

Procedure for Measuring the Characteristics of Graduates Hafar Al-Batin University 1442–1443



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Introduction

Numerous universities through the world have identified characteristics that their students acquire during their studies and that distinguish their graduates at the local and international levels. Universities compete with one another on both an academic and professional level, and there is growing pressure on colleges and universities to produce deserving graduates who are ready to enter the workforce.

These

characteristics exhibit the university's vision, mission, and objectives. These characteristics must thus be included into all lesson plans as well as all compulsory and elective extracurricular activities taught in scientific departments. Competitively is no longer just determined by academic achievement because graduates' diverse abilities and applicability in real-world settings now serve as the strongest markers of their proficiency in higher education.

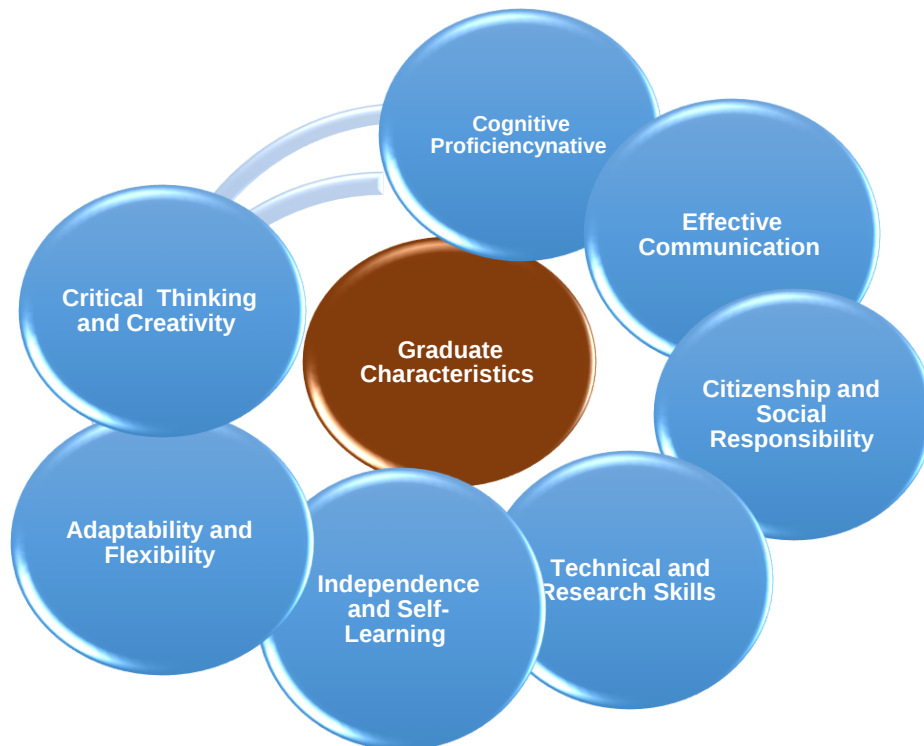
The University of Hafr Al-Batin is aware of the significance of identifying the characteristics that its graduates should possess. As a result, it has started a project to identify these characteristics through specialized academic experiences and the skills that the university community agrees students should acquire while enrolled in the institution.

Experiences from domestic and foreign universities and educational organizations have demonstrated the significance of developing specialized skills and talents that set graduates apart and allow them to promote their university on the job market in their area of expertise.

The Kingdom's Vision 2030, the university's strategic plan, labor market demands, and other factors were used by University of Hafr Al-Batin to establish the characteristics of its graduates using a scientific process.

The university has incorporated everyone with an interest, including students, faculty members, employers, and experts, in determining the quality of graduates. There have been a lot of seminars, questionnaires, focus groups, environmental evaluations, and benchmark comparisons with other universities. The university identified the following characteristics in its graduates:

Belonging
and Integrity



First: What are the Characteristics of Graduates?

- **Cognitive Proficiency:** The graduate must have a thorough comprehension of the theories, principles, and regulations governing his field of study.
- **Effective Communication:** This refers to the graduate's ability to express meanings in more than one language and to transmit and communicate thoughts, views, information, and facts in a way that advances the objectives of the university and society.
- **Technical and Research Skills:** The ability of the graduate to use advanced technology and conduct research in his field of specialization.
- **Critical Thinking and Creativity:** The ability of the graduate to analyze problems, use their knowledge, and develop unique, creative solutions.
- **Citizenship and Social Responsibility:** The graduate's commitment to participating in national concerns, sense of belonging there, commitment to carrying out his duties and obligations as efficiently as possible, and taking the initiative to adequately offer volunteer and community activities are all important factors.
- **Independence and Self-Learning:** The graduate's ability to make decisions independently in his area of work and take responsibility for those decisions, as well as his ability to continually advance his skills and knowledge on his own.
- **Flexibility and Adaptability:** The graduate's capacity to work with people from different cultural backgrounds and to adapt to different work environments.
- **Belonging and Integrity:** A graduate is motivated to think of fresh, original ideas at work by his sense of achievement, his concern for the school, his place of employment, and his community, as well as by his adherence to professional ethics.

