alignment with Saudi Vision 2030, its objectives, and initiatives in the field of education.
- Alignment with the university's vision, mission, and strategic goals in ensuring the quality of the education and learning process.
- Compliance with the regulations, bylaws, and organizational rules that govern admissions, studies, and examinations.

- Compliance with institutional and programmatic accreditation standards issued by the Education and Training Evaluation Commission.
- Keeping up with the latest developments and updates in scientific curricula and pedagogy in assessment methods.
- Considering the different levels covered by the manual, ranging from the undergraduate (bachelor's) level to postgraduate studies.
- Accommodating all disciplines, academic programs, and the nature of study courses in each of them.
- Incorporating modern technology and its applications in educational assessment processes, such as remote examinations.
- Benefiting from experiences of local, regional, and international universities in preparing educational assessment guides.

Stages of Preparing the Manual:

The preparation of the manual went through the following stages:

The First Stage: Formation of the Manual Preparation Team

A team was formed to prepare the manual, with awareness of its structure, ensuring it includes specialists in curricula, teaching methods, and individuals with expertise in the field.

The Second Stage: Defining the General Framework of the manual

This stage was implemented through the following procedures:

- Identifying the general references for assessment, including visions, strategies, regulations, laws, guidelines, and strategic goals.
- Defining the general standards governing the preparation of the manual.
- Determining the methodological approach for preparing the manual.
- Specifying the stages of work in preparing the manual.
- Identifying the main, subsidiary, and supportive elements of the manual's content.

The Third Stage: Analyzing the Current Assessment Situation at the University

This stage was conducted through the following procedures:

- Reviewing assessment methods in program and course descriptions at both the undergraduate (bachelor's) and postgraduate levels.
- Analyzing assessment methods and their inclusion based on the university's study stages, programs, and courses.
- Analyzing the university's performance in assessment processes, identifying strengths and areas for improvement, and defining special contents based on assessment methods and relevant references.

The Fourth Stage: Reviewing University Practices and Benefiting from Them in the Field of Assessment

This stage was carried out through the following steps:

- Reviewing assessment practices in selected universities and determining suitable ones.
- Identifying best practices that align with the nature of university programs and courses.
- Establishing general guidelines that help the university formulate its approach to preparing learning outcome assessments.

The Fifth stage: Initial Drafting of the manual

This phase was completed through the following steps and procedures:

- **Assigning tasks to the manual preparation team.**
- **Drafting the manual according to the standards and criteria** that include the sources and references identified in the second phase of guide preparation, in accordance with the best-selected practices.
- **Formatting the text, designing the cover page, numbering the pages, and preparing the table of contents** with the manual's content.

The Sixth Stage: Review and Approval of the manual

This phase was completed through the following procedures:

- **Linguistic verification and technical review of the manual.**
- **Gathering feedback from stakeholders and beneficiaries** regarding the manual by presenting it to academic leaders, faculty members, trainers, undergraduate and postgraduate students at the university. This was done through workshops, electronic surveys, and other feedback collection methods.
- **Analyzing stakeholders' and beneficiaries' opinions** and revising the manual's draft based on the agreed-upon modifications.
- **Presenting the manual to a number of expert assessors in the field of educational evaluation,** reviewing their feedback, and incorporating expert recommendations.
- **Submitting the manual to the relevant committees and councils for approval** and issuing the final decision to implement it.

The Nature of Learning Outcomes and Their Assessment

1. Concept of Learning Outcomes:

The student is considered the central focus in all stages and types of learning, as well as in the educational process as a whole. Therefore, determining the required level of knowledge, skills, attitudes, and assessment has become highly significant in preparing graduates capable of meeting the demands of society, the labor market, and the evolving knowledge and skills requirements.

Learning outcomes represent the result of learning and teaching processes in any educational institution. These outcomes demonstrate the extent to which students have acquired the necessary knowledge, skills, attitudes, and behaviors in a measurable way, based on what they have learned at the end of any study course or educational program.

Learning outcomes are defined as precise statements describing what a student is expected to know, understand, and be able to do after completing a specific course or program. These outcomes can be measured using various assessment methods aligned with quality standards and corresponding to the level of the student and the course.

2. Importance of Learning Outcomes:

Accurately determining learning outcomes plays a clear role in ensuring the quality of the higher education system. A university student's awareness of learning outcomes helps them understand what they are expected to achieve in a course or program. This, in turn, enhances their engagement, prepares them for real-world applications, and increases their interaction effectively both inside and outside the classroom.

For university professors, learning outcomes provide an opportunity for effective planning in selecting appropriate academic content, designing teaching strategies, choosing suitable assessment methods, and identifying the best teaching and

learning resources. This contributes to improving the quality of education and achieving desired learning objectives.

At the institutional level, universities seek to integrate the efforts of their members in aligning the university's educational mission and objectives while strengthening their academic standing among universities and different educational institutions.

3. Domains of Learning Outcomes:

According to the National Qualifications Framework in the Kingdom of Saudi Arabia (2023, p. 12), there are three domains of learning outcomes: **knowledge and understanding, skills, and values.**

A. Knowledge and Understanding:

This includes what the learner knows and understands in the field of learning, such as:

- Knowing and understanding facts, concepts, principles, theories, and processes related to the field of learning.
- Describing the depth of knowledge and its type, whether it is specialized, general, or multidisciplinary.
- Determining the breadth of knowledge, whether covering a single topic or multiple disciplines.
- Defining the level of knowledge complexity, combining the type, depth, and extent of knowledge.

B. Skills:

This includes what the learner can perform and apply in the field of learning, such as:

- **Cognitive skills:** These include critical thinking skills, problem-solving, analysis, and creativity, as well as metacognitive thinking (thinking about thinking).
- **Practical and manual skills:** These include using materials, tools, devices, and applying motor and manual skills.
- **Communication skills and information technology literacy:** These include verbal and non-verbal communication skills, digital literacy

skills (such as computing), and the use and production of information technology.

C. Values, Responsibility, and Independence:

This includes what is required of the student in terms of principles, standards, and ethics that guide successful behavior in different life, academic, or professional fields, including:

- **National and professional values and ethics**, which encompass professional and human ethics in various disciplines.
- **Responsibility and independence management**, which includes self-learning, continuous development, and effective teamwork in achieving responsibilities.

Assessment of Learning Outcomes:

4. **Assessing Learning Outcomes:**

Assessing learning outcomes means issuing a judgment on the level of achievement of students in the first university stage or in the postgraduate stage for the targeted learning outcomes, while enhancing strengths and addressing weaknesses.

The assessment process is a **systematic and scientific-based process** aimed at issuing an accurate and objective judgment on the extent to which students achieve all learning outcomes in its three domains: **knowledge, understanding, skills, and values**. It also identifies strengths and weaknesses in each domain to facilitate appropriate decision-making to address any deficiencies or shortcomings.

The purpose of assessing learning outcomes for a **course or academic program** in university education is to improve students' levels of achievement, enhance their feedback, and help identify **strengths and weaknesses** in their performance. Additionally, it helps define the **level of targeted academic standards**, document students' learning achievements, and benefit from these results in improving the educational process and academic support services.

5. **Key Concepts in Assessing Learning Outcomes:**

There is frequent confusion between **three fundamental terms** in assessing learning outcomes: **measurement, assessment, and evaluation**. Some consider them synonymous, but there are fundamental differences between these terms, as follows:

a. **Measuring Learning Outcomes:**
   - This refers to the **quantitative evaluation** of learners' performance in specific learning outcomes. It involves assigning a **numerical value or score** to what is intended to be measured.
   - Tools such as **tests, observations, and measurement scales** are commonly used.
   - It focuses on assigning **a numerical judgment** without giving it **a qualitative value**.

b. **Assessing Learning Outcomes:**
   - This process involves **collecting data and information**, analyzing it, and organizing it to **help determine the extent of students' achievement** of the targeted learning outcomes in a course or academic program.
   - Information is gathered through **tests, observations, and assessments**, and this process includes **diagnosis and intervention** for improvement.

c. Evaluation of Learning Outcomes

A systematic process that requires collecting objective and reliable data and information from multiple sources using various measurement tools within specific goals to obtain quantitative or qualitative estimates upon which judgments are based, or appropriate decisions are made regarding the level of achievement of the intended learning outcomes (diagnosis). These decisions are used to address deficiencies and shortcomings (treatment).

In summary, the term evaluation is positioned between the concepts of measurement and assessment. Measurement involves numerical data collection, while assessment means making a judgment about the student's behavior based on specific criteria and not exceeding mere description of the learning outcome. Evaluation, on the other hand, refers to issuing a judgment about the student, which includes diagnosis, treatment, and follow-up.

6. Characteristics of Good Learning Outcome Evaluation:

Achieving learning outcome evaluation for its intended functions requires the availability of a set of characteristics, including:

- That learning outcome evaluation is linked to learning, meaning that evaluation occurs in light of the intended learning outcomes set from the beginning.

- Learning outcome evaluation should be comprehensive, covering all fields of learning and all elements of the educational process and influencing factors. It should reflect all aspects of the learner's personality and all methodological components.
- Learning outcome evaluation should be continuous and an integral part of the educational process from beginning to end.
- Learning outcome evaluation should be economical in terms of time, effort, and money.
- Learning outcome evaluation should be scientifically based, meaning that it should be built on scientific foundations and be accurate, with methods characterized by reliability, objectivity, and validity.
- Learning outcome evaluation should be human-centered, meaning that its primary goal is to help students grow as comprehensively as possible and allow their talents to flourish. It should also serve to improve the teaching and learning process.
- Learning outcome evaluation should be cooperative, meaning that all stakeholders in university evaluation affairs participate so that the judgment is based on multiple perspectives.

7. Standards for Evaluating Learning Outcomes:

There are a set of standards that a university professor must consider when selecting evaluation methods and techniques. The most important are:

- **Comprehensiveness**: The evaluation should cover all areas of learning (knowledge, comprehension, skills, and values) and should not be limited to just one of these aspects or focus only on a single level in one area.
- **Diversity**: The evaluation process should be characterized by variety in levels, methods, and tools to capture different

dimensions of learning outcomes (knowledge, comprehension, skills, and values).

- **Validity, reliability, and objectivity**: The evaluation tools used to assess learning outcomes must be designed in a way that ensures they measure what they are intended to measure and provide the same results when applied repeatedly to different groups of students. The evaluation results should not be influenced by subjective factors of the examiner.
- **Continuity**: The evaluation should guide the course of the learning process.
- **Providing facilitators for the evaluation process**: The evaluation methods should be transparent, clear, and fair.
- **Multiple evaluation perspectives and levels**: Evaluation should consider different viewpoints and levels.
- **Utilizing evaluation for growth**: Evaluation should be used to promote the development of the learner, refine their knowledge, and motivate them towards competition, effort, and the pursuit of knowledge.

Evaluation of Learning Outcome Domains

According to the National Qualifications Framework of the Kingdom of Saudi Arabia, learning outcome domains are classified into three categories:

1. **Knowledge and Understanding**
2. **Skills**
3. **Values, Responsibility, and Independence**

Each of these three domains has specific assessment tools that help verify the extent to which they have been achieved by the target learners. These tools will be explained in the following sections:

Assessment of Knowledge and Understanding

Knowledge and understanding are assessed using various tools, including:

1. Tests

There are multiple types of tests, with the most prominent being:

a) Short Tests

- A short test consists of a single question or a limited set of questions that can be answered within a few minutes.
- It may be oral or written.
- It is often administered at the beginning or end of a lecture.

