



Annual Program Report

— (Bachelor)

Program: **Bachelor of Islamic Architecture (Architecture)**

Program Code (as per Saudi Standard Classification of Educational Levels and Specializations): **073104**

Qualification Level: **Bachelor's Degree**

Department: **Architecture**

College: **Engineering and Architecture**

Institution: **Umm Al-Qura University**

Academic Year: **2022/2023**

Main Location: **Al-Abdiyah**

Branches offering the Program (if any):

-N/A.....

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A. Program Statistics

Item	Number
Number of students enrolled in the program	260
Number of students who started the program (in reporting year)	0
Number of students who completed the program	48

B. Program Assessment

1. Program Learning Outcomes Assessment and analysis according to PLOs assessment plan *

#	Program Learning Outcomes	Assessment Methods (Direct and Indirect)	Targeted Performance (%)	Assessment Results
Knowledge and understanding				
K1	Demonstrate a comprehensive understanding of the built environment.	Direct/ Indirect	70% of students scoring 70% and above	76.0
K2	Demonstrate in-depth understanding of systems, technologies, and assemblies of construction process.	Direct/ Indirect	70% of students scoring 70% and above	90.4
K3	Demonstrate an in-depth understanding of professional ethics, regulatory, and responsibilities of architects.	Direct/ Indirect	70% of students scoring 70% and above	71.3
K4	Explain concepts of mathematics and scientific theories relevant to architecture.	Direct/ Indirect	70% of students scoring 70% and above	97.4
Skills				
S1	Make decisions for complex design problems in creative and scientific manners.	Direct/ Indirect	70% of students scoring 70% and above	76.0
S2	Analyze the Islamic values and its impact on the formation of the human and built environment at multiple scales.	Direct/ Indirect	70% of students scoring 70% and above	67.5





#	Program Learning Outcomes	Assessment Methods (Direct and Indirect)	Targeted Performance (%)	Assessment Results
S3	Apply scientific research for complex issues of the built environment.	Direct/ Indirect	70% of students scoring 70% and above	63.4
S4	Execute drawings, craftworks and physical models efficiently.	Direct/ Indirect	70% of students scoring 70% and above	73.8
S5	Communicate in oral & written forms; & use mathematics & information technology to process & analyze data.	Direct/ Indirect	70% of students scoring 70% and above	88.5
Values, autonomy, and responsibility				
V1	Demonstrate self-discipline, punctuality and commitment to all required tasks.	Direct/ Indirect	70% of students scoring 70% and above	77.3
V2	Demonstrate personal, professional and social responsibility.	Direct/ Indirect	70% of students scoring 70% and above	73.1

*Attach a separate report on the program learning outcomes assessment results for male and female sections and for each branch (if any).

Strengths:

With remarkable success, nearly all program learning outcomes attained the established performance benchmarks. This outstanding achievement underscores the program's effectiveness in imparting knowledge and skills to its participants. The consistent attainment of target performance is a testament to the program's well-structured curriculum, dedicated instructors, and the unwavering commitment of the students.

Aspects that need improvement with priorities:

While the program has achieved remarkable success in imparting knowledge and skills, certain areas still warrant focused attention and improvement. Identifying and addressing these specific skill gaps will enable students to consistently surpass target performance and achieve their full potential.



2. Students Evaluation of Courses

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
8013456-2	Advanced Computer Applications	22	35.5	90.2	Results exceed the expectations
8011116-5	Architectural Design Studio 3	46	59.0	88.5	
8012126-5	Architectural Design Studio 5	52	100.0	82.5	
8013136-5	Architectural Design Studio 7	20	36.4	80.6	
8014151-5	Architectural Design Studio 9	34	72.3	90.6	
8014246-2	Architectural Project Management	33	73.3	95.2	
8011206-2	Building Construction 1	66	81.5	88.6	
8012226-2	Building Construction 3	52	81.3	80.6	
8011221-2	Buildings Technical Installation	47	85.5	89.9	
8011426-2	Computer Applications 1	8	10.4	90.2	
8013236-2	Execution Design Studio 1	29	63.0	91.2	
8014156-2	Graduation Project Research	26	55.3	86.7	
8011421-2	History and Theories of Architecture 1	12	16.4	97.1	
8012436-2	History and Theories of Architecture 3	53	100	93.5	
8012306-2	History and Theories of Urban Planning	20	33.9	94.3	
8013326-2	Housing	19	34.5	91.3	
8013146-2	Interior Design	24	30.0	94.4	
8013331-2	Landscape Architecture	25	31.6	97.4	
8012311-2	Urban Design	45	69.2	95.0	