Second: Characteristics Learning Outcomes

No	Graduates Characteristics	Learning Outcomes
1	Cognitive Proficiency	The graduate is required to show that he or she comprehend the theories, principles, and regulations relevant to their field of specialization.

No	Graduates Characteristics	Learning Outcomes
2	Effective Communication	To transmit information in a clear, effective, and understandable manner that furthers the university's and society's objectives.
3	Technical and Research Skills	To do study employing modern technology in his field of specialization.
4	Critical Thinking and Creativity	Utilize innovative methods, consider problems, and generate original concepts at work.
5	Citizenship and Social Responsibility	The graduate has to utilize the initiative to responsibly do voluntary and community service, actively engage in national affairs, have a sense of belonging, carry out the tasks and obligations allocated to him, do so as effectively as possible, and actively participate in national affairs.
6	Independence and Self-Learning	to continually improve his knowledge and skills and to independently make decisions in his particular field of work.
7	Flexibility and Adaptability	to perform well in a multicultural team and numerous work environments.
8	Belonging and Integrity	The graduate is expected to preserve their academic and professional integrity and to be proud of their university, their place of employment, and their local area.

Third: The University's Method for Measuring Graduate Characteristics

The techniques that follow will be used by the University of Hafr Al-Batin to assess how well students have complied with the standards for graduation:

- 1- Exit Exam
- 2- Capstone Courses/Projects
- 3- Gradual Estimation Ladders (Rubrics)
- 4- Opinion Questionnaires.

The Cognitive Proficiency and Critical and Creative Thinking Skills of graduates are assessed directly through some programs, in addition to all programs measuring the

characteristics of graduates related to learning outcomes through the Exit Exam held by some programs to measure learning outcomes at the bachelor's level or in collaboration with the Education and Training Evaluation Commission.

Graded grading systems (Rubrics) are used to assess the remaining six characteristics. Additionally, through requesting students, graduates, employers, and faculty members to complete questionnaires, each graduation characteristic is indirectly evaluated.

The Table of Graduate Characteristics and Its Measuring Techniques

No	Graduate Characteristics	Measurement Techniques		
		Direct		Indirect
1	Cognitive Proficiency (Perfect)	Capstone Courses	Exit Exam	Questionnaire of Students, Graduates, Employers, and Faculty Members
2	Critical Thinking and Creativity (Critic)			
3	Effective Communication (Interactive)	Grading Ladders (Rubrics)		
4	Technical and Research Skills (Technical)	Grading Ladders (Rubrics)		
5	Citizenship and Social Responsibility (Responsible)	Grading Ladders (Rubrics)		
6	Flexibility and Adaptability (Flexible)	Grading Ladders (Rubrics)		
7	Belonging and Integrity (Impartial)	Grading Ladders (Rubrics)		
8	Independence and Self-Learning (Independent)	Grading Ladders (Rubrics)		

Questionnaire of
Students, Graduates,
Employers, and
Faculty Members

Exit Exam

This is accomplished in two different ways: either through the utilization of standardized examinations carried out by the Education Evaluation Authority, which is represented by the Measurement Center, or directly by the academic division that offers the program, where the measures that follow are implemented:

- The Exit Exam, which is assessed by a committee assembled by the program to evaluate all learning outcomes, particularly those connected to knowledge and skills, is given to graduating students each semester.
- The exam will be designed by a committee of individuals with academic qualifications based on the program's learning outcomes, and each question is relevant to the program's learning objectives in both fields (knowledge and skills).

- The exam is delivered through the Blackboard system.
- The exam is administered once at the end of the semester.
- The measurement Committee analyses the results and prepares a report on each program after maintaining record of the students' grades.
- The Supervisory Committee receives the end-of-program examination results for approval of student grades and reports.
- To enable reports on improvement processes and plans to be created based on the findings, the supervisory committee provides the results to the programs. These reports place special emphasis on the outcomes' strengths, sections that still require development, and improvement objectives.
- At the end of each academic year, reports on processes and proposals for improvement are provided to the academic department councils.
- The academic department councils receive reports on procedures and suggestions for enhancements at the end of each academic year.