Example: Measuring the following learning outcome: *"The student defines the key concepts in the course on Manuscript Edition."*
This can be assessed using the following questions by putting correct sign or wrong sign at the front of a sentence:

1. "Erasing a letter means altering its shape so that it no longer retains its original form." ( )
2. "The word 'edition' is a noun derived from the verb 'to edit'." ( )
3. The word "tahqiq" is derived from the verb "tahaqqaqa" ( )

b) Long Tests

Long tests are further divided into:

- **Midterm Exams:**
  - Conducted approximately halfway through the semester.
  - Consist of a set of oral or written questions.
  - Require a full lecture or more to complete.
  - Assess multiple learning outcomes.
- **Final Exams:**
  - Administered at the end of the semester.
  - Consist of oral or written questions.
  - Typically require two to three hours to complete, based on the allocated time.
- **B - Research Activities:** These involve assigning a student or a group of students to prepare research related to one or more learning outcomes. After completion, a session is held to discuss these researches with the students, confirming the extent to which the related learning outcomes have been achieved.
- An example of this could be asking students to prepare research on the following learning outcome: "The student reviews the contemporary doubts surrounding the Quran."
- **C - Educational Activities:** These involve assigning students to carry out specific educational activities related to one or more learning outcomes, contributing to achieving them at the required level.
- Examples include writing reports, creating mind maps, making concept maps, practical presentations, presentations, participating in training courses, attending discussions of research projects and academic theses, summarizing, critiquing, etc.
- **D - Brainstorming Sessions and Classroom Discussions:** These occur during lectures where a faculty member presents a case, issue, topic, or problem to students related to a specific learning outcome, for discussion and to draw conclusions and solutions.
- An example of this could be discussing with students a learning outcome related to the obstacles in applying flipped learning in university stages.
- **Assessment of Skills Using Various Tools Based on the Type of Skill:**
- **A - Cognitive Skills:** Cognitive skills are assessed using the same tools for evaluating the cognitive aspect mentioned earlier.

- **B - Practical, Physical, Communication Skills, and Information Technology Skills:** These are evaluated using one of the following tools:
- **(1) Observation:** Observation is widely used to measure practical, physical, and communication skills because the practical performance aspect clearly shows in the learner's behavior. A faculty member can observe it in detail, whether through structured or informal observation. Examples include observing a student's performance in Quran recitation, Quranic readings, oratory skills, speaking skills, computer skills, speech delivery skills, poetry recitation skills, etc.
- **(2) Performance Situations Test:** In this type of test, questions are framed as practical situations that demonstrate the student's performance in a skill. Each practical situation has three alternatives or more: the first is positive, the second is neutral, and the third is negative, equal to one point. Additional spaces can be added for the student to express their performance that was not included in the previous options.

Examples include Measuring student behavior in various phenomena such as performing prayers at their proper times, avoiding backbiting and gossip, and cooperating with peers.

There are many types, including:

Written Performance: In this type, a faculty member asks the student to perform a written task to assess their writing skill. Examples include:

- Write the Quranic verse "لَعلَكُمْ تُرْحَمُونَ" (Surah Al-Hujurat: 10) in Uthmani script.
- Draw a flowchart showing the steps of ablution.
- Write a message to your friends congratulating them on their academic success.

Discovery and Recognition Tests: In these, the learner is asked to discover or recognize things and their components. Examples include:

- Identify the grammatical error in the conversation presented to you.
- Discover the tajweed error in the following recitation.
- Identify the doctrinal error in the behavior shown.

Practical Performance Tests: In these, the faculty member asks the student to perform a practical task related to the course to measure their skill. Examples include:

- Ask the students to conduct an experiment in the laboratory.
- Prepare an architectural design.
- Dissect an animal's body.
- Deliver a sermon about common doctrinal violations in society.
- Pronounce the letters with proper elongation and insertion and pronounce the word "أعجمي" in Surah Fussilat with facilitation.

This assessment can focus on the procedures and steps, known as **process-based assessment**, or solely on the final result, known as **outcome-based assessment**. It can also assess both the process and the outcome.

The learner may be asked to identify a specific performance from a range of performances shown to them, such as identifying the articulated letters in recited verses.

Performance Determination Tests: These tests focus on assessing specific aspects of performance.

Performance Simulation Tests: In these, the learner is asked to imitate a particular performance, such as mimicking the recitation of one of the Imams of the Two Holy Mosques.

4. Rating Questionnaire: This is a questionnaire that includes statements or paragraphs through which the student can self-assess their performance and behavior, determining if they perform as expected, at an intermediate level, poorly, or not at all. The statements are phrased in the first-person perspective, such as:

- "I perform my tasks as expected in preparing assignments for the course."
- Each option has three, four, or five alternatives/choices, such as: very large, large, medium, weak, very weak, always, often, sometimes, rarely, never, etc. The student must choose the one that best applies.

5. Judgment Issuance Questionnaire: This is a questionnaire that includes statements or paragraphs through which the faculty member can assess the student's performance and behavior. Does the student perform as expected? Or do they perform at an intermediate level? Or do they perform poorly? Or do they not perform at all? It can also be used for peer assessment, known as **peer evaluation**.

- The statements in the judgment issuance questionnaire are written in the third-person perspective, such as: "The student uses modern technology in preparing assignments for the course."
- Each option has three, four, or five alternatives/choices, such as: very large, large, medium, weak, very weak, always, often, sometimes, rarely, never, etc.
- **Assessment of Values, Responsibility, and Independence Using Various Tools, Including:**
- **A - Observation:** Through observation, the faculty member can assess the behavioral and emotional aspects related to values in the target groups, whether through structured or informal observation.
- Examples include observing student behaviors related to values such as cooperation, participation, teamwork, task management, decision-making, commitment to Islamic values and ethics, students' dissatisfaction or enjoyment, etc.
- **B - Situational Test:** In this type, test questions are framed as emotional or behavioral situations that show the values, attitudes, and inclinations within the student, and their commitment to ethics and behavior. Each situation has three or more alternatives: the first is positive, worth three points; the second is neutral, worth two points; the third is negative, worth one point. Empty spaces can be added for the student to express their performance not covered by the previous choices.
- Examples include measuring the student's attitude toward a particular course or program and their inclination toward values like cooperation with colleagues, love for initiative, participation in volunteer work, community engagement, and commitment to Islamic ethics and manners.
- **C - Multiple Choice Test:** In this type, the faculty member presents the student with a series of questions, each with multiple alternatives. These alternatives may be three, four, or five.

Modern History Course

A. More than
B. **similar to**
C. **Less than B**

I find the lecture on Quranic recitation guidance to be:

A. One of the most interesting lectures.
B. I get distracted by it.
C. I get frustrated with it.

Self-Assessment: This is a questionnaire that includes statements through which the student can assess their internal feelings and external behavior. The statements or phrases in the self-assessment questionnaire are written in the first person, such as: "I adhere to Islamic ethics in my dealings with my colleagues and teachers" or "I cooperate with my group within the classroom on the tasks we are assigned."

Judgment Issuance Questionnaire: This is a questionnaire that includes statements through which the faculty member or peers can assess the students' attitudes, inclinations, and external behavior. The statements in the judgment issuance questionnaire are written in the third person, such as: "He adheres to Islamic ethics in his dealings with his colleagues and teachers" or "He cooperates with his group within the classroom on the tasks they are assigned."

Essay Test: This consists of essay questions that assess multiple aspects of the learner, including their ability to express their emotions, and their psychological, emotional, and value-oriented side.

An example could be: "Express your feelings toward the observations you make in the universe and how they signify the greatness of Allah."

Or: "Describe your feelings toward the course on the ten Qira’at (Variants of Quranic readings) according to the Shatibi method and the Durra text."

Interview: This occurs between a faculty member and one or more students in order to gather data and information from the target group about the learning outcomes outlined in the course description to verify the extent to which they have been achieved.

The interview includes a set of questions with either restricted or open-ended responses. Through the answers, the students' attitudes, inclinations, beliefs, principles, and more can be revealed.

Examples include asking students about their relationships with their peers, the initiatives they have taken to improve the courses, their level of completion of assigned tasks, obstacles in teaching the course, and how colleagues interact with them both inside and outside the classroom, as well as the strengths and weaknesses of the program.

Assessment of Field Experience and Student Projects

Field experience and student projects are special courses in the assessment process; they can be standalone or part of a course. They have their own system of evaluation.

Field experience is one of the most important courses that link theoretical knowledge to practical application, in addition to contributing to equipping learners with the necessary performance skills. It draws directly from its primary source, which is the practical and training field, helping students prepare for future careers. It makes them more effective and better prepared for the job market.

Definition of Field Experience: Field experience can be defined as the performance activities and practical exercises that the trainee student carries out at the training site to acquire practical skills in a specific field or specialty.

Methods and Tools for Assessing Field Experience:

Field experience assessment depends on various methods:

- **Assessment by Field Supervisors:** This is done through regular field visits to the trainees at the training site. The field supervisors, who are faculty members, make repeated visits to the trainees at the training site and write a report on their achievement of the targeted learning outcomes. This report is based on the observation of the trainees in the field, as well as interviews with the training site officials to assess the students' punctuality, adherence to training rules, their progress, and the experiences they have gained.
- **Assessment by the Training Organization:** This is carried out by the organization implementing the training by writing a report on the trainees' acquisition of the required practical experiences.
- **Student Report:** The students' report may contain the tasks assigned to them since the beginning of the academic year, such as: the activities they have worked on, the location where they have provided their services, and the skills they have been trained in. The student report is evaluated using a performance assessment form with a graded scale, like the one used for assessing practical

performance or evaluating projects based on the skills the student is expected to accomplish.

Practical Assessments:

Students can be evaluated through an objective practical test in some of the skills they have been trained in, provided that the conditions at the field training site allow it. This can be done using specially prepared evaluation forms.

C. Evaluative Elements in Field Experience

There are no universally agreed-upon elements for assessing field experience. However, some common elements serve as shared criteria for evaluating most field experiences. These include:

- Adherence to schedules.
- Compliance with relevant rules and regulations.
- Performance skills acquired through training.
- Communication skills.
- General appearance of the trainee.

Student Projects Evaluation:

Student projects assigned as part of a specific course or program play a significant role in developing various skills, such as research, writing, critical thinking, creative thinking, and problem-solving. These skills are enhanced through both the **process of designing and preparing the project** and the **final output**. Additionally, student projects help deepen theoretical knowledge and connect it to practical application, contributing to the achievement of learning outcomes in courses and academic programs.

A. Definition of Student Projects

Student projects refer to a set of extracurricular educational activities carried out by students under the supervision and guidance of a faculty member, either within or outside the educational institution. The primary goal is to achieve the desired learning outcomes and enhance various skills among students.

B. Types of Student Projects:

Student projects come in many types, varying by specialization, purpose, and academic nature. They may be in engineering, science, computer science, or aimed at solving societal problems. Some projects are constructive, while others are developmental, among other types. However, all student projects fall under two main categories:

- **Individual projects:** Assigned to each student separately.
- **Group projects:** Completed by a group of students.

C. Stages of Student Projects:

A student project goes through several stages:

1. **Project Selection:** The project is chosen based on several considerations related to the learning outcomes of the course and program, the student's specialization, the project's educational value, its benefit to the individual and society, and its feasibility in terms of student abilities and available resources.
2. **Project Planning:** At this stage, a detailed plan is created for project implementation, including a specific timeline for completion, sources of information, and identification of main and secondary tasks. Responsibilities are distributed among students, including operations, procedures, and expected outcomes.
3. **Project Execution:** Based on the previous steps, the actual implementation of the project begins under the supervision and guidance of faculty members.
4. **Project Evaluation:** This is an important stage to ensure proper implementation and to confirm that the intended learning outcomes are achieved. The evaluation process begins from the initial stages (project selection) and continues to the final stage (project design) to assess the overall process and final outcome.

D. Methods and Tools for Evaluating Student Projects:

The evaluation of student projects is carried out through:

- Faculty member evaluation.
- Peer evaluation.
- Self-assessment.
- Beneficiary assessment.

Key Tools Used in Evaluating Student Projects:

- **Examinations:** These are crucial in assessing the cognitive and practical aspects of the project, whether through short or long written tests.
- **Written Report on the Final Project Design:** This report is usually prepared by the students executing the project and may also be written by the supervising faculty member. It serves as an observation sheet to measure the processes (steps and procedures) that students followed in completing the project, their participation in group work, their cooperation, and the challenges they faced and overcame.
- **Self-Evaluation:** In this process, students evaluate themselves in all project stages.
- **Evaluation Questionnaire:** This is conducted by the supervising faculty member to assess students' performance, either individually or collectively.
- **Interviews:** Students are interviewed to determine what they accomplished, the procedures followed, and their perspectives on the project under study. This may also involve beneficiaries of the project.
- **Content Analysis Sheet:** Used when the project relies on written work, such as conducting a scientific research study that involves collecting data and information about a phenomenon or societal issue.