3. Students Evaluation of Program Quality

Evaluation Date: 1/12/2023	Number of Participants: 48
Students Feedback	Program Response
Strengths:	
<p>Strong theoretical foundation: Most participants agreed or strongly agreed that the program provided a strong foundation in architectural theory and history.</p>	<p>We are committed to providing our students with a solid understanding of the principles and history of architecture. This will serve them well throughout their academic journey and professional careers.</p>
<p>Diverse design studios and courses: Most participants agreed or strongly agreed that the program offered a diverse range of topics in its design studios and courses.</p>	<p>We believe that exposure to a variety of design approaches and techniques is essential for developing well-rounded architects. We will continue to offer a diverse range of studios and courses to meet the needs of our students.</p>
<p>Knowledgeable and supportive faculty: Most participants agreed or strongly agreed that the faculty were extremely knowledgeable and supportive.</p>	<p>We are fortunate to have a faculty of dedicated and experienced professionals who are passionate about teaching and mentoring students. We will continue to support our faculty in their professional development endeavors.</p>
<p>Collaborative and creative learning environment: Most participants agreed or strongly agreed that the program fostered a collaborative and creative learning environment.</p>	<p>We believe that collaboration and creativity are essential for success in architecture. We will continue to foster a learning environment that encourages students to work together and come up with innovative solutions.</p>
<p>Elective courses: Opinions were more mixed, with a slight lean towards agreement on the diversity of elective courses.</p>	<p>Number of elective courses are already increased in the new (Architecture and Planning) program.</p>
Areas of Improvement:	
<p>Sustainable design and building practices: Most participants agreed that the program</p>	<p>Integrating sustainable design principles into the curriculum is a priority for us. We will explore ways to incorporate more</p>



could offer a stronger focus on sustainable design and building practices.

content on this topic into existing courses and consider developing new courses dedicated to sustainable design.

Real-world projects:

All participants agreed that the program could provide more opportunities for students to work on real-world projects with clients and communities.

We recognize the importance of providing students with opportunities to apply their knowledge and skills in real-world settings. We will work to develop more partnerships with clients and communities to offer students more internship and project-based learning opportunities.

Career development resources:

Most participants agreed that the program could offer more resources and support for career development.

We understand the need to better prepare students for their careers after graduation. We will expand our career development resources and services, including career counseling, workshops, and networking events.

Interaction between different student levels:

Most participants agreed that the program could improve the interaction between students of different student levels or batches.

We believe that interaction between students of different levels can be a valuable learning experience.

We will explore ways to foster interaction and collaboration among students of different years.

Workload:

The workload of courses needs to be considered.

We take note of the concerns regarding the density of the academic program and its workload. We will review the curriculum and explore ways to make it more manageable and balanced while still providing a comprehensive education.

Suggestions for improvement:

Introduce new courses:

Participants suggested teaching a course on building information modelling (BIM), topics related to the architect's role in building

We are deeply committed to acting on this valuable feedback. In response, we are diligently developing a comprehensive plan of action to address identified areas





maintenance and facilities management and integrating technologies like 3D printing and digital fabrication into the academic curriculum.

Improve existing courses:

Participants suggested making more effort in arranging field visits to notable projects.

Increase collaborations:

Participants suggested collaborations with leading architectural firms.

Address workload:

Participants pointed out the density of the academic program and the possible negative side effects of its large workload.

for improvement. This plan will outline specific strategies and measurable goals to ensure we continue to deliver the highest quality experience and achieve optimal outcomes.

4. Scientific research and innovation during the reporting year

Activities Implemented	Number
Published scientific research	62
Current research projects	6
conferences organized by the program	None
Seminars held by the program	None
Conferences attendees	8
Seminars attendees	14

Discussion and analysis of scientific research and innovation activities:

The research activities conducted by the faculty members are spanned on all aspects of architecture. Although of a mostly high workload of faculty members, the research activities of them are distinguished. In 2018, there were 10 published papers, 2019 there were 6 published papers, 2020 there were 24 published papers, 2021 there were 27 published papers, 2022 there were 39 published papers and in 2023 there are 23 published papers.





As the research strength of the department is good, we keen to improve the research activities through the increase of the scientific projects, increase the number of postgraduate students and developing more cooperation between the faculty members themselves and other members in other institutes.