Capstone Courses

- The course's instructor, who teaches at the program's advanced levels, where these courses are offered, puts it into practice.
- The committee in charge of the graduation project or the program's training committee could profit from its execution.
 - The course teacher completes the evaluation cards for each student related to the courses (field experience or graduation project) and submits them to the outcomes Measurement Committee of the program, which then sends them to the Measurement and Evaluation Unit. If using electronic means will simplify the analysis and presentation of results, it is a possibility.
 - The Measurement and Evaluation Unit collects information on each trait level for each graduating feature from all students and monitors the average.
 - Results are delivered to the Output Measurement Committee after assessment and analysis by the Measurement and Evaluation Unit.
 - The instructor gathers information from direct evaluations of learning outcomes for advanced, specialized courses like Chemistry 3 and submits it to the program's outcomes Measurement Committee.
 - The program's Quality Committee receives feedback from the Evaluation Unit and direct evaluation of the learning outcomes of specialized courses.
 - After reviewing the findings, identifying strengths, areas that need work, and objectives for improvement, the Quality Committee delivers the end-of-program examination results, the graded scales, and the results of survey questionnaires to Department Council at the end of each academic year.

Grading Ladders (Rubrics)

- It is implemented by the course's final-level instructor after the students are divided among the instructors along with instruction on how to apply rubrics for faculty members. Implementation occurs a month before the semester is completed.
- The completion of the project is going to be beneficial to the committee in charge of the graduating project or the program's training committee.
- For each student's involvement in the course, graduation project, or training, the program's outcomes Measurement Committee sends a Rubrics card to the Measurement and Evaluation Unit. It is possible to implement using technological tools (to speed up analysis and decision-making).
- The Measurement and Evaluation Unit compiles information for each student's graduation characteristic.
- The Output Measurement Committee receives the results after assessment and analysis by the Measurement and Evaluation Unit.
- At the ends of each academic year, the Department Council is additionally provided with the results of the end-of-program examination, course assessment cards/capstone projects, and opinion polls. The Quality Committee in the program reads the results, identifies strengths, areas that need improvement, and priorities for improvement.
- The Quality Committee in the program receives the findings from the Output Measurement Committee and transmits them to it.

Questionnaires

- The Measurement and Evaluation Unit creates electronic questionnaires about the characteristics of graduates, such as the program evaluation questionnaire for students who are anticipated to graduate, the student questionnaire regarding the standard of instruction, the graduates' questionnaire, the employers' questionnaire, and the faculty members' questionnaire regarding the standard of instruction at the University of Hafr Al-Batin. The Measurement and Evaluation Unit transmits questionnaires during the semesters of the year (students may graduate in the first semester).
- The Measurement and Evaluation Unit provides reports after analyzing the data, and the Deanship of Development and Quality approves such reports.
- The Deanship of Development and Quality communicates the findings to the programs so that reports on improvement techniques and plans based on the findings, including the strengths, sections which require work, and improvement priorities, may be prepared.
- The Deanship of Development and Quality keeps a monitors on the implementation of initiatives for program improvement.

Fourth: Those Who Are Interested in Measuring the Characteristics and Learning Outcomes of



Graduates:

Program Responsibility:

- Creating a committee to evaluate the characteristics of students and learning outcomes for academic programs, or transferring the responsibility to whatever committee the academic department establishes (under whatever name), whether it be at the departmental or college level.
- Come up with a plan for measuring the characteristics of graduates in accordance with the course's learning objectives.
- Establishing techniques for measuring graduates' characteristics and their direct and indirect learning outcomes.
- Training instructors on how to apply rubrics
- Getting faculty members ready for the program's Exit Exam, which will be utilized for measuring learning outcomes.
- Training instructors on how to use measurement cards for capstone projects/courses.

Departmental Quality Assurance Committee

- Outlining techniques for measuring faculty members and committees formed for this purpose, as well as how instruments are utilized for measuring the characteristics and learning outcomes of graduates.
- Hosting seminars in partnership with the Deanship of Development and Quality to support academic programs in developing procedures of measuring the characteristics of graduates and learning outcomes.
- Receiving assessment feedback from the Committee for Measuring Graduates' Characteristics and Learning Outcomes
- At the end of each academic year, evaluate the results of the learning outcomes and graduates' characteristics, highlight the strengths as well as those in need of improvement, prioritize those areas, and create plans for improving those areas with the objective to conclude the quality circle.
- Presenting the results of the Program-Exit Exam, the capstone courses/projects, the rubrics, and the questionnaires to the department council at the end of each academic year in order to discuss the learning outcomes and graduate characteristics.
- At the end of each academic year, provide reports, outcomes, strengths, areas in need of improvement, objectives for improvement, and a plan for improving those areas to the Quality Assurance Unit at the college.