Key Elements in Student Projects Evaluation:

There are no universally agreed-upon elements for evaluating student projects. However, some common factors serve as a shared basis for assessing most projects. These elements help in evaluating students' work, including:

- **Project Title**
- **Project Processes**
- **Project Plan**
- **Scientific Importance of the Project**
- **Applicability of the Project**
- **Project References**
- **Project Samples**

Evaluation of Continuous Assessment of Learning Outcomes

1. Continuity is one of the most important criteria for assessing learning outcomes. Continuous assessment aims to accompany the teaching process from its beginning to its end, guiding it towards the optimal path for achieving intended learning outcomes. This assessment identifies students' strengths and weaknesses through various means such as classwork, assignments, periodic tests, and ongoing modifications.

- If assessment is conducted consistently and systematically, it ensures accurate diagnosis and correction at all stages, from the beginning of teaching to its conclusion.

2- Types of Continuous Assessment:

Assessment types vary, including diagnostic, formative, and summative evaluations. Continuous assessment provides ongoing feedback to achieve learning outcomes. The details are as follows:

- **First: Diagnostic Assessment**
  A faculty member uses this type of assessment at the beginning of the course or lecture. It aims to identify learners' prior knowledge and prior experiences, then build upon them. It also helps determine the learner's level, assess their suitability for a particular field, and use diagnostic tests to measure abilities and readiness. Personal interviews are also utilized, and results of diagnostic assessment help place learners in different levels according to their academic abilities.
- **Second: Formative Assessment**
  This type of assessment generally aims to determine the extent of learners' progress in achieving planned learning outcomes and their understanding of specific topics to guide the teaching process effectively.
  Formative assessment starts at the beginning of learning and continues throughout the course. It helps the instructor adjust and improve teaching methods to suit students' needs. This type of assessment is conducted using classroom questions, oral discussions, exercises, exams, and interactive activities to measure students' progress.
- **Third: Diagnostic Assessment**

Diagnostic assessment aims to identify areas of strength and weakness in the learner's achievement. This type of assessment is conducted at regular intervals during the implementation of the educational program or during teaching by applying diagnostic tests. These tests measure the extent to which the learner has acquired each learning outcome to provide an accurate description of the causes of weaknesses they may face, with the goal of addressing them.

Therefore, the primary purpose of diagnostic assessment is to determine the best learning situation for learners based on their current educational status.

- **Fourth: Summative Assessment**

  This type of assessment is used at the end of a semester or an educational program when the student has completed all requirements within the designated timeframe. The summative assessment determines the extent to which learners have achieved the intended learning outcomes.

  Additionally, it provides educational administrators with a basis for fairly assigning grades for the entire course. It also allows for comparisons between learners' results across different classes or programs where the same course is taught. Through this, indicators of performance quality in the course or program can be derived, helping to assess the suitability of the educational curricula and policies in place.

Assessment Tools and Methods for Learning Outcomes

There is often an overlap in educational writings between assessment methods and tools. Sometimes, a method is referred to as a tool, and at other times, a tool is called a method. However, they can be distinguished as follows:

1. **Assessment Method**: It is the approach used to collect data and information. It includes a set of elements such as statements, questions, and analysis categories.
2. **Assessment Method is Broader than an Assessment Tool**: The assessment method encompasses multiple tools. For example, the **direct assessment method** consists of tools such as tests, interviews, and observations. Meanwhile, an **assessment tool** consists of a set of statements, questions, or analysis categories organized within specific dimensions to gather data from an individual or entity.
3. **Examples of Assessment Methods and Tools**

- **Examples of Assessment Methods**: Direct assessment, indirect assessment, ongoing assessment, modern assessment, alternative assessment, and intermittent assessment.
- **Examples of Assessment Tools**: Tests, questionnaires, interviews, observation sheets, and content analysis sheets.

The following sections will outline the key tools that can be used to assess the learning outcomes of courses and educational programs, followed by a discussion of assessment methods.

Assessment Tools for Learning Outcomes

A variety of tools and methods can be used to collect data and information to assess learning outcomes based on the **National Qualifications Framework of Saudi Arabia (2023)**. Some of the most notable tools include:

Tests as an Assessment Tool

Tests are among the oldest and most used tools in the assessment process due to their suitability for measuring **cognitive domains** that educators focus on in different disciplines. Additionally, they serve multiple **educational and institutional** purposes.

Definition of a Test

A test can be defined as a tool or instrument composed of a set of questions designed to measure a specific aspect. The test taker is required to respond to these questions either **in writing or orally** to provide data and information that enable educators to make informed decisions regarding the test subject.

Using Tests to Measure Learning Outcomes

Tests are employed to gather relevant **knowledge, comprehension, and skill-based** data. They can be administered either **on paper or electronically** to the target group of learners, after which they are graded, and an appropriate judgment is made regarding the extent to which the intended learning outcome has been achieved.

Types of Tests

The types of tests vary depending on their **purpose and the target audience**. Below is an overview of some of these types:

Oral Tests

Definition of Oral Tests:

Oral tests are assessments where **questions are posed verbally** to the student, and responses are also given **orally**. In these tests, **the examiner and the student interact face-to-face**, with the student responding

directly to spoken questions. In some cases, students may be required to deliver a **pre-prepared presentation**.

Objectives of Oral Tests:

Oral tests aim to measure the student's ability to:

- **Communicate fundamental concepts, theories, and ideas verbally**.
- **Read fluently and pronounce words correctly**.
- **Express ideas clearly and engage in conversation effectively**.
- **Demonstrate comprehension of facts, concepts, and communication skills**.
- **Showcase personal attributes such as confidence in answering questions and articulating responses effectively**.

Types of Oral Tests

Oral tests consist of three main types:

1. Oral Questions

An oral question is a set of spoken words directed at an individual in a way that allows them to **understand the intended meaning, think about it, and respond accordingly**. These questions typically revolve around a **concept or idea** within an academic subject, and the student's answer reflects their level of comprehension and knowledge of the topic.

Oral questions do not involve **reading or writing**; instead, they are posed **verbally** to the student, who must respond in a spoken format. These questions may require either **a short or an extended answer**, though they rarely involve multiple-choice responses.

Uses of Oral Questions

Faculty members use **short oral questions** in various academic settings, such as:

- **Pre-assessment at the beginning of a lecture**.
- **Interviews with applicants for graduate programs**.
- **Formative assessments during lectures** to confirm students' understanding of key concepts and information.

- **Final assessments in courses that require an oral exam** before the written final exam, such as certain courses in the **Institute of Arabic Language Teaching** and the **Faculty of the Holy Quran**.

Key Criteria for Formulating Oral Questions

Effective oral questions should meet the following standards:

- **Clarity**: The question should be straightforward to avoid ambiguity in its objectives.
- **Objectivity**: The question should not be influenced by the examiner's personal emotions or biases.
- **Naturalness**: It should be **free of unnecessary complexity**.
- **Appropriateness**: The question should match the students' level of cognitive development and consider **individual differences** among them.
- **Comprehensiveness**: It should cover the intended **learning outcomes**.
- **Simplicity**: The question should be formulated in **clear and easy language**.
- **Conciseness**: The question should be **brief and to the point**.
- **Definitiveness**: The question should have only **one correct answer** to avoid confusion.

Key Indicators of Quality in Oral Questioning

To ensure effective oral questioning, the following quality indicators should be observed:

1. **Creating a Safe Environment** – The student should feel comfortable when answering.
2. **Clarity in Question Formulation** – If a question is unclear, it should be **rephrased** for better understanding.
3. **Allowing Thinking Time** – Students should be given enough time to think before responding.
4. **Avoiding Interruptions** – The student should not be interrupted unless they completely deviate from the topic.
5. **Encouraging Elaborate Answers** – If a student wishes to **expand** on their response, they should be allowed to do so.

6. **Avoiding Discouraging Comments** – Negative remarks like *"Wrong!"*, *"Enough!"*, or *"Just give the key point!"* should be avoided.
7. **Probing Further** – Additional follow-up questions should be asked to deepen understanding, such as: *"What do you mean by that?"*

2.The Use of Oral Dialogue in Assessment

Oral dialogue is an effective tool for assessing **cognitive skills** and **communication abilities**. Faculty members facilitate oral discussions that:

- Help students **formulate and express their ideas clearly**.
- Encourage **active listening** and interaction.
- Divide students into groups, each focusing on a different aspect of a topic.
- Guide a discussion where each group presents their findings, contributing to a **comprehensive understanding** of the subject.

Key Indicators of Quality in Oral Dialogue

Students are assessed based on:

1. **Staying on Topic** – Responses must remain relevant to the discussion.
2. **Time Management** – Each group must adhere to their allotted time.
3. **Summarizing Conclusions** – At the end of the discussion, key findings should be **clearly summarized**.
4. **Encouraging Open Expression** – Students should feel free to express their **unique ideas** without fear of judgment.

Oral Presentations as an Assessment Tool

Oral presentations are used to evaluate a student's ability to discuss a given topic while measuring their achievement of:

- Learning **outcomes** related to knowledge, skills, and information from the course.
- Their ability to **address an audience with confidence** and clarity.

Criteria for Evaluating Oral Presentations

Each oral presentation is assessed based on four key evaluation criteria:

1. **Delivery Style** – Includes **voice clarity, speech rate, pronunciation, and articulation**.
2. **Organization** – Covers **the logical flow and coherence of ideas** presented.
3. **Content Quality** – Assesses:
    - **Relevance and coherence** of the content with the topic.
    - **Adaptation** of content to suit the audience.
    - **Supporting arguments with evidence and reasoning**.
4. **Language** – Evaluates:
    - **Linguistic accuracy**.
    - **Appropriate vocabulary selection**.

Key Guidelines for University Professors in Conducting Oral Exams

To ensure effective oral assessments, instructors should follow these principles:

1. **Ask Questions Suitable for Each Student's Abilities** – This encourages participation and supports academic growth.
2. **Use Thought-Provoking Questions** – Preferably, questions that promote **divergent thinking**, leading to broad and creative ideas rather than single-word answers.
3. **Allow a Pause Before Selecting a student to Answer** – A wait time of **3–5 seconds** after posing a question allows students to formulate thoughtful responses.
4. **Avoid Punishing or Mocking Incorrect Answers** – Creating a positive learning environment fosters confidence and engagement.
5. **Vary the Types and Styles of Questions** – Ensures that discussions remain dynamic rather than repetitive.
6. **Be Flexible with Answers** – Expect **multiple valid responses** rather than a single predefined answer.
7. **Simplify or Break Down Complex Questions** – When needed, **restructure** a question into smaller, clearer parts.
8. **Avoid Repeating Questions** – Ensure clarity in the initial phrasing to prevent unnecessary repetition.
9. **Use Encouraging Feedback** – Employ **praise, positive gestures, and facial expressions** to motivate students. Encouragement fosters

continued participation and engagement, a technique known as **reinforcement**.

Written Tests:

This type of test relies on the student's written performance in answering the exam questions and writing them on a specific sheet within a predetermined time frame. It includes two types of questions:

- **Essay Questions:** These are questions where the student produces a response based on what they understand from the curriculum being tested.
- **Objective Questions:** In these questions, the student selects the correct answer. These questions measure the student's ability to recall information, deduce, interpret, and apply principles in new situations. They come in various forms, such as true/false, multiple-choice, completion, and matching.

Types of Written Tests:

These questions allow the student to answer in an essay format, in their own style. The response may consist of one or more sentences, and may require a long answer, potentially several paragraphs, to measure the student’s ability to express themselves, connect ideas, and logically present the topic involved in the question.

The main advantage of essay questions is that they are easy to prepare, and they give the student the freedom to express their opinions and organize their thoughts. However, their disadvantage is that they do not cover large portions of the curriculum because they require more time to answer. Additionally, they take a significant amount of time to correct and are subject to the evaluator’s subjective interpretation.

Developed Essay Questions are a form derived from the traditional open-ended essay test but in a more advanced form. This type requires the student to give a brief and specific response. In this format, the questions specify the type of answer, such as: "Answer in no more than two lines," "Limit your answer to five lines," "List," "Define," etc. This format overcomes the limitations of traditional essay questions while maintaining their advantages, as it helps ensure the coverage of the material and allows for more objective grading.

