

Institutional Learning Outcomes Policy

Guideline #	AA-200-G03	Revision #	02
Accessibility level	A	Effective date	01/20/2021



Vision

To become a leading university in the Kingdom of Saudi Arabia and beyond in teaching, research, innovation, and community service.

Mission

Providing high quality academic programs, distinguished research through a distinguished teaching and administrative staff, using the latest educational and research equipment in an environment conducive to research, innovation and knowledge building to contribute effectively to building the knowledge society and the knowledge economy, while adhering to the highest ethical standards.

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Assessment of FBSU Graduate Attributes

1. Preamble

Each university develops a set of graduate attributes to be achieved by its graduates across all programs. Graduate attributes are often associated with development of ‘sustainability’ capabilities. Doubtlessly, this sounds quite important. However, such sets of graduate attributes remain just ambitions if there is no evidence that they are being realized on the ground. This, in turns, requires periodic assessment to make sure that such graduate attributes are realized and sustainable. This plan has been developed to help assesst the FBSU graduate attributes.

2. Sources to identify FBSU Grduate Attributes:

1. Saudi Vision 2030
2. Labour market needs, including the neighboring promising NEOM area
3. Best national and international academic practices;
4. FBSU’s Mission and Vision Statements;
5. National Institutional Accreditation and Evaluation Center
6. Exit Exams of FBSU graduating students;
7. 21st century skills and competences;
8. Stakeholders’ feedback and suggestions;
9. FBSU students
10. Ministry of Education
11. Faculty members
12. University management
13. Alumni
14. Job employers

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3. FBSU Graduate Attributes

Graduate Attributes	SAQF	University's Learning Outcomes	
Attribute 1: Deep Discipline Knowledge and Capability	Knowledge and Understanding	1.1	Possess deep discipline knowledge in the field of specialty combined with contemporary pedagogical approaches and research methods to implement such knowledge.
		1.2	Demonstrate knowledge and comprehension of the concepts, techniques and practices they have gained.
Attribute 2: Creative and Critical Thinking	Skills	2.1	Think creatively and critically and be capable of providing sound and innovative solutions to academic and work-based challenges.
Attribute 3: Digital Capability		2.2	Be able to adapt to and use the latest technological advancement to better serve their stakeholders and improve their own careers.
Attribute 4: Communication Skills		2.3	Be able to convey their ideas and communicate effectively with colleagues, stakeholders and society at large.
Attribute 5: Moral and Ethical Awareness	Values	3.1	Exercise professional and ethical standards in their careers, workplace and community.
Attribute 6: Self-Directed Learning and Team Work Leadership		3.2	Demonstrate ability to perform career-related tasks professionally with autonomy and as a team member or leader while retaining a resilient passion for lifelong learning.
Attribute 7: Social Responsibility		3.3	Provide a significant and positive contribution to the development of their workplace performance and community involvement.

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4. Attributes and FBSU Graduate Attributes

		FBSU Graduate Attributes							
		1.1	1.2	2.1	2.2	2.3	3.1	3.2	3.3
Program Graduate Attributes									

5. Assessment of FBSU Graduate Attributes

To measure graduate attributes, each university should define their own measurable descriptors called “indicators”. Descriptors of what students must do to be considered competent in the attribute; the measurable and pre-determined standards used to evaluate learning (i.e. measureable characteristics of attributes or components of attributes). In fact, what is assessed are the indicators rather than the graduate attributes.

5.1. Indicators Development

Graduate attributes describe what students are expected to know and be able to do by the time of graduation. Each graduate attribute is developed into a set of indicators, learning outcomes that define what learners should know and be able to do.

1. Each indicator represents the knowledge, skills, attitudes, or behavior that students should be able to demonstrate and indicate competence related to the attribute.
2. Indicators measure the achievement of the attribute.
3. Review the indicators annually and the curriculum map every three years.
4. In first year, assess the attributes related to soft skills.
5. Develop a standard course outline that includes the indicators related to the course.
6. Focus on most important indicators for each attribute dimension.

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5.2. Assessment Methods:

Graduate attributes of each program are assessed by a variety of methods.

5.2.1. Direct Methods examine actual student performance to determine what students have learned and the extent to which students have met the learning goals you established. Direct assessment is based on a sample of work that the student produce such as exams, tests, quizzes, essays, papers, presentations, projects, portfolios, performances, pre- or post-tests, quantitative reports on accuracy, response time, processes, tracking logs, annual reports, etc.

5.2.2. Indirect Methods examine the perspectives of various stakeholders on teaching and learning in order to glean insights on the learning process (the how and why). Thus, these methods are based on the individuals' thoughts and perceptions of their experiences. This type of assessment is weaker in terms of evidence because they rely on opinions or perceptions. Examples of indirect methods include surveys, exit interviews, focus groups, course evaluations, surveys, discussions, evaluations, interviews, among others.

The following table is used to this end.

Attribute Code	Assessment Methods	Evaluator	Date	Target Value