Measurement Committee on Graduate Characteristics and Learning Committee

- Developing and implementing assessment cards, rubrics, questionnaires, and exit exams for capstone courses and projects.
- Delivering the assessment results to the Measurement and assessment Unit for measurement and analysis.
- Delivering the measurement and assessment results to the department's Quality Assurance Committee so that they may identify areas for improvement, establish priorities for those areas, and develop plans to address those areas. At the end of the year, the plan will be submitted to the department council.

Departmental Quality Assurance Committee

- Receiving feedback from the program's quality assurance committee at the end of each academic year, including reports, outcomes, strengths, areas that need improvement, objectives for improvement, and a plan to address those areas.
- Providing the Deanship of Development and Quality with reports that measure the characteristics of graduates and the outcomes of the academic programs at the college.

- Providing training on the appropriate use of measuring techniques and supporting departments and programs in developing and implementing improvement strategies.
- Programs that track graduates' traits and academic progress.
- Examine the report on quantifying graduate characteristics from the college's Quality Assurance Committee.
- The College Council receiving reports, findings, and suggestions from program and department councils on how to handle situations that need improvement.
- Submitting reports and the results to the Deanship of Development and Quality electronically after College Council approval.
- Developing measuring tool automation to speed up the evaluation process.
- Holding seminars, giving colleges advice, and support in order to make measuring procedures clear and create strategies for academic program development.
- Providing the university's vice president for academic affairs with reports and improvement plans for undergraduate programs.

Vice Rectorate for Academic Affairs

Reviewing the reports and improvement plans that the Deanship of Development and Quality submitted, submitting them to the university's Plans and Curriculum Committee, and then offering them the appropriate guidance.

The University of Hafr Al-Batin's General Measuring Tool's Graduated Estimating Ladders for Graduates' Characteristics (Rubrics)

No	Characteristic	Learning Outcomes	Performance Measurement					Evaluation
			Excellent (5)	Very good (4)	Good (3)	Acceptable (2)	Weak (1)	
1		The graduate must be able to: Transfer and share	He is completely aware of the numerous aspects of communication and how crucial it is for the transfer of thoughts, knowledge, and experiences..	He greatly comprehends the various components of communication and how significant it is for the transferring of thoughts, knowledge, and experiences.	He is capable of comprehending the various components of communication and how significant it is for the transferring of thoughts, knowledge, and experiences.	He has a moderate comprehending the various components of communication and how significant it is for the transferring of thoughts, knowledge, and experiences.	He is unaware of the various components of communication and how crucial it is for the exchange of thoughts, knowledge, and experiences	5/-
			He has an advanced level of emotional intelligence in interpersonal	He has a high level of emotional intelligence when it comes	He has a good level of emotional intelligence in interpersonal interactions and the	He has an adequate amount of emotional intelligence in	He has a limited and in some ways undesirable amount of emotional	