Key Indicators of Quality in Writing Essay Questions:

- The question should be clear and focused.
- Avoid using words related to recall, such as: "Who," "When," or "List."
- It is preferable to use phrases that align with higher-level objectives, such as: "Why," "Explain," "Compare," "Link," "Interpret," "Critique," etc., according to the learning outcomes.
- Provide a model answer for each question, ensuring it is used during grading with the utmost accuracy.
- Create a detailed rubric for grading the questions.

Objective Questions:

Objective questions are those that can be graded objectively without being influenced by the person grading them. Everyone arrives at the same scores, leaving no room for subjective judgments. Each question has a specific answer that does not vary between students or graders, and these questions do not require extensive time to answer, despite their number. They generally cover most of the curriculum the students have studied. The main types of objective questions in university education are true/false questions, matching questions, and multiple-choice questions.

True/False Questions:

True/false questions consist of a set of well-phrased statements. The learner is asked to read each statement carefully and mark it with a check (✓) if the statement is true and an X if it is false. Sometimes, students may be required to correct the error in the statement or justify their choice. These questions are known for covering many topics within the content, being easy to prepare and write, and having objective grading. However, they require a high level of guessing. Key indicators of the quality of true/false questions include:

- The statements should be as brief as possible to ensure clarity and maintain their value.
- The phrasing of the statement should be precise so that it is either completely true or completely false.
- The number of true statements and false statements should be balanced in terms of length.

- Avoid copying statements directly from the textbook using the same wording.

- Avoid using vague words such as: "rarely," "often," "sometimes," and "always," as these words can imply uncertainty and may make it unclear whether a statement is true or false.
- Avoid using negation or double negation in the phrasing.
- Each question should contain only one idea.
- Avoid having a fixed pattern for presenting true/false questions.
- In matters of belief, ensure that the question does not provide a meaning contrary to the correct belief, to avoid reinforcing incorrect notions in the student's mind.

Matching Questions:

This type of question measures the student's ability to understand the relationships between a set of similar topics. The matching question contains two parallel lists, each containing a set of phrases, symbols, words, images, or shapes. The first list is called the "premises" and is numbered with numerical digits, while the second list is called the "responses" and is numbered with letters of the alphabet. The student is required to match each element in the premises with the corresponding element in the responses.

Key indicators of quality for matching questions include:

- All premises and responses should be homogeneous (consistent in nature).
- The list of responses should contain more items than the list of premises.
- The longer statements should be on the list of premises, while the shorter ones should be in the list of responses.
- It is preferable that the number of items on each list does not exceed six or seven.
- The premises should not be presented in the same order as the responses.

Multiple-Choice Questions:

This type of question is designed to measure higher levels of learning outcomes. A multiple-choice question consists of two parts: the stem

(which may be presented as a direct question or an incomplete statement) and a list of proposed answers, known as alternatives. The general rule is that there should be one correct answer and several distractors, which are reasonable but incorrect responses to the question.

Key Indicators of Quality in Multiple-Choice Questions:

- The question stem should be **clear, precise, and concise**, either in the form of a direct question or a completion statement.
- The question stem should **not include or hint at the answer**.
- The stem should be phrased **positively**, avoiding negative wording.
- The question stem should **contain all recurring words** found in the answer choices.
- The number of answer choices should range between **3 to 5**, depending on the student's age group.
- All answer choices should be **approximately equal in length**.
- There should be **only one correct or most appropriate answer**.
- The answer choices should be **homogeneous in content**.
- The answer choices should be in a **positive format**, avoiding negations.
- Avoid or minimize the use of phrases like **"All of the above," "None of the above," "What is mentioned in A and B," or "What is mentioned in B and C."**
- The **correct answer should be randomly distributed** among the distractors.

Completion Questions:

Completion questions consist of statements where one or more words have been removed, and blank spaces or dots are placed in their place. The student is required to **fill in the blanks** with the correct words to complete the meaning.

- **Free Completion:** The student provides the missing words independently.
- **Restricted Completion:** The student is given a list of possible answers to choose from.

These questions fall **between essay questions and objective questions**. They assess **knowledge and comprehension** and help measure a student’s ability to **connect ideas and draw conclusions**.

Key Indicators of Quality in Multiple-Choice Questions:

- The question stem should be **clear, precise, and concise**, either in the form of a direct question or a completion statement.
- The question should **not contain or hint at the answer**.
- The question stem should be **positively phrased**, avoiding negation.
- The question stem should **include all recurring words** found in the answer choices.
- The number of answer choices should range between **3 to 5**, depending on the student's age group.
- All answer choices should be **approximately the same length**.
- There should be **only one correct or most appropriate answer**.
- The answer choices should be **homogeneous in content**.
- The answer choices should be **stated positively**, avoiding negation.
- Avoid or minimize the use of phrases like **"All of the above," "None of the above," "What is mentioned in A and B," or "What is mentioned in B and C."**
- The **correct answer should be randomly distributed** among the distractors.

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These questions fall **between essay questions and objective questions**. They assess **knowledge and comprehension** and help measure a student's ability to **connect ideas and draw conclusions**.

D- Methods of Administering Tests:

- **Paper-Based Testing:** Tests may be administered in paper format by distributing them to the target students.
- **Electronic Testing:** Tests may be conducted electronically using platforms like **Google Drive Forms** or **Blackboard**.
- **Hybrid Testing:** Tests may be administered using a combination of both paper-based and electronic methods.

Questionnaire as an Assessment Tool

The **questionnaire** is one of the most widely used tools in the assessment process due to its effectiveness in **collecting data from multiple sources**. It is well-suited for **various research variables and social and human phenomena**, in addition to being **easy to design and implement**.

A **questionnaire** is defined as a **set of written questions or statements** that respondents answer. It is the most common tool for **directly collecting data from research participants** to understand their **opinions and attitudes**. A questionnaire always includes:

1. **Preliminary data** about the target sample.
2. **Statements or questions** related to the study objective.
3. Questions that may be **closed-ended, open-ended, or a combination of both**.
4. In some cases, **visual elements** may be included.

Using Questionnaires to Measure Learning Outcomes

Questionnaires are used to **collect data and information** related to learning outcomes in areas such as:

- **Skills development**
- **Values and ethics**
- **Responsibility and independence**

This can be achieved through:

1. **Self-assessment**, where students evaluate their own performance.
2. **Instructor assessment**, where faculty members evaluate students.
3. **Peer assessment**, where students evaluate each other (peer review).

Types of Questionnaires:

1. **Closed-Ended Questionnaire:**
    - Respondents must choose **one** answer from a set of options.
    - Example formats: **Often – Sometimes – Rarely**, or **Agree – Neutral – Disagree**, or **Yes – No**.
    - Example questions:
        - *I collaborate with my classmates on course assignments.* (**Often – Sometimes – Rarely – Never**)
        - *Have you memorized the entire Quran?* (**Yes – No**)
2. **Open-Ended Questionnaire:**
    - Allows respondents **freedom of expression** regarding their **opinions, preferences, and attitudes** in detail.
    - Example:
        - *What educational challenges did you face during the current academic year?*
3. **Mixed Questionnaire (Closed & Open-Ended):**
    - Combines both **structured (closed-ended)** and **unstructured (open-ended)** questions.
4. **Picture-Based Questionnaire:**
    - Uses **images and illustrations instead of written text**.
    - Suitable for:
        - **Non-Arabic speakers**.
        - **Children**.
        - **Illiterate individuals**.

Guidelines for Using Questionnaires in Measuring Learning Outcomes

To ensure **accuracy and effectiveness**, the following **rules** should be followed:

1. **Structure & Content:**
    - The questionnaire should have **two sections**:
        - **First section:** Basic information (course name, student's name, academic level, and program name).
        - **Second section:** The **questions/statements**.
2. **Clarity & Precision:**
    - Questions must be **clear** and **unambiguous**.
    - Language should be **simple and appropriate** for the target audience.

3. **Relevance to Learning Outcomes:**
    - All items should be directly **related to course learning objectives**.
4. **Ensuring Honest Responses:**
    - Some **control questions** should be included to **detect false responses**.
5. **Measurable Statements:**
    - The questionnaire must include **quantifiable** items.
6. **Avoiding Vague Language:**
    - Words like **"always," "sometimes," and "only"** should be avoided.
7. **Each Question Should Measure a Single Outcome:**
    - Avoid **complex wording** that measures multiple aspects in one question.
8. **Avoiding Negative Statements:**
    - Questions should be **positively framed** to prevent confusion.
9. **Defining Performance Rating Criteria:**
    - Response scales can be:
        - **Binary (Yes – No)**
        - **Three-point scale (Agree – Neutral – Disagree)**
        - **Four-point, five-point, or more, depending on the evaluation need.**

Steps for Preparing and Implementing a Questionnaire:

- Define the learning outcomes to be measured.
- Determine the target audience of the questionnaire.
- Identify the type of questionnaire items (self-assessment rating items or items for faculty assessment, peer review, or questions).
- Specify appropriate performance measurement scales for the target learners.
- Construct the questionnaire by formulating its items and performance rating scales.
- Ensure the questionnaire's validity and reliability if adopted.
- Determine the method of questionnaire administration (paper-based, electronic, or both).
- Apply the questionnaire to the target groups.
- Collect data.
- Analyze the data.

- Make a judgment on the extent to which the intended learning outcomes are achieved.

Methods of Administering the Questionnaire:

- **Paper-Based Administration:**
  - The questionnaire can be administered in **printed form** by distributing it to the target groups.
- **Electronic Administration:**
  - The questionnaire can be conducted **electronically** through links on **Google Drive**, **Blackboard**, or in file formats such as **Word** or **PDF**.
  - It can also be distributed via **social media platforms** like **WhatsApp** and **Messenger**.
- **Hybrid (Paper-Based & Electronic) Administration:**
  - A combination of both previous methods can be used.

3. The Interview:

The interview is one of the tools that a faculty member can use to collect data and information from the target groups directly and in real-time to determine the extent to which learning outcomes of a course or program are achieved. It also allows for in-depth inquiry into some questions that require analysis to understand reasons and justifications, thereby assisting in making written judgments and appropriate decisions regarding learning outcomes.

a. Concept of the Interview:

The interview is a method of collecting data directly through personal interaction. It is a type of conversation that takes place between two individuals and is referred to as an **individual interview**. When it occurs between a faculty member and a group of people, it is called a **group interview**.

b. Employing the Interview in Measuring Learning Outcomes:

The interview is used to collect data and information relevant to the fields of **skills, values, responsibility, and independence** in learning outcomes of courses and programs.

c. Types of Interviews:

Interviews vary in their purpose and type. Below are some of the key types:

1. Based on the Number of Respondents:

- **Individual Interview:** Conducted between a faculty member and a single student.
- **Group Interview:** Conducted between a faculty member and a group of students, or between faculty members and a group of students.

2. Based on the Method:

- **Direct Interview:** Conducted face-to-face between a faculty member and the respondents.
- **Electronic Interview:** Conducted between a faculty member and the respondents via the Internet or smart devices.

3. Based on the Type of Response:

- **Structured (Restricted-Response) Interview:** Consists of questions with predefined answers, such as **(Yes - No)**, **(True - False)**, or scale-based answers like **(Strong - Moderate - Weak)** or **(Agree - Neutral - Disagree)**.
- **Unstructured (Open-Response) Interview:** Consists of open-ended questions that allow respondents to express their thoughts, such as "What aspects of your learning experience helped you complete course tasks?"
- **Mixed-Response Interview (Combination of Structured & Open-Ended):** Combines both the structured and open-ended question types.

Based on Preparation Method:

- **Unstructured Interview:** This type of interview does not have a specific goal, predetermined questions, or designated respondents.
- **Structured Interview:** This type of interview has a specific goal, predetermined questions, and designated respondents.