5. Community Partnership

Activities Implemented	Brief Description*
The Presidency of State Security	Students have developed design proposals for the Presidency of State Security headquarters in Makkah.
Sheikh Abdullatif Al-Issa Chair, for Orphan Research at Umm Al-Qura University.	The students have developed design proposals for the orphan residence in Makkah, in collaboration with Sheikh Abdullatif Al-Issa Chair, for Orphan Research at Umm Al-Qura University.
Sheikh Abdullatif Al-Issa Chair, for Orphan Research at Umm Al-Qura University.	The students have developed design proposals for the orphan sports and cultural center in Makkah, in collaboration with Sheikh Abdullatif Al-Issa Chair, for Orphan Research at Umm Al-Qura University.
Natural Water Company	Students have developed design proposals for the Water Treatment Station in Wadi Uranah, Makkah.

*including timing of implementation, number of participants, and outcomes.

Comment on community partnership activities**

The department's exceptional performance in community service endeavors garnered widespread commendation from all stakeholders. Each initiative undertaken by the department was meticulously executed, demonstrating a steadfast commitment to serving the community's needs. The department's dedication to fostering positive change and enhancing the lives of others has earned it the unwavering respect of all concerned parties.

The community partnership activities were successful for several reasons. First, students got an opportunity to work with real clients. Thus, they comprehended the challenges of real work life regarding commitment, identifying client's needs, and economic budgets for projects. Second, the types of projects varied. For example, there were architectural,



planning, and urban projects. Finally, the final projects exceeded the clients' expectations and were described as outstanding.

**including overall evaluation of the program's performance in these activities (if any).

6. Other Evaluation (if any)

(e.g., independent reviewer, program advisory committee, and stakeholders (e.g., faculty members, alumni, and employers))

Evaluation method: N/A	Date:	Number of Participants:
Summary of Evaluator Review		Program Response
Strengths: • N/A		N/A
Points for Improvements: • N/A		N/A
Suggestions for development: • N/A		N/A

*Attach independent reviewer's report and stakeholders' survey reports (if any).

The establishment of the advisory committee remains in progress. While the department has diligently chosen the committee members, the formalization of the committee's structure awaits completion.





C. Program Key Performance Indicators (KPIs)

Including the key performance indicators required by the NCAAA.

Standard	Code	Key Performance Indicators	Targeted Value	Actual Value	Internal Benchmark	Analysis	New Target
Teaching and Learning	KPI-P-01	Students' Evaluation of Quality of learning experience in the Program	90%	89.8%	90%	This KPI has been developed to capture the opinion of the final year students about the quality of learning experience provided by the program. The actual benchmark (89.8%) is based on the survey "DA Students Survey on Evaluating the Architecture Department Program" conducted among final-year students for the year 2022-2023. The criteria "Overall Evaluation" expressed the actual benchmark. It is noted that the actual benchmark (89.8%) did not achieve the target (90%) and at the same time is lower than the internal benchmark (90%). Keeping in view the actual, internal, the quality committee has decided to keep the new target benchmark at (90%).	90%
	KPI-P-02	Students' evaluation of the quality of the courses	90%	90.4%	90%	This KPI has been developed to take the opinion of the students about the quality of the courses given by the program. The actual benchmark (90.4%) is based on "overall evaluation of the student's satisfaction with the quality level of the program courses for the year 2022-2023. The aspect included in the calculation of the actual benchmark is "Overall Evaluation". It is noted that the actual benchmark is (90.4%) is higher than the target and the internal benchmark (90%). Keeping in view the actual, internal, external benchmarks and the ambitions of the program, the quality committee has decided to keep the new target benchmark at (91%).	91%
	KPI-P-03	Completion rate The proportion of undergraduate students who completed the program in minimum time in each cohort	70%	70%	80%	Actual value (70%) indicates the percentage of students who entered the undergraduate program and completed the program in minimum time. The actual value achieved the target (70%) and is also significantly lower than internal benchmark (80%). The department clearly needs to address this issue and adopt measurement to improve the quality of freshmen students who have the talent to proceed in the Architecture department to ensure a student entering	80%





Standard	Code	Key Performance Indicators	Targeted Value	Actual Value	Internal Benchmark	Analysis	New Target
						the program has better chances of completing in minimum time. This should help to guide that student towards a more efficient graduation track. Keeping in view the actual, internal, external benchmarks and the ambitions of the program, the quality committee has decided to keep the new target benchmark to (80%).	
	KPI-P-04	First-year students retention rate	80%	75%	80%	Actual benchmark (75%) indicates the percentage of students who entered and successfully completed first year of the program for the year 2022-2023). The actual benchmark is noticeably less than the target (80%) benchmark as well as the internal benchmark (80%). Keeping in view the actual, internal, and external benchmarks, and the ambitions of the program, the quality committee has decided to setup the target benchmark at 80%.	80%
	KPI-P-05	Students' performance in the professional and/or national examinations	85%	81%	80%	This KPI was not measured until now due to lack of data. The committee of Alumni will do what is necessary to obtain this KPI. The provided percentage is according to the latest data available and need to be updated regularly.	85%
	KPI-P-06	Graduates' employability and enrolment in postgraduate programs Employed Enrolled in further study	85%	81%	80%	Actual benchmark (81%) indicates the percentage of Graduates' employability and (10%) enrolment in postgraduate programs in other universities (for the year 2022-2023). We set the target benchmark to (85%) employability and (10%) enrolment in postgraduate programs	85%
			10%	10%	10%		
KPI-P-07	Employers' evaluation of the program graduate's proficiency	3.8/5	4/5	4/5	The results indicates that the actual value of the indicator almost kept at average value of (4.0). It exceeds the targeted value of (3.8). Investigating the status and trend of the indicator, it has been decided to keep the targeted value at (4.0).	4/5	