	Effective Communication (Interactive)	thoughts, opinions, information, and information in a clear, effective, and understandable manner to achieve the stated objectives of the institution and society.	interactions and the capacity for verbal and nonverbal communication..	to interpersonal interactions and the capacity for verbal and nonverbal communication.	capacity for verbal and nonverbal communication.	interpersonal interactions and the capacity for verbal and nonverbal communication	intelligence in interpersonal interactions and the capacity for verbal and nonverbal communication.	5/-
			Excellent in both spoken and written English, as well as Arabic (if needed).	Very good in both spoken and written English, as well as Arabic	He is able to write and communicate in both Arabic and English.	He is able to write and communicate in both Arabic and English.	He struggles to write and speak in Arabic and is unable to communicate in English.	5/-
			He has a wealth of expertise and knowledge in utilizing social media platforms for both personal and professional interactions and activities.	. He has significant expertise and knowledge in utilizing social media platforms for both personal and professional interactions and activities.	He has the necessary expertise and knowledge in utilizing social media platforms for both personal and professional interactions and activities	He doesn't have the necessary expertise and knowledge in utilizing social media platforms for both personal and professional interactions and activities	He lacks adequate knowledge or skill in using social media platforms for both personal and professional interactions and activities	5/-
			His speaking skills are exceptional, and he is excellent at interacting with audience members.	His speaking skills are very good, and he is very good at interacting with audience members.	His speaking skills are good, and he is good at interacting with audience members.	His ability to communicate with audience members and talk effectively is acceptable.	His ability to communicate with audience members and talk effectively is non-acceptable.	5/-
Average Rating Score			5/-					
2	Technical and Research Skills (Technical)	The graduate must be able of: Using Modern Technology and Performing Research in His Field of Specialization	He is proficient at accessing a variety of digital apps on the web, portable electronics, and mobile smart devices.	He can effectively access a variety of digital apps on the web, portable electronics, and mobile smart devices.	He can easily utilize access a variety of digital apps on the web, portable electronics, and mobile smart devices.	He can utilize access a variety of apps on the web, portable electronics, and mobile smart devices.	He cannot utilize access a variety of digital apps on the web, portable electronics, and mobile smart devices.	5/-
			He is an expert user of an extensive variety of electronic, web, and smart mobile apps.	He can effectively utilize an extensive variety of electronic, web, and smart mobile apps.	He can easily utilize an extensive variety of electronic, web, and smart mobile apps.	He may be able to utilize some of electronic, web, and smart mobile apps.	He is unable to utilize many of electronic, web, and smart mobile apps.	5/-
			He has proficiency in using some key programs for accomplishing specialized or administrative tasks, such as his computer skills and MS Office programs.	He has skills in using some key programs for accomplishing specialized or administrative tasks, such as his computer skills and MS Office programs.	He has the necessary abilities in using some key programs for accomplishing specialized or administrative tasks, such as his computer skills and MS Office programs.	He struggles to use some key programs for accomplishing specialized or administrative tasks, such as his computer skills and MS Office programs.	He is unable to use some key programs for accomplishing specialized or administrative tasks, such as his computer skills and MS Office programs.	
			He possesses a special talent for comprehending	He possesses a strong talent for comprehending	He possesses an appropriate talent for comprehending	He struggles to comprehend the procedures and	He is unable to comprehend the procedures	

			the procedures and components of conducting scientific research in addition to the significance of research learning outcomes in the advancement of the field of specialization.	the procedures and components of conducting scientific research in addition to the significance of research learning outcomes in the advancement of the field of specialization.	the procedures and components of conducting scientific research in addition to the significance of research learning outcomes in the advancement of the field of specialization.	components of conducting scientific research in addition to the significance of research learning outcomes in the advancement of the field of specialization.	and components of conducting scientific research in addition to the significance of research learning outcomes in the advancement of the field of specialization.	5/-
Average Rating Score			5/-					
3	Independence and Self-Learning (Independent	The graduate must be able to: make independent choices in their chosen area of employment, take responsibility for those decisions on their own, and continually improve their knowledge and abilities on their own.	He understands independence, its goals, and its significance in a clear and unambiguous way.	He understands independence, its goals, and its significance in a clear way.	He understands independence, its goals, and its significance in an appropriate and unambiguous way.	He struggles to understand independence, its goals, and its significance in a clear and unambiguous way.	He is unable to understand independence, its goals, and its significance in a clear and unambiguous way.	5/-
			He possesses a significant and unique ability for long-term learning and self-research, that enables him comprehend every detail, arrive at appropriate decisions, and make decisions at work.	He possesses a significant ability for long-term learning and self-research, that enables him comprehend every detail, arrive at appropriate decisions, and make decisions at work.	He possesses a good ability for long-term learning and self-research, that enables him comprehend every detail, arrive at appropriate decisions, and make decisions at work.	He struggles to comprehend the long-term learning and self-research, that enables him comprehend every detail, arrive at appropriate decisions, and make decisions at work.	He lacks ability for long-term learning and self-research, that enables him comprehend every detail, arrive at appropriate decisions, and make decisions at work.	5/-
			He is completely and clearly aware of the sources of data, information, publications, and encyclopedias in his line of work in order to find correct and validated content.	He is clearly aware of the sources of data, information, publications, and encyclopedias in his line of work in order to find correct and validated content.	He is aware of the sources of data, information, publications, and encyclopedias in his line of work in order to find correct and validated content.	He doesn't have adequate knowledge of the sources of data, information, publications, and encyclopedias in his line of work in order to find correct and validated content.	He doesn't have knowledge of the sources of data, information, publications, and encyclopedias in his line of work in order to find correct and validated content.	5/-
Average Rating Score			5/-					
			He actively and heavily engages in community activities on an individual basis and freely to support and benefit other associations	He heavily engage s in community activities on an individual basis and freely to support and benefit other associations	He appropriately engag es in community activities on an individual basis and freely to support and benefit other associations and individuals of civil	He struggles to engage in community activities on an individual basis and freely to support and benefit other associations and	He lacks engaging in community activities on an individual basis and freely to support and benefit other associations and	5/-