5. Guidelines for Using Interviews in Measuring Learning Outcomes

The following are key guidelines that help ensure the proper implementation of an interview:

- **Thorough preparation** before conducting the interview.
- **Clearly defining the purpose** of the interview.
- **Ensuring that questions are directly related** to the learning outcomes of the course or program.
- **Clarity of questions** and avoiding ambiguity or multiple interpretations.
- **Avoiding leading questions** that may suggest a specific answer.
- **Establishing good relationships with students** to gain their trust by explaining the purpose of the interview and reassuring them that the data collected is used solely for improving and developing the course or program.
- **Recording student responses** and any additional notes using a recognized recording method.
- **Determining a method for verifying responses** from respondents.

6. Steps for Preparing and Conducting an Interview:

The interview process involves several steps, including:

- Defining the **objective** of the interview.
- Selecting the **type** of interview (e.g., closed-ended questions, open-ended questions, or a combination of both).
- Formulating the **questions** for the interview.
- Identifying the **individuals** to be interviewed.
- Determining the interview plan (date, place, and time).

- **Determine the method of conducting the interview** (direct - electronic - phone).
- **Conduct the interview.**
- **Record the responses of the subjects.**
- **Analyze their responses.**
- **Issue a judgment to clarify the extent to which the intended learning outcomes have been achieved.**

Methods of Conducting the Interview:

- **Direct application:** It may be conducted directly inside classrooms or in designated places for that purpose.

- **Electronic application:** It may be conducted over the internet through various available communication tools, such as Messenger, Google Meet, Blackboard, and Zoom.
- **Phone application:** It may be conducted through telephone communication between the teaching staff and students.

Observation Card:

The observation card is one of the primary tools for measuring the behavioral aspect of the targeted learning groups, as it provides precise and honest data in a direct manner about the behaviors, performances, and skills of the subjects.

Concept of Observation:

It is the process of watching the teaching staff and students' behaviors and practices, recording them, and highlighting their different aspects with descriptions in both qualitative and quantitative forms.

Use of Observation in Measuring Learning Outcomes:

Observation is used to collect relevant data, especially regarding practical and hands-on skills, communication skills, information delivery techniques, and various competencies.

Types of Observation:

Observation comes in multiple types that vary based on their objectives, as detailed below:

- **Structured Observation:** This is a planned observation designed to achieve specific objectives, including location, time, sample, circumstances, and necessary tools.
- **Simple Observation:** A non-structured observation (descriptive), which serves as an initial exploration of the phenomenon.

Based on the Researcher's Role:

- **Participant Observation:** The researcher is an actual or symbolic member of the group being studied.

- **Non-Participant Observation:** The researcher acts as an external observer, watching the group's behavior without playing a member's role.

Based on Specification Level:

- **Structured Observation:** The researcher has a preconceived idea of the type of data to be recorded about a specific behavior.
- **Unstructured Observation:** The researcher does not have a predefined perception of the data related to the observed behavior but conducts an exploratory study to understand a particular reality.

Based on the Researcher's Proximity to the Subjects:

- **Direct Observation:** Requires direct contact with the subjects to observe specific behaviors.
- **Indirect Observation:** Does not require direct contact with the subjects. Instead, the researcher reviews recordings and logs relevant to the subject's behavior.

Guidelines for Using Observation in Measuring Learning Outcomes:

Some of the key guidelines for properly implementing observation include:

- Careful planning of the observation, especially structured observation.
- Linking observation variables to learning outcomes.
- Defining accurate performance assessment criteria, which may be binary (e.g., "Yes - No" or "Proficient - Not Proficient") or a three-tier scale (e.g., "Achieved - Moderately Achieved - Not Achieved").
- Ensuring fairness and avoiding bias toward the subjects, whether positively or negatively.

Steps for Preparing and Implementing an Observation Checklist:

Observation research follows a set of steps, which include:

- Defining the learning outcomes to be measured.

- Identifying the purpose of the observation.
- Defining the behavior to be observed; the behavior is determined based on the learning outcomes to be measured.
- Designing the observation checklist items.
- Defining performance measurement criteria.
- Ensuring the validity of the observation and the reliability of the observers when implementing it.
- Selecting the implementation method (direct - indirect).
- Determining the observation schedule, its location, and the duration it will take.
- Recording the behavior of the observed individuals and documenting it.
- Analyzing the data.
- Issuing a judgment on the extent to which the intended learning outcomes have been achieved.

Methods of Applying Observation:

- **Direct Application:** It may be applied directly inside classrooms or in designated locations.
- **Indirect Application:** This is done by reviewing videos and recordings related to the observed subjects' behavior.

Performance Assessments:

Performance assessments are among the key tools for measuring learning outcomes related to performance and skills, as they aim to determine the extent to which the targeted groups can perform a skill within specific and required criteria and speed.

Concept of Performance Assessments:

Performance assessments require the learner to demonstrate or provide clear evidence or examples that confirm their ability to perform a task or achieve a specific educational goal.

Performance-Based Assessments

1. Measuring Processes:

Performance-based assessments in this category aim to measure the operations performed by students and the skills they use to produce something. Examples include assessing students' proficiency in using computers, such as writing a document in Microsoft Word (e.g., scoring 0/08) or using statistical software packages to perform a specific statistical operation.

2. Measuring the Final Product:

This type of performance-based assessment focuses on evaluating the final outcome that a student produces. Examples include assessing the final design of an engineering project, the final version of a written poem, or the quality of a composition.

3. Measuring Both Processes and the Final Product:

An example of this approach is assigning students to write a three-page document using Microsoft Word (0180000). In this case, the assessment evaluates both the **processes** (the skills the student applies) and the **final product** (the quality of writing, grammatical accuracy, and formatting quality).

Utilizing Performance-Based Assessments in Measuring Learning Outcomes

Performance-based assessments are used to collect data related to skill-based learning, particularly **practical and physical skills, communication skills, information technology proficiency, and numerical skills** (such as mathematical calculations).

Types of Performance-Based Assessments

1. Written Performance Assessments:

These assessments evaluate writing skills among the target groups. Examples include:

- Writing a short story that ends with the phrase: *"Praise be to Allah for the blessing of Islam."*
- Writing a Quranic verse in *Ruq'ah* script, such as: *"It is they who are upon guidance from their Lord, and it is they who will be successful."* (Surah Al-Baqarah, 2:5).

2. Performance Identification and Recognition Tests:

These tests are used in laboratory settings, such as:

- Identifying the key that enlarges or reduces an image on a specific device (e.g., **000(8©100)**).
- They can also be used in non-laboratory settings, such as:
  - Extracting doubled letters from Surah Al-Fatiha.
  - Identifying the articulation points of the Arabic letters *dal* (د) and *dad* (ض) in a given diagram.

3. Performance Simulation Assessments:

An example of this type is:

- Acting as an **architect** presenting information about **Islamic architecture**.

Practical Performance Assessments:

These assessments involve tasks that require students to demonstrate skills in a practical setting. Examples include:

- Reciting **Surah Al-Ma'un** while observing proper **Tajweed** rules.
- Conducting a specific experiment in front of classmates.
- Using **effective presentation skills** during a presentation.

5. Discovery and Recognition Assessments:

These assessments focus on students' ability to identify errors and recognize patterns. Examples include:

- Identifying **grammatical errors** in displayed sentences.
- Detecting **Tajweed mistakes** in a classmate’s recitation.

Guidelines for Using Performance-Based Assessments in Measuring Learning Outcomes

To ensure accurate application of performance-based assessments, the following **key guidelines** should be followed:

- **Clearly define the objective** of the assessment.

- **Provide clear instructions** to the students.
- **Precisely specify** what is required from the student.
- **Ensure alignment** between performance tasks and the intended learning outcomes.
- **Make sure the assessment questions are clear** and not open to multiple interpretations.
- **Allow sufficient time** for students to complete the performance tasks.

6. Establishing Accurate Performance Evaluation Criteria

The accuracy of performance evaluation depends on the purpose of the assessment and the nature of the learning outcomes being measured.

- **Using observation checklists** for tracking students' performance.
- **Applying rating scales**, which can be **binary (Yes/No), three-point, four-point, or five-point scales** in cases where **observation cards** are used.
- **Using rubrics or grading scales**, which may be:
  - **Numerical (e.g., 1–5 scale).**
  - **Verbal or descriptive** (e.g., *Excellent – Good – Average – Weak – Very Weak*).
  - **Graphical representations** for visualization.
  - **"Moderate - Weak - Very Weak," and it may be descriptive, as illustrated in the following table:**

Skill	Skill Level
Extracts a metaphor from the text while identifying its components accurately.	**4 - Extracts a metaphor from the text and clearly explains its components, mentioning the omitted element and the purpose behind it.**
	3 - Extracts a metaphor from the text and explains its components, mentioning the omitted element but without clarifying the purpose.
	2 - Extracts a metaphor from the text but only identifies its components without explanation.

Skill	Skill Level
	1 - Extracts a metaphor from the text but only identifies a single component.
	Zero - Unable to extract a metaphor from the poetic lines.

Steps for Preparing and Implementing Performance Assessments:

- Determine the learning outcomes to be measured.
- Identify the type of test items.
- Define the performance assessment criteria.
- Formulate the test items.
- Ensure the validity and reliability of the test if standardized.
- Specify the method of test administration (paper-based or electronic, or both).
- Administer the test to the targeted groups.
- Collect data.
- Analyze data.
- Issue a judgment regarding the extent to which the desired learning outcomes have been achieved.

Methods of Administering Performance Assessments:

- **Paper-based administration:** May be conducted in a printed form and distributed to the target groups.
- **Electronic administration:** May be conducted electronically via Google Drive links, Blackboard, or a similar platform. The test can also be in the form of Word or PDF files shared via social media platforms such as WhatsApp and Messenger.
- **Combined paper and electronic administration:** A combination of both previous methods.

Methods of Learning Outcomes:

One of the most important methods for collecting data and information to assess learning outcomes is:

1. Self-Assessment:

Self-assessment is an ongoing process that provides students with opportunities to reflect on their previous knowledge, evaluate the processes they have used, assess the quality of their work, define their future learning goals, and understand what they are attempting to achieve. This process instills in them a sense of responsibility toward their work. Self-assessment focuses on the student because learning and assessment are not limited to the teacher alone. Instead, students bear responsibility for their learning to the extent that they engage in the learning process.

a. Definition of Self-Assessment:

Self-assessment refers to the practices carried out by a student to evaluate themselves, identify weaknesses to address, and recognize strengths to reinforce.

b. Types of Self-Assessment:

- Self-assessment within the classroom.
- Self-assessment outside the classroom.
- Paper-based self-assessment.
- Electronic self-assessment.

c. Utilizing Self-Assessment in Measuring Learning Outcomes:

Self-assessment can be used in the evaluation process to assess values, responsibility, and independence from two perspectives:

1. **First Perspective:**

   The student assesses the extent to which they have achieved the learning outcomes related to values, responsibility, and independence. They identify weaknesses in this aspect, search for appropriate remedies, and determine strengths to reinforce. This

enables them to make the right decisions regarding their learning, manage their time effectively, and reach the desired level.

2. **Second Perspective:**

   Self-assessment enhances personal responsibility, independence, and values within the student. It allows them to rely on themselves in the assessment process, make decisions, and manage their learning. Additionally, it enables them to adopt alternative learning strategies that help address their weaknesses.

The Role of Faculty Members in Self-Assessment:

The role of a faculty member in self-assessment is limited to determining the learning outcomes to be evaluated and providing the appropriate assessment tools. They also serve as a correction key, restricting their comments to those that enhance the student's work and guide them toward proper self-assessment. This encourages students to learn and gain experiences without directing blame, reproach, or expressing objections to their grades or levels.

Self-Assessment Tools:

- Self-assessment questionnaire.
- Self-tests.
- Self-observation of recorded performances, whether visual or auditory.
- Newspapers/reports.

Steps for Using Self-Assessment:

- Determining the learning outcomes to be assessed.
- Preparing appropriate self-assessment tools for evaluating the intended learning outcomes.
- Developing a correction key for the appropriate assessment tools.
- Assigning students to evaluate and correct themselves using the appropriate feedback provided by the given assessment tools and correction key.
- Writing a report in which the student states their level, the grade they received, reasons, strengths, weaknesses, and appropriate treatment when needed.

Peer Assessment:

Peer assessment involves having peers participate in evaluating or commenting on each other's work. This helps in strengthening group cohesion, encourages learning, enhances thinking, and increases students' sense of responsibility.