Standard	Code	Key Performance Indicators	Targeted Value	Actual Value	Internal Benchmark	Analysis	New Target
Teaching Staff	KPI-P-8	Ratio of students to teaching staff	15:1	12:1	15:1	The results indicates that the actual value of the indicator rises in the last year to the value of ١٢:1. It is better than the targeted value. Investigating the status and trend of the indicator, it has been decided to keep the targeted value at (12:1).	12:1
	KPI-P-9	Percentage of publications of faculty members	2:1	2.38:1	0.85:1	The results indicates that the actual value of the indicator rises during the last years (2.38:1). It reaches higher than the targeted value (2:1). Investigating the status and trend of the indicator, it has been decided to reestablish the targeted value at (2:1).	2:1
	KPI-P-10	Rate of published research per faculty member	2:1	2.8:1	0.85:1	The actual benchmark (2.8:1) was calculated for the academic year 2022-2023. The numerator of this KPI includes only refereed journal publications most of which appeared in ISI indexed journals. The denominator comprises lecturers, assistant professors, associate professors & professors at the CE department. The actual benchmark achieved the target, and it is higher than the internal benchmark. Keeping in view the actual, internal, external benchmarks, and the ambitions of the program, the quality committee has decided to set the new target benchmark at (2:1).	2:1
	KPI-P-11	Citations rate in refereed journals per faculty member	2.5:1	2.85:1	3:1	The actual benchmark (2.85:1) is calculated for the academic year 2022. The numerator of this KPI includes only citations in refereed journals. The denominator comprises lecturers, assistant professors, associate professors & professors at the CE department. The actual benchmark is higher than the target benchmark (2.5:1) but less than the internal benchmark (3:1). Keeping in view the actual and internal benchmarks, and the ambitions of the program, the quality committee has decided to set the new target benchmark at (3.2:1).	3.2:1





Comments on the Program KPIs and Benchmarks results:

The majority of our Key Performance Indicators (KPIs) have been successfully achieved. This is a significant accomplishment and a testament to the unwavering dedication and hard work of the university, department, and faculty staff. Their commitment to excellence and continuous improvement has been instrumental in driving progress. However, we also acknowledge that there are certain areas where we can further enhance our performance. For those KPIs that have not yet reached the desired target, the department is resolutely committed to implementing targeted strategies and intensifying its efforts to achieve them. We have meticulously identified the specific areas requiring attention and are actively developing tailored strategies to address them effectively.

Moving forward, we remain dedicated to achieving all of our goals, exceeding expectations, and fostering an environment of continuous improvement. We are confident that with sustained effort and a collaborative approach, we will continue to excel and reach even greater heights.

D. Challenges and difficulties encountered by the program (if any)

Teaching	None
Assessment	None
Guidance and counseling	None
Learning Resources	The shortage of reference books in specific areas of architecture within the programme does present a challenge. It can limit access to essential information, hinder research, and ultimately impact the quality of education students receive.
faculty	None
Research Activities	None
Others	None



E. Program development Plan

No.	Priorities for Improvement	Actions	Action Responsibility
1	Strengths and weaknesses identified in the report	Each department committee, following a thorough review and analysis of the strengths and weaknesses identified in the report, shall submit a comprehensive report to the department head. This report should meticulously detail and propose concrete strategies for maximizing the identified positives. Additionally, it should outline effective methods to address all negatives, ensuring that the department continues to evolve and improve its services based on the valuable feedback received from its graduates.	Department's Committees
2	Availability of resources like reference materials	Provide materials like reference books, CDs etc. to students.	Head of the Department / College library

- Attach any unachieved improvement plans from previous report.
- The annual program report needs to be discussed in department council.

F. Approval of Annual Program Report

COUNCIL / COMMITTEE	
REFERENCE NO.	
DATE:	