4	Citizenship and Social Responsibility (Responsible)	The graduate must be able to: take responsibility to appropriately deliver volunteering and community services in addition to his dedication to carrying out the duties and responsibilities assigned to him and accomplishing them in the best manner possible.	and individuals of civil society and charity organizations.	and individuals of civil society and charity organizations.	society and charity organizations.	individuals of civil society and charity organizations.	individuals of civil society and charity organizations.	
			He has a clear and proficiency responsibility and role in transferring and sharing knowledge, skills, and experience to civil society to promote excellence and continuous improvement in his field of specialization and other professions in which he is qualified.	He has a clear responsibility and role in transferring and sharing knowledge, skills, and experience to civil society to promote excellence and continuous improvement in his field of specialization and other professions in which he is qualified.	He has an appropriate responsibility and role in transferring and sharing knowledge, skills, and experience to civil society to promote excellence and continuous improvement in his field of specialization and other professions in which he is qualified.	He has insufficient sense of responsibility and role in transferring and sharing knowledge, skills, and experience to civil society to promote excellence and continuous improvement in his field of specialization and other professions in which he is qualified.	He doesn't have a sense of responsibility and role in transferring and sharing knowledge, skills, and experience to civil society to promote excellence and continuous improvement in his field of specialization and other professions in which he is qualified.	5/-
			He possesses an exceptionally high degree of national identification allegiance, the highest level of ethical integrity in Saudi society, and sensitivity to all of the challenges it encounters.	He possesses a high degree of national identification allegiance, the highest level of ethical integrity in Saudi society, and sensitivity to all of the challenges it encounters.	He possesses an appropriate degree of national identification allegiance, the highest level of ethical integrity in Saudi society, and sensitivity to all of the challenges it encounters.	He struggles to have a degree of national identification allegiance, the highest level of ethical integrity in Saudi society, and sensitivity to all of the challenges it encounters.	He doesn't have a degree of national identification allegiance, the highest level of ethical integrity in Saudi society, and sensitivity to all of the challenges it encounters.	5/-
			He envisions a bright and prosperous future in light of the Kingdom's extraordinary and brilliant 2030 vision for national transformation. He contributes in a specific and evident personal way to the achievement of Saudi Vision 2030 via some good efforts in the areas of training and enhancing the role of individuals as well as their positive involvement in	He envisions a prosperous future in light of the Kingdom's extraordinary and brilliant 2030 vision for national transformation. He contributes in a specific and evident personal way to the achievement of Saudi Vision 2030 via some good efforts in the areas of training and enhancing the role of individuals as well as their positive involvement in	He envisions a good future in light of the Kingdom's extraordinary and brilliant 2030 vision for national transformation. He contributes in a specific and evident personal way to the achievement of Saudi Vision 2030 via some good efforts in the areas of training and enhancing the role of individuals as well as their positive involvement in serving the nation without discrimination.	He struggles to envision a good future in light of the Kingdom's extraordinary and brilliant 2030 vision for national transformation. He contributes in a specific and evident personal way to the achievement of Saudi Vision 2030 via some good efforts in the areas of training and enhancing the role of individuals as well as their positive involvement in serving the	His low prediction of a good future in light of the Kingdom's extraordinary and brilliant 2030 vision for national transformation. He contributes in a specific and evident personal way to the achievement of Saudi Vision 2030 via some good efforts in the areas of training and enhancing the role of individuals as well as their positive involvement in serving the	5/-