Definition of Peer Assessment:

Peer assessment is a practice where a student or a group of students evaluates their peers and their work, identifying areas of weakness and strength to enhance them.

Types of Peer Assessment:

- A student assessing their peer.
- A group of students assessing one student only.
- One student assessing a group of students.
- A group of students assessing another group.

Utilizing Peer Assessment in Measuring Learning Outcomes:

Peer assessment can be used to evaluate aspects of responsibility and independence, as it contributes to determining the appropriate assessment of their peers' learning level. In cases where weaknesses are found, this increases their responsibility and independence in the assessment process, decision-making, time management, and learning.

The Role of Faculty Members in Peer Assessment:

The role of faculty members in peer assessment does not differ from their role in self-assessment except in coordinating between the evaluator and the evaluated, distributing roles and tasks, working on improving relationships among them, maintaining everyone's emotions, and fostering positive competition rather than negative competition.

Peer Assessment Tools:

- Oral tests.
- Written questions.
- Interviews.
- Observation.

- Questionnaires.
- Checklists.

Steps for Using Peer Assessment:

- Determine the learning outcomes to be evaluated.
- Preparing appropriate assessment tools for the learning outcomes to be evaluated.

Preparing a Key for Correcting the Appropriate Assessment Tools

- Assigning students to assess their peers along with providing appropriate feedback.
- Writing a report on peer assessment, including an intermediate level, strengths, weaknesses, and appropriate remedies when necessary.

3. Achievement Files

Achievement files are one of the assessment methods that have recently emerged with the appearance of what is called alternative or performance assessment. This file is considered a final goal, as it shows the academic level reached by the student through recording what they have accomplished and the work they performed during the academic period. It can then be evaluated through it.

Definition of Achievement Files:

Achievement files are paper or electronic documents where the student collects everything they have done, the grades they received, and the distinguished educational activities they undertook during the academic term as evidence of their level and progress in the educational process.

Types of Achievement Files:

- Paper-based achievement files.
- Electronic achievement files.

Using Achievement Files in Measuring Learning Outcomes:

Achievement files can be used to verify learning outcomes in their three dimensions (knowledge and understanding - skills - values, responsibility, and independence).

Components of Achievement Files:

There are no fixed components for achievement files, but most of them revolve around:

- Basic student information (Student's Name – College Name – ……).
- Table of contents.
- Personal statement.
- Examinations.
- Work papers.
- List of learning sources.

- Self-assessment sheets.
- Voluntary work.
- Research projects.
- Awards.

Role of Faculty Members in Achievement Files:

The role of faculty members is summarized in guiding, advising, and objectively assessing students' work. They also discuss students' outputs in their work files and performance.

Assessment Tools Included in Achievement Files:

Among the most prominent assessment tools included are:

- Examinations.
- Work papers resulting from educational activities.
- Self-assessment sheets.
- Self-assessment questionnaire.

Steps for Preparing Achievement Files:

- Writing the student's basic information.

- Creating a table of contents.
- Writing the personal statement.
- Including all tasks, activities, and tests completed by the student in the achievement file.
- Adding certificates of appreciation, awards, and other recognitions obtained.

There are other assessment methods based on opposites that can be briefly summarized as follows:

A- Direct and Indirect Assessment Methods:

Direct Assessment of Learning Outcomes:

Direct assessment refers to the evaluation that uses a set of tools to judge the extent to which a student possesses knowledge and achieves the required skills explicitly and directly through their performance in writing, speaking, or practical tasks. All types of assessments based on oral or written exams, performance-based assessments, or observation-based assessments fall under direct assessment. Examples include:

- **Oral exams.**
- **Written exams.**
- **Projects.**
- **Assessment during field training.**
- **Reports.**
- **Laboratory tests.**
- **Case studies.**
- **Student achievement portfolio.**
- **Structured objective practical examination.**
- **Rating scales.**
- **Checklists or observation lists.**

Indirect Assessment of Learning Outcomes:

Indirect assessment involves using tools that help judge what a student can do without relying on samples of their work or direct observation of their performance. This type of assessment evaluates students' participation rates, their satisfaction, and perceptions of what they have learned, as well as their success rates and acceptance into universities or job opportunities.

Questionnaires of Various Types:

- Graduate surveys.
- Student surveys.
- Surveys for students expected to graduate.
- Faculty opinion polls.
- Employer surveys.

Program and Course Reports:

- Course reports.
- Final program report.
- Graduate interviews.
- Percentage of students who pursued higher studies.
- Student retention rate in the program.
- Graduate employment rate.
- Faculty-to-student ratio in the program.
- Graduation rate within five years.
- Diversity of students in the program (Saudi and non-Saudi).
- Enrollment rate in the program.
- Graduate performance in professional exams (e.g., health and engineering specialization boards).

B- Traditional vs. Modern Assessment Methods:

Traditional Assessment Methods for Learning Outcomes:

These methods rely on paper-and-pencil tests, including oral and written exams, to measure the fundamental cognitive levels.

Modern Assessment Methods for Learning Outcomes:

Also referred to as **authentic, alternative, or comprehensive assessment,** these methods include:

- **Self-assessment.**
- **Peer assessment.**
- **Portfolios.**
- **Performance-based assessments.**

Paper-Based vs. Electronic Assessment Methods:

Paper-Based Assessment Methods:

These include all tests conducted using pen and paper inside and outside the classroom.

Electronic Assessment Methods

These encompass all assessments conducted via the internet, computers, and smart devices both in and outside the classroom.

Electronic Assessment of Learning Outcomes

The expansion of electronic assessment in evaluating learning outcomes has grown due to the remarkable advancements in higher education and the increasing reliance on **e-learning**, which primarily uses computers and networks to transmit knowledge and skills. **E-learning** is an interactive educational system that delivers learning content using information and communication technology, relying on a **digital electronic environment** that presents academic courses via online networks.

Electronic assessment is defined as the process of utilizing information networks, computer equipment, educational software, and multi-source learning materials, combined with assessment tools, to evaluate the learning outcomes of a specific course or educational program. The goal is to **collect and analyze data** to determine the extent to which students have achieved these outcomes, identifying their **strengths and weaknesses**.

A **faculty member** uses electronic assessment to:

1. **Determine students' initial levels** before starting a course or program (**pre-assessment**).
2. **Improve the learning process** through ongoing assessment throughout e-learning activities (**formative assessment**).
3. **Identify strengths and weaknesses** in students' academic performance (**diagnostic assessment**).
4. **Evaluate students' achievement** of key learning outcomes at the end of an e-learning program (**final assessment**).

Methods and Tools of Electronic Assessment

Electronic assessment measures learning outcomes through various **methods and tools**:

Assessment Methods:

- Faculty members can use **direct assessment** to collect **data, reports, and results** from students, often through structured exams where students explain their **thought processes and reasoning**.
- Alternatively, they can apply **indirect assessment**, where students' **skills, behaviors, and knowledge** are evaluated indirectly through **self-assessment and peer evaluation**.

Assessment Tools:

Electronic assessment tools are diverse and adaptable, catering to **various learning outcomes and students' skills**. These tools offer several benefits, including:

- **Objectivity** in evaluation.
- **Reducing errors** in grading.
- **Providing faculty with reports and graphical analyses**, allowing them to identify gaps in students' performance effortlessly.
- **Generating a normal distribution curve** for student scores without additional effort.

Electronic Tests

Electronic tests serve as an effective alternative to traditional paper-based exams. They are used to assess **learning outcomes electronically** and are also graded electronically and instantly, ensuring **accuracy and transparency** in evaluation. These tests offer **flexibility and efficiency** at all stages.

Electronic tests are structured achievement-based assessments that present students with a variety of standardized questions using **computer and network technologies**. These tests allow students to **immediately assess their understanding** of the material.

Types of Electronic Tests:

- **Short quizzes:** Used to measure students' comprehension of specific learning outcomes in **knowledge and understanding**.
- **Essay-based tests:** Used to evaluate students' grasp of learning outcomes related to **cognitive skills**, such as **critical thinking, creative thinking, problem-solving, and decision-making**.

Advantages of Electronic Tests:

- Instant **electronic grading** with immediate feedback.
- **Automatic tracking** of student scores and performance analysis.
- **Confidentiality and security measures** to protect student data.
- Faculty can use **various question formats**, such as:
  - True/False
  - Matching
  - Multiple-choice questions
  - Essay questions
- The ability to **create and manage a question bank** for use in different courses.

Electronic tests are typically administered through **Blackboard** or similar learning management systems on scheduled dates during the semester. They serve as **formative assessments** (e.g., mid-term exams) or **summative assessments** (e.g., final exams).

2. Electronic Oral Exams

Electronic oral exams involve **verbal discussions** between the student and instructor using **audio and video conferencing tools** such as **Skype, WhatsApp, Zoom,** and other platforms. These exams help evaluate:

- The student's **understanding of concepts and scientific knowledge**.
- Their ability to **apply different types of thinking**.

Online Discussion Forums

Online discussion forums are a form of **asynchronous communication** that allow students enrolled in a course to engage in discussions on course topics. These forums help evaluate students' **understanding of the subject matter** through interactions with the instructor or peer discussions.

Students can express their opinions on study topics directly, and faculty members can **assess student participation** based on predefined criteria and provide feedback on their performance.

4. Electronic Portfolio (E-Portfolio)

An **e-portfolio** is a **structured collection** of a student's work related to the course content. It allows students to:

- Showcase their **assignments, projects, and reflections**.
- Organize and review their learning progress.
- Receive evaluations from instructors.

5. Performance-Based Assessments

These assessments evaluate students' **practical skills** by ensuring they **accurately complete tasks** without errors. Students use **various resources and skills** to accomplish assignments in real-world scenarios.

6. Online Surveys

Online surveys are conducted using various tools such as **Google Forms**. Students are asked to complete questionnaires regarding **their learning experience in online programs**. The goal is to collect **reliable and insightful data** on student satisfaction and engagement.

7. Electronic Assignments

Electronic assignments refer to coursework that students must complete as part of their **course requirements**. These assignments are submitted using **various online platforms** within a specified time frame and according to specific guidelines.

Assignments are graded, and students receive **feedback on their work**. Some common types of electronic assignments include:

- Solving exercises or problem sets related to course topics.
- Conducting **online research** on a specific subject.
- Writing **long essays** or **research reports**.
- Preparing and submitting **electronic presentations**.
- Creating **audio-visual materials** related to the course.

It is essential that assignments:

- Have **a clear objective** tied to learning outcomes.
- Specify **the deadline** and **submission method**.
- Include **clear instructions** for completion and evaluation.

Educational and Research Projects

Students carry out **individual or group projects**, which help assess the **skills and knowledge** they have acquired during their studies. These projects test students' ability to apply what they have learned to **real-world challenges** and encourage **critical thinking** and **problem-solving** skills.

9. Personal Interviews

Personal interviews are conducted through **synchronous communication tools** or **educational platforms** to interact with learners in real time. These interviews:

- Evaluate **students' responses** and **understanding of key concepts**.
- Assess **scientific knowledge and comprehension** gained by students.
- Measure the **effectiveness of the educational program** based on student feedback.

10. Research Papers and Reports

Digital tools allow students to **submit research papers and reports** electronically to faculty members. These papers are evaluated, and **feedback is provided via email or online platforms**. This method enhances:

- The **quality of academic writing**.
- The ability to **analyze and synthesize information**.
- Communication between students and instructors.

11. Interactive Activities

Interactive activities are **digitally designed learning materials** programmed using **computer-based technologies**. They follow a logical sequence, guiding students step by step. These activities:

- Encourage **self-paced learning**.

- Provide **instant feedback** on student responses.
- Gradually present content from **simple to complex** concepts.
- Align with **students' learning abilities and subject content**.

Evaluation of Learning Outcomes in Postgraduate Programs

The evaluation methods for graduate programs vary according to their curricula, the nature of study within them, and the intended outcomes. Postgraduate Studies consist of three programs: diploma, master's, and doctorate (higher academic degrees). Generally, the evaluation methods in graduate programs can be categorized into five main types:

First: Admission Test

This is a specialized test administered to students applying for admission to graduate programs. It is conducted after they meet all the required conditions and submit the necessary documents. The purpose of the test is to evaluate their accumulated academic knowledge and determine their eligibility for the program. The test is usually included within the admission criteria, and its results are often expressed in standard scores ranging from (0) to (100). Sometimes, students who score (60) or higher are granted free admission.

Indicators for Measuring the Quality of the Admission Test Include:

- Its direct relevance to research fields, ensuring that each subject area contains a set of questions that assess the applicants' accumulated educational outcomes.
- Adherence to high-quality standards in formulating both objective and essay questions, as referenced in this guide.
- Compliance with the specifications of the exam paper, as indicated in this guide.
- Designing questions based on what the student has studied in the previous stage, in alignment with the expected level for Postgraduate Studies.

Second: Comprehensive Exam

The comprehensive exam is a mandatory test that evaluates the knowledge and skills required to obtain graduate degrees (master’s and doctoral levels). It is applied to all doctoral students and, in some cases, to master’s students. This type of test is conducted at

the end of the coursework stage and before beginning the dissertation. The final qualification depends on passing this exam.

These exams aim to measure students' abilities in comprehension, analysis, problem-solving, and critical thinking. They are developed by specialized faculty committees and approved by the academic council.

1. Written Exam:

This type of exam aims to assess the student's written performance, particularly their ability to write and express ideas in a scientific manner. The student must demonstrate their understanding of general issues related to their field of study. Unlike general written exams, the comprehensive written exam focuses on long-form essay questions, allowing students to express their comprehension and engagement with topics in their specialization. It also gives them the opportunity to analyze, critique, formulate opinions, draw conclusions, and connect ideas coherently. This type of exam is usually conducted in a controlled setting using pen and paper or electronically.

2. Oral Exam:

This type of exam evaluates the student's ability to engage in discussions and articulate their understanding of specialized topics. It is conducted as an academic dialogue within the examination committee assigned for this purpose. The committee records and assesses the student's performance based on an average score derived from the grades assigned by individual committee members. The total score is then divided by the number of committee members to determine the final mark. In most cases, if the student attains a score of 75% or higher in both the written and oral components, they are considered to have successfully passed the comprehensive exam.

Indicators for Measuring the Quality of the Comprehensive Exam:

1. Alignment with the overall learning outcomes of the program, ensuring that each question assesses a specific result achieved by the program's target audience.

2. Coverage of all general and specialized subject areas within the program.
3. Adherence to quality standards in formulating both essay and objective questions, as indicated in the guidelines.
4. Compliance with the specifications of the exam paper, particularly regarding the allocated time for the test, as mentioned in the guidelines.
5. Crafting questions that assess various levels of thinking among the program's target audience, ensuring diversity in cognitive demands while maintaining flexibility.
6. Designing questions that align with the nature of the academic level (master's/PhD).

Third: Evaluation of the Thesis for a Master's or Doctorate Degree

This method is used to assess the thesis for the purpose of obtaining an academic degree. The thesis consists of research and its findings, which are prepared by the researcher on a specific topic or issue in their field of specialization. It may also involve an interdisciplinary approach, combining their field with other specializations (interdisciplinary specialization).

The evaluation of the academic thesis is conducted in two stages, each representing a distinct form of assessment. These two stages are:

1. Report on Eligibility for Defense

This is a preliminary report prepared by each member of the committee assigned to review the thesis. It serves as an initial evaluation of the thesis, assessing its adherence to academic integrity, the accuracy of the information presented, the researcher's ability to articulate ideas, their objectivity in analysis and discussion, and the appropriateness of the research methodology. The thesis is also evaluated linguistically and stylistically. This assessment concludes with a decision on whether the thesis is eligible for defense or not.

2. Defense Report

This report is prepared by the members of the defense committee to evaluate both the thesis and the researcher based on several aspects, including:

- **Originality and Innovation** of the research
- **Level of Analysis, Presentation, and Discussion**
- **Objectivity of the Researcher**
- **Organization and Accuracy**, including freedom from linguistic and typographical errors
- **Adherence to the Approved Methodology**
- **Researcher's Academic Identity** and their ability to reference diverse and credible sources
- **Findings and Recommendations**
- **The Student's Understanding of the Subject**, their ability to respond to questions, defend their opinions, and engage in scholarly discussions respectfully

The defense report concludes with one of the following decisions:

1. **Acceptance of the thesis and recommendation for awarding the degree.**
2. **Acceptance with minor revisions** that do not require a second defense.
3. **Requirement for further modifications** and a second defense.
4. **Rejection of the thesis.**

Evaluation of the Master's Graduation Research

At the master's level, studies may be structured in different ways:

- Coursework only
- Coursework and a thesis
- Coursework and a comprehensive exam
- Coursework and a graduation research project

The **graduation research project** is treated as a regular course in terms of grading and assessment; it is **not** treated as an academic thesis. However, it must comply with the university's research ethics.

The graduation research is evaluated and approved by the course professor along with a faculty member from the department, who is appointed to review and assess the research. The final approval is based on the **total score** given in the evaluation:

- **60 points** from the course professor's assessment

- **40 points** from the appointed reviewer's assessment

The research is evaluated based on multiple criteria, including:

- **Academic Integrity**
- **Originality of the Topic**
- **Level of Analysis, Presentation, and Discussion**
- **Objectivity of the Researcher**
- **Linguistic Accuracy**

This process ensures that the research meets academic standards while maintaining scholarly integrity.

Fifth: Assessment of Study Courses

Graduate programs rely on the same evaluation methods and tools used in undergraduate programs to assess their courses. These include oral exams, written exams, practical assessments, direct assessments, indirect assessments, interviews, recitation assessments, electronic assessments, and other evaluation methods and tools previously mentioned in this guide.

Preparing Achievement Tests for a Study Course

Achievement tests are among the most well-known assessments in the educational field. They are designed to measure students' progress in the cognitive aspect at all levels, demonstrating their alignment with intended learning outcomes, identifying their strengths and weaknesses, and suggesting ways to address them.

Building achievement tests is a crucial educational evaluation tool. It is a well-organized and deliberate process carried out according to well-defined steps. The following section outlines the steps for preparing achievement tests, as well as their table of specifications and exam paper criteria.

First: Quality Standards of Achievement Tests

1. **Alignment of the Test with Learning Outcomes:** A good achievement test is one that aligns with the learning outcomes of the course for which it was created. This includes knowledge, comprehension, skills, values, responsibility, and independence, as well as levels of thinking (lower-order and higher-order thinking skills). If learning outcomes are clearly defined and well-structured, it is expected that students' behaviors will reflect them. If the test does not measure these intended changes, there is a flaw in the assessment process, leading to an inaccurate evaluation of students' actual performance. Consequently, revisions and corrective actions are necessary.

2. Adherence to Exam Paper Specifications: The good test is that which is set according to the specifications of the exam paper in terms of form and content. It works to achieve the principle of test fairness and ensures that students receive the appropriate grading based on specific criteria. It also ensures the principle of individual differences among students and the clarity of its instructions and wording for the targeted student categories.

3. Objectivity: Among the standards of test quality is ensuring objectivity at all stages, from question formulation to the correction method. The correct approach is that there should not be a bias towards a specific type of questions such as essay questions, assuming they alone can measure students' actual level. Nor should multiple-choice questions be exclusively

relied upon, assuming they alone can determine students' real level. The test should be balanced, containing various question types and maintaining fairness.

- Objectivity also means ensuring a fair distribution of questions according to their difficulty levels. Some students tend to favor easy questions to score high grades, while others prefer difficult questions to demonstrate their abilities. Therefore, the test should maintain a balance between the two, ensuring fairness and validity.

4. Comprehensiveness: This means that the test covers all learning outcomes of the course, in addition to covering all its topics and considering the different levels of learners.

5. Ease of Application: This is achieved when designing the test according to its purpose, adhering to criteria for structuring its components, ensuring clarity in its instructions, ease of correction, and minimizing errors.

6. Suitability of Test Questions for the Allocated Time: A good test is one that takes into account the specified time for the exam when formulating questions, ensuring that the allocated time is sufficient for students to answer.

- If the allocated time for the test is two hours, the difficulty level and number of questions should match this duration. If the exam requires three hours but only two are given, it may lead to student frustration and unfair assessment. Similarly, if the test can be completed within one hour but two are given, students may finish too early and lose focus.
- Therefore, test duration should be determined based on its content, structure, and the time needed for students to complete it accurately.

7. Availability of Psychometric Properties of the Test

The psychometric properties of the test are represented by validity, reliability, ease, difficulty, and discrimination indices. To ensure their availability, the test should be applied to a pilot sample from the target population. Then, appropriate statistical analysis should be conducted.

It should be noted that this criterion is difficult to use in measuring course outcomes due to test leakage, the impact of retaking the test on students' answers, and other related effects. Therefore, this criterion concerns academic departments, higher education administrations, and researchers conducting field studies.

Below is an explanation of the elements of the test's psychometric properties:

Types of Validity

Validity is determined by its measurement, and its main types include:

- **Discriminant Validity**
- **Extreme Group Validity**
- **Extreme Differences Validity**
- **Judges' Validity**
- **Concurrent Validity**
- **Self-Validity**

All the mentioned types of validity require statistical analysis, except for judges' validity.

8. **Reliability**

Reliability means that the test provides the same results if applied again to the same sample or to a similar sample under similar conditions.

Its main types include:

- **Split-Half Method**
- **Test-Retest Method**
- **Kuder-Richardson Coefficient**

The reliability coefficient is considered acceptable if it reaches **0.7 or more**, and the closer it is to **1.0**, the more reliable it is.

9. **Ease and Difficulty Index**

- The **ease index** means that the test items are moderately easy. It is considered acceptable if it ranges between **0.25 - 0.75**.

- The **difficulty index** means that the test items are of moderate difficulty. It is considered acceptable if it ranges between **0.25 - 0.75**.

The relationship between the ease index and the difficulty index is **inverse**; when one increases, the other decreases.

10. Discrimination Index

The discrimination index indicates the ability of test items to distinguish between high-achieving and low-achieving students.

- The test's discrimination index is considered **weak** if it is below **0.19**.
- It is considered **acceptable** if it ranges between **0.20 - 0.39**.
- It is considered **good** if it is **0.40 or higher**.

11. New Test Design

A well-designed test is developed based on specific standards and criteria. These specifications are divided into:

- **Formal Specifications**: Concerned with the physical appearance of the exam paper.
- **Content Specifications**: Concerned with the structure and quality of the exam questions.

2. Formal Specifications

The formal specifications of the exam paper include:

- Writing the following in the exam header (preamble):
  - **Islamic University logo and name**
  - **Name of the college**
  - **Name of the department**
  - **Name of the academic program**
  - **Academic level**
  - **Course name**
  - **Semester**
  - **Exam date**
  - **Exam duration**

- Indicating multiple test sheets if the exam consists of more than one page, such as writing:
  - *(Questions continue on two pages)*
  - *(See the back of the page)*
  - Or similar notes.
- **Numbering the pages** if there are multiple pages.
- **Distributing marks** for each question (including main and sub-questions).

Exam Paper Specifications

- **Writing the instructor's name** clearly.
- Ensuring **clear font, high-quality printing, and proper formatting**.
- Checking that the questions are **free from grammatical, spelling, and typographical errors**.
- Reviewing the **general layout and formatting** of the paper.
- Leaving **sufficient space** for writing answers if responses are to be written on the same sheet as the questions.
- Indicating the **end of the exam**, using phrases like: *(End of Questions)*.
- Using font sizes as follows:
  - **Header size:** 12-14
  - **Exam text size:** 16-20
- **Using any type of Naskh font**.
- Ensuring a **margin of at least 2.5 cm**.
- Adding a closing phrase such as:
  - *"We wish you success and good luck."*
  - *"Best wishes for success."*
  - Or any similar phrase.

2. Content Specifications

The content of the exam paper should meet the following criteria:

A. Clarity of Questions

- Questions should be clear and **free from ambiguity**.
- Example of an unclear question:
  - *"What is expected in combating extremist ideology?"* (This lacks specificity).

B. Avoiding Multiple Interpretations

- Each question should have a **single, clear answer**.
- Example of an ambiguous question:
  - *"Define Sunnah in terminology."* (Does this refer to the definition in **Hadith studies, Usul al-Fiqh, or another field**?)