			serving the nation without discrimination.	serving the nation without discrimination.		nation without discrimination.	nation without discrimination.	
			He makes a unique and clear personal contribution to the implementation of Saudi Vision 2030 by making specific, targeted and helpful efforts in the areas of empowering people's roles, their positive engagement in serving the country without discrimination, and their training and role-strengthening	He makes a great personal contribution to the implementation of Saudi Vision 2030 by making specific, targeted and helpful efforts in the areas of empowering people's roles, their positive engagement in serving the country without discrimination, and their training and role-strengthening.	He contributes and supports in some manner, as much as he can, to the achievement of Saudi Vision 2030, by making specific, targeted and helpful efforts in the areas of empowering people's roles, their positive engagement in serving the country without discrimination, and their training and role-strengthening	He contributes a limited and unclear to the achievement of Saudi Vision 2030, by making specific, targeted and helpful efforts in the areas of empowering people's roles, their positive engagement in serving the country without discrimination, and their training and role-strengthening	He doesn't contribute to the achievement of Saudi Vision 2030, by making specific, targeted and helpful efforts in the areas of empowering people's roles, their positive engagement in serving the country without discrimination, and their training and role-strengthening	5/-
Average Rating Score			5/-					
5	Flexibility and Adaptability (Flexible)	The graduate must be able to: adapt to a variety of job environments and communicating and engaging with an international organizations multicultural team.	He proficiently and effectively possesses the skills necessary to engage in responsibility, offer services, participate in significant challenges in his field of knowledge and skills, and offer creative suggestions.	He clearly possesses the skills necessary to engage in responsibility, offer services, participate in significant challenges in his field of knowledge and skills, and offer creative suggestions.	He appropriately possesses the skills necessary to engage in responsibility, offer services, participate in significant challenges in his field of knowledge and skills, and offer creative suggestions.	He sufficiently possesses the skills necessary to engage in responsibility, offer services, participate in significant challenges in his field of knowledge and skills, and offer creative suggestions.	He doesn't possess the skills necessary to engage in responsibility, offer services, participate in significant challenges in his field of knowledge and skills, and offer creative suggestions.	5/-
			He has an exceptional degree of adaptability, which enables him to perform well in a variety of environments and adapt to multiple shifting work environments.	He has a great degree of adaptability, which enables him to perform well in a variety of environments and adapt to multiple shifting work environments.	He has an acceptable degree of adaptability, which enables him to perform well in a variety of environments and adapt to multiple shifting work environments.	He has an limited degree of adaptability, which enables him to perform well in a variety of environments and adapt to multiple shifting work environments.	He struggles to perform well in a variety of environments and adapt to multiple shifting work environments	5/-
			He is successful in tolerating and appreciating difference and valuing intellectual, social, and cultural variety in his line of environment.	He is explicit and clear in tolerating and appreciating difference and valuing intellectual, social, and cultural variety	He is appropriate in tolerating and appreciating difference and valuing intellectual, social, and cultural variety in his line of environment	He lacks of tolerating and appreciating difference and fails to value intellectual, social, and cultural variety in his line of work environment.	Due to his unclear comprehend of his understanding of difference, he frequently opposes it and fails to appreciate the	5/-

				in his line of environment			value of intellectual, social, and cultural diversity in working environments.	
			He has a special and unique talent in recognizing the significance of recognizing and dealing with change and adaptation, whether they are occurring at work or elsewhere.	He has a great talent in recognizing the significance of recognizing and dealing with change and adaptation, whether they are occurring at work or elsewhere.	He has an capable talent in recognizing the significance of recognizing and dealing with change and adaptation, whether they are occurring at work or elsewhere.	He struggles to recognize the significance of recognizing and dealing with change and adaptation, whether they are occurring at work or elsewhere.	He couldn't recognize the significance of recognizing and dealing with change and adaptation, whether they are occurring at work or elsewhere.	5/-
Average Rating Score			5/-					
6	Belonging and Integrity (Impartial)	The graduate must be able to respect community conventions, university objectives, the location of his work possibilities, and professional standards.	He upholds the standards of honesty, ethical commitment, clarity, and transparency to an exceptionally high degree since these are moral, religious, and ethical commitments that must be fulfilled with everyone he interacts with, including superiors and subordinates.	He has a high degree of integrity, clarity, honesty, and ethical fidelity with all the superiors he interacts effectively with and subordinates since he considers that ethical, humanitarian, and religious standards must be valued and maintained.	He has an appropriate degree of integrity, clarity, honesty, and ethical fidelity with all the superiors he interacts effectively with and subordinates since he considers that ethical, humanitarian, and religious standards must be valued and maintained.	He has a low degree of integrity, clarity, honesty, and ethical fidelity with all the superiors he interacts effectively with and subordinates since he considers that ethical, humanitarian, and religious standards must be valued and maintained.	He has an unacceptable degree of integrity, clarity, honesty, and ethical fidelity with all the superiors he interacts effectively with and subordinates since he considers that ethical, humanitarian, and religious standards must be valued and maintained.	5/-
			He has a unique knowledge of professional behavior and ethics both intellectually and practically.	He has a clear knowledge of professional behavior and ethics both intellectually and practically.	He has the necessary knowledge of professional behavior and ethics both intellectually and practically.	He lacks appropriate knowledge of professional behavior and ethics both intellectually and practically.	He doesn't have the knowledge of professional behavior and ethics both intellectually and practically.	5/-
			He has a very high and exceptional level of self-monitoring, the ability to control oneself, and the capacity to behave in a way that may be regarded proper to others. He also recognizes that there are certain	He has a high level of self-monitoring, the ability to control oneself, and the capacity to behave in a way that may be regarded proper to others. He also recognizes that there are certain normal and expected	He has an acceptable level of self-monitoring, the ability to control oneself, and the capacity to behave in a way that may be regarded proper to others. He also recognizes that there are certain normal and expected variances in his work environment.	He has a low level of self-monitoring, the ability to control oneself, and the capacity to behave in a way that may be regarded proper to others. He also recognizes that there are certain normal and expected variances in his	He doesn't have a high level of self-monitoring, the ability to control oneself, and the capacity to behave in a way that may be regarded proper to others. He also recognizes that there are certain normal and expected	5/-

			normal and expected variances in his work environment.	variances in his work environment.		work environment.	variances in his work environment.	
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Rubrics Method for Measuring Graduates' Characteristics Using:

- Using the Rubrics grading system, averaging the overall assessments provided for each graduating characteristic.
- Graduate characteristics associated with (cognitive mastery) and (critical thinking and creativity) are gathered using the results of direct measures (tests) with a relative weight of (75%) and an end-of-program test with a weight of (25%) for each student. The average is then calculated.
- Total the number of students who achieved the necessary characteristic or the previously indicated competence level at 75% or 80%.
- A quantitative evaluation of the proportion of program participants who are skilled in a certain characteristic relative to the total number of participants.
- Direct measurement of the percentage of students who possess the required characteristic competence across all university undergraduates.

Student's Name:

Evaluator's Name:

No	Characteristic	Learning Outcomes	Performance Measurement					Evaluation
			Excellent (5)	Very good (4)	Good (3)	Acceptable (2)	Weak (1)	
1								5/-
								5/-
								5/-
								5/-
								5/-
Average Rating Score			5/-					
2								5/-
								5/-
								5/-
								5/-

Average Rating Score			5/-					
3								5/-
								5/-
								5/-
Average Rating Score			5/-					
4								5/-
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Average Rating Score			5/-					
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								5/-
								5/-
Average Rating Score			5/-					
6								5/-
								5/-
								5/-

Distribution of Responsibilities for Activities Measuring the Graduates' Characteristics and Learning Outcomes:

Activity	Implementation Official	Implementation Method	Implementation Time	Target	Desired Results	Result Extraction	Follow-Up	Checkout the Results	Decision
Exit Exam	Learning Outcomes Committee, Graduate Characteristics Measurement Committee, or any other Committee approved by the Department Council.	Blackboard	The Last Month of the Academic Semester	Expected Graduation for Eighth-Level Students	Learning Outcomes In fields: knowledge and skills Graduate characteristics	Statistics Committee	Learning Outcomes Committee, Graduate Characteristics Measurement Committee, or any other Committee	Quality Assurance Committee	Department Council

Rubrics	Faculty member instructing in the last month of the semester; Graduation Committee/Projects and Internships Committee	Paper Form	The Last Month of the Academic Semester	Expected Graduation for Eighth-Level Students	(1-2) Learning Outcomes In field of Values Graduate characteristics (3-8)	Statistics Committee	approved by the Department Council Learning Outcomes Committee, Graduate Characteristics Measurement Committee, or any other Committee approved by the Department Council	Quality Assurance Committee	Department Council
Survey/Questionnaire Outcomes	Program Evaluation Questionnaire	Unit of Measurement and Assessment	The Last Month of the Academic Semester	Expected Graduation for Eighth-Level Students	Expected Graduation for Eighth-Level Students	Statistics Committee	Deanship of Development and Quality	Learning Outcomes Committee, Graduate Characteristics Measurement Committee, or any other Committee approved by the Department Council	Department Council/ Deanship of Development and Quality
	Graduates Questionnaire			A Representative Sample of Graduates	Learning Outcomes In field of Values, Skills and Knowledge				
	Employers Questionnaire			A representative sample of employers	Graduates Characteristics (1-8)				
	Faculty Members Questionnaire		The Last Month of the Academic Semester	A representative sample of faculty members (male and female)	Learning Outcomes In field of Values, Skills and Knowledge				

In Conclusion

On the Deanship of Development and Quality page of the university website, you can find the updated and improved models for 2022 that have been approved by the Education and Training Evaluation Commission. These models are available in both languages. Send any comments to

QAU@uhb.edu.sa for the Quality Assurance Unit or

planning-quality@uhb.edu.sa for the Deanship.

We want to thank His Excellency the University President and His Excellency the Vice Dean for Female Student Affairs for their continued support of the Deanship before we say goodbye. Additionally, we would like to thank the Deanship of Development and Quality team, in particular the contributors to the report:

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Mrs. Intisar Sabah Al-Shammari's

We conclude our prayer by saying, "Praise be to God, Lord of the worlds."