C. Avoiding Complex and Overloaded Questions

- Example of a poorly structured question:
  - *"Define Sunnah in language and terminology according to Hadith scholars, Usul scholars, and jurists. Explain its types, how it reaches us, provide evidence for its authority, its status in relation to the Quran, and refute the objections of its critics."*
  - This question **contains multiple parts**, making it difficult to answer concisely.

D. Aligning Questions with Learning Outcomes

- Questions should **directly relate** to the expected learning outcomes of the course.

E. Balanced Coverage of Course Content

- The exam should **cover all course topics in a fair and balanced manner**.

F. Variety in Question Types

- The exam should include both **essay and objective** questions.
- Essay questions should be varied, including:
  - **Long-answer questions**.
  - **Short-answer questions**.
- Objective questions should include different formats, such as:
  - **Multiple-choice questions**.
  - **Fill-in-the-blank questions**.
  - **Matching questions**.
  - And other relevant question types.
- Observing the Quality Standards of Each Type of Question Mentioned at the Beginning of the manual.

Third: Stages of Preparing Achievement Tests

1. **Defining the Objective of the Test:**

The first step in constructing achievement tests is to determine their objective: Is the goal to measure learning outcomes for a specific course or program? Or is it to assess a particular level of thinking among students? Or is it meant to evaluate the knowledge students have acquired in a particular field or something else?

2. **Defining the Learning Outcomes of the Course or Program to be Measured:**

If the purpose of the test is to measure specific learning outcomes, they must be clearly defined so that the appropriate test items can be formulated accordingly.
In some cases, identifying the learning outcomes of the course or program may be the first step in constructing the test, especially if its objective is clear from the beginning.

3. **Analyzing the Content Provided to Students:**

This step involves linking the test to the targeted learning outcomes, identifying its topics, components, principles, concepts, facts, terms, and various aspects of learning.
It also requires distinguishing between the main content and the supporting content.

4. **Determining the Type of Test Items:**

Test items refer to the types of questions included in the test, such as: (Essay – Objective – Multiple Choice – True/False – Fill in the Blanks, etc.).
The selection of test item types depends on several factors, including:

- The type and level of learning outcomes to be measured.
- The nature of the content.
- The nature and academic level of the students.

5. **Estimating the Number of Test Items:**

At this stage, the faculty member determines the number of test items that will be presented to the target group of learners.

The number of test items is determined based on several factors, including:

- The type of test items.
- The time available for administering the test.
- The number and level of learning outcomes.
- The nature of the learners.

6. Preparing a Test Specification Table:

This is a detailed blueprint of the achievement test. It consists of two dimensions:

1. **The first dimension (Vertical):** Represents the course topics.
2. **The second dimension (Horizontal):** Represents the learning outcomes, their various levels, and their percentage distributions.

Through these dimensions, the number and percentage of questions are determined and linked to all learning outcomes and course content, while also specifying the relative weight of each component in the prepared table.

Title:

Sample Table of Specifications for an Achievement Test Consisting of 40 Questions

Topics	Number of Learning Outcomes and Related Questions	Total Learning Outcomes	Total Test Items	Relative Weight of Learning Outcomes	Relative Weight of Test Items
Purification (Taharah)	**Knowledge and Understanding**: 3 (result), 2 (question) **Skills**: 3 (result), 2 (question) **Values**: 1 (result), 0 (question)	7	7	18.57%	17.5%

Topics	Number of Learning Outcomes and Related Questions	Total Learning Outcomes	Total Test Items	Relative Weight of Learning Outcomes	Relative Weight of Test Items
Prayer (Salah)	**Knowledge and Understanding**: 6 (result), 2 (question) **Skills**: 3 (result), 2 (question) **Values**: 4 (result), 1 (question)	13	13	31.25%	32.5%
Fasting (Sawm)	**Knowledge and Understanding**: 3 (result), 1 (question) **Skills**: 2 (result), 1 (question) **Values**: 2 (result), 1 (question)	7	7	18.75%	17.5%
Zakat (Almsgiving)	**Knowledge and Understanding**: 3 (result), 2 (question) **Skills**: 2 (result), 1 (question) **Values**: 2 (result), 1 (question)	7	7	18.75%	17.5%
Hajj (Pilgrimage)	**Knowledge and Understanding**: 3 (result), 1 (question) **Skills**: 2 (result), 1 (question) **Values**: 2 (result), 1 (question)	6	6	12.5%	15%
Total	**Knowledge and Understanding**:	40	40	100%	100%

Topics	Number of Learning Outcomes and Related Questions	Total Learning Outcomes	Total Test Items	Relative Weight of Learning Outcomes	Relative Weight of Test Items
	18 (result), 7 (questions) **Skills**: 12 (result), 7 (questions) **Values**: 11 (result), 4 (questions)				

7. Starting the test construction according to the table of specifications:

In this step, the test is constructed according to the previous specifications table, ensuring that questions are placed in light of each cell mentioned in the table.

8. Formulating test instructions:

Since the test application must be clear to the respondents, test instructions should be written in a clear way to guide respondents to what is required from them.

9. Verification of the psychometric properties of the test:

If the test has not been leaked, it is best reviewed by experts and specialists in the field to examine its apparent validity without informing them of its actual purpose. They should review it from the perspective of clarity, scientific accuracy, linguistic accuracy, and the extent to which its knowledge level matches the required level. After that, the reliability of the reviewers should be confirmed, and their notes should be modified accordingly. If the test is to be applied to a sample of students, it requires statistical analysis to verify its reliability and to calculate difficulty and discrimination indices.

10. Preparing the answer key:

It is necessary to prepare an answer key for the test or a sample answer model, which helps the faculty member correctly assess grades.

Fourth: Reporting Test Results:

After students complete answering the achievement test questions related to the course, the faculty member begins recording and tracking their results and developing them. This is done to clarify the aspects of success and failure and the learning outcomes that have been achieved and those that have not. Without analyzing the test results and including them in a report that shows the number of students who scored (A+), those who scored (A), and their percentages, and listing their distribution across all grade levels, the data remains incomplete. The distribution of cases among top students, average students, and struggling students should be clarified, followed by a discussion of the test results in light of fairness and validity indicators. Then, the factors that led to the achievement or failure of learning outcomes are analyzed. This process involves discussing whether the learning outcomes were fully achieved, partially achieved, or not achieved at all, or whether they reached the target level and the factors that led to that.

Quality Circle in Assessing Learning Outcomes

To ensure the quality of the assessment of learning outcomes in academic programs and courses, the assessment process must go through a series of stages and steps, including the most important ones:

1. Planning Stage for Assessment:

The planning stage for assessment is carried out through a number of procedures, which include the following practices:

- The assessment planning process for learning outcomes begins at an early stage, as it starts from the stage of designing program and course descriptions. Each description must include descriptions of assessment methods, mechanisms, and evaluation methods (direct and indirect). Additionally, measurement criteria and indicators are defined to judge the effectiveness of these mechanisms and the extent of students' benefit from them.
- Learning outcomes are linked to the activities through which they are achieved. These activities are defined based on their nature, types, timing, conditions, and the degree allocated for each of these assessments. The expected learning outcomes for each course must also be determined.
- This is followed by the descriptive design process, in which faculty members begin designing course descriptions according to previously defined assessment methods for learning outcomes and their supporting documents.
- At the beginning of the academic semester, the course instructor explains to students how their learning outcomes will be assessed, along with an explanation of the method of distributing course grades between formative assessments and final examinations. This should be done in line with what is stated in the course syllabus.
- **Setting the assessment schedules** by determining the final exam dates for each semester, including the dates and times of assessments and their alignment with the course topics.
- **Determining examination halls** and distributing students across these halls.
- **The college councils oversee the formation of committees** to monitor the progress of examinations.

- **Assigning an examination committee** for each college, responsible for determining the roles and overseeing the assessment process during the exam period, and notifying all students of their exam dates.
- **Defining the technical specifications of test questions**, including how the question is structured and what the score includes for each question. This also involves determining the question formats, types, levels, timing, and other necessary guidelines for the nature of the exam.

- **Setting Exam Questions**: The course instructors will prepare the exam questions, ensuring that they align with the specified learning outcomes outlined in the course description. Additionally, they must adhere to the university's learning outcomes assessment guide, considering various forms of assessment and their respective criteria. The length of the questions should be appropriate for the allotted exam time, while also maintaining the technical aspects of the exam paper.
- **Exam Review**: A committee formed by the department council will review the exam to verify that it meets the targeted learning outcomes for each course.
- **Ensuring Exam Hall Readiness**: Exam halls should be checked for adequate seating, proper ventilation, air conditioning, and lighting quality.
- **Arrangements for Students with Special Needs**: A list of students with special needs should be compiled, and suitable exam halls should be allocated for them, ensuring that all necessary accommodations are provided.
- **Providing Answer Sheets and Printing Exam Questions**: Answer sheets should be made available, and exam questions should be printed in advance.

2. Assessment Implementation Stage:

- **Distributing Exam Papers**: Exam papers should be distributed to students, and any inquiries they have during the exam should be addressed. Attendance and absences must be recorded, cases of cheating documented, and order maintained in the exam hall.

- **Grading and Reviewing Answer Sheets**: Students' answer sheets should be graded and reviewed to ensure that all questions have been correctly marked.
- **Recording Exam Grades**: The course instructor should enter the exam grades into the academic system within the specified timeframe, which is **72 hours** from the time of the exam.
- **Approval of Student Results**: The results must be approved by the head of the academic department responsible for the course.
- **Student Evaluation of the Course and Instructor**: After the exam, students should have the opportunity to evaluate the course, and the instructor based on several criteria that measure the instructor's performance and the effectiveness of the course.
- **Publishing Results and Handling Grade Appeals**: Students should be given access to their assessment results, and they should be allowed to appeal their grades according to the university's regulations within the designated timeframe.
- **Grade Correction by the Instructor**: The course instructor should be given the opportunity to adjust any grades in case of recording errors.
- **Updating Learning Outcomes Data**: Learning outcomes data should be entered into the **Itqan** electronic system, reports should be generated, and they should be sent to the course coordinator or program director as specified by the department.

- **Conducting Make-up Exams**: Alternative exams should be arranged for students who were unable to attend the final exams due to valid excuses acceptable to the University.

3. Analyzing Assessment Outcomes Stage:

The analysis of assessment outcomes can be achieved through the following ways:

First Method: Academic System Statistics

The academic system provides statistical data after recording grades, allowing for the distribution of students across different grade categories and determining the percentage of students in each grade classification.

Second Method*: Itqan* System

Itqan is an electronic system designed by the university to measure learning outcomes and assess their achievement at the **program, college, or university level**. This is done by entering a score for each targeted learning outcome in every course, which is automatically reflected in the system-generated reports.

Additionally, this system links course outcomes to the overall learning outcomes of the academic program. The system then automatically generates reports on the extent to which learning outcomes have been achieved at the program level. These program reports are discussed in the **Quality Deanship Council**, which recommends improvement plans for areas requiring enhancement based on the reports generated by the system.

Third Method: Instructor Reports

This method involves **reports prepared by course instructors** at the end of each academic semester through the following steps:

- At the end of the semester, after completing the exams and recording grades, the course instructor prepares a **course evaluation report** based on the model provided by the **Education and Training Evaluation Commission**.
- The **course coordinator** submits this report to the **head of the department**, who then forwards it to the **Curriculum and Study Plans Committee** within the department for **analysis** and to develop an **improvement plan** to address any deficiencies identified.
- The **Curriculum and Study Plans Committee** analyzes reports from all faculty members, compiles a **comprehensive assessment report** for all courses within the program, and formulates improvement strategies to address identified weaknesses. This report is then submitted to the **department council**.
- The **department council** reviews the **committee's report** and makes a decision on its approval.
- The **department's report** is forwarded to the **college's Curriculum and Study Plans Committee** for review. A **college-wide program report** is then prepared and presented to the **College Council** for discussion and final approval in an official record signed by the **university president**.

- Finally, **college reports** are sent to the **Deanship of Development and Quality**, where they are presented to the **Quality Deanship Council** for review, and **feedback is provided** to the academic programs included in the report.

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