|  |  |
| --- | --- |
| **Program Name:** | English |
| **Qualification Level:** | Bachelor Degree |
| **Department:** | English& Translation |
| **College:** | Al-Badayea College of Science and Arts |
| **Institution:** | Qassim University |
| **Academic Year:** | 1440-1441/ 2019-2020 |
| **Main Location:** | Al-Badayea Governorate |
| **Branches offering the Program:** | * College of Arabic Language and Social Studies (Buraydah) * College of Science and Arts, Onaiza branch * College of Science and Arts, Al-Rass branch * College of Science and Arts, Al-Mithnab branch * College of Science and Arts, Al-Bukayreya branch * College of Science and Arts, Al-Badayea branch * College of Science and Arts, Oqlat Al-Suqour branch * College of Science and Arts, Al-Asyah branch * College of Science and Arts, Al-Nabhaniya branch |

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# A. Implementation of Previous Action Plan

Considering the recommendations of previous year annual report, list the planned actions and their status.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Planned Actions** | **Responsibility of Action** | **Planned**  **Completion Date** | **Level of Completion** | | **If Not Completed** | |
| Completed | Not Completed | Reasons | Proposed Actions |
| 1. Organizing and   requesting workshops  and training courses  required to qualify staff  in quality work | 1-Unit of training and development  2.Unit of quality  3. Program management | Before the end of the first semester |  |  | **-----** | **-------** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

# B. Program Statistics

## 1.StudentsStatistics (in the year concerned)

|  |  |  |
| --- | --- | --- |
| **No.** | **Item** | **Results** |
| 1 | Number of students who started the program | **232** |
| 2 | Number of students who graduated | **58** |
| 3 | Number of students who completed major tracks within the program (if applicable) | |
| 1. 58 |  |
|  |  |
|  |  |
| 4 | **a.** Number of students who completed the program in the minimal time | **30** |
| 5 | **a.** Percentage of students who completed the program in the minimal time (Completion rate) | **51.32%** |
| 6 | Number of students who completed an intermediate award specified as an early exit point (if any) | **13** |
| 7 | Percentage of students who completed an intermediate award specified as an early exit point (if any) | **13** |
| **Comment on any special or unusual factors that might have affected the completion rates:** | | |

## 2 . Cohort Analysis of Current Graduate Batch

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Categories**  **Years** | | **Total cohort enrollment** | **Withdrawn** | **Retained till**  **year end** | **Not passed** | **Passed** | **Passing rate** |
| **Three Years Ago** | M | 0 | 0 | 0 | 0 | 0 | 0 |
| F | 113 |  | 61 | 0 | 61 | 53.9% |
| **Total** | 113 |  | 61 | 0 | 61 | 53.9% |
| **Two Years Ago** | M | 0 | 0 | 0 | 0 | 0 | 0 |
| F | 140 |  | 42 | 0 | 42 | 30% |
| **Total** | 140 |  | 42 | 0 | 42 | 30% |
| **Last Year** | M | 0 | 0 | 0 | 0 | 0 | 0 |
| F | 82 |  | 54 |  | 54 | 65.8% |
| M | 0 | 0 | 0 | 0 | 0 | 0 |
| **Current Year** | M | 0 | 0 | 0 | 0 | 0 | 0 |
| F | 232 |  |  | 0 | 232 |  |
| **Total** | 232 |  |  |  | 232 |  |
| **Comments on the results:**  **The IC students included in the total cohort enrollment though a considerable no. of them either withdrawn or not pass to join level one.** | | | | | | | |

\* add more rows for further years ( if needed )

\*\* attach separate cohort analysis report for each branch

## 3.AnalysisofProgram Statistics

(including strengths, areas for improvement, and priorities for improvement)

|  |
| --- |
| **Strengths :** |
| The total cohort enrollment is high if compared to the total cohort enrollment of other programs in the college. |
| **Areas for Improvement:** |
| The no. of Ss. Who retained till year end. |
| **Priorities for Improvement:** |
| The no. of Ss. Who retained till year end. |

# C. Program Learning Outcomes Assessment

## 1. Program Learning Outcomes Assessment Results.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **#** | **Program Learning Outcomes** | **Assessment Methods**  (Direct and Indirect) | **Performance Target** | **Results** |
| **Knowledge and Understanding** | | | | |
| K1 | Student's understanding of the basic skills, concepts and knowledge in English language. | Verbal and written/ online  Quizzes  Midterm  And Final Exam  Classroom participation  Paper presentations  Open discussions/exams | 10 | 9.10 |
| K2 | Student's ability to use the educational techniques and methods in teaching | 5 | 4 |
| K3 | The desire to follow up and keep up to date with the new in teaching and learning English language. | 10 | 9 |
| K4 | Providing students with a well-rounded knowledge, creative and critical thinking skills of English language, linguistics and translation | 10 | 9 |
| K.. |  |  |  |  |
| **Skills** | | | | |
| S1 | The application of skills and theories in working out what is to be accomplished in English. | Verbal and written  Quizzes  Midterm  Final Exam  Classroom participation  Paper presentations  Open discussions/exams | 10 | 9 |
| S2 | The application of autonomous and collaborative learning and searching | 10 | 9 |
| S3 | Develop a heightened awareness of the power of English language | 10 | 9 |
| S4 | Master considerable vocabulary, understanding of style, distinctive verbal capabilities. | 10 | 9 |
| S.. |  |  |  |  |
| **Values** | | | | |
| V1 | Self-confidence and the responsibility of directing successfully the classroom management | Paper presentations  Open discussions | 5 | 3 |
| V2 | Finding solutions for the problems facing him/her while teaching | 5 | 3 |
| V3 | Using the new technology in teaching |  | 5 | 5 |
| V4 | Acquiring the linguistic knowledge of English language and translation needed to perform their roles in this field perfectly | Verbal and written  Quizzes  Midterm  Final Exam  Classroom participation  Open discussions/exams | 10 | 9 |
| V.. |  |  |  |  |
| **Comments on the Program Learning Outcome Assessment results.** | | | | |
| Some learning outcomes are hardly applicable to the program since it(the program) offers mainly training in linguistics and translation rather than teaching training courses. | | | | |

\* Include the results of measured learning outcomes during the year of the report according to the program plan for measuring learning outcomes

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

## 2. Analysis of Program Learning Outcomes Assessment

(including strengths, Areas for Improvement:, and priorities for improvement)

|  |
| --- |
| **Strengths :** |
| 1. Student's understanding of the basic skills, concepts and knowledge in English language. 2. The application of skills and theories in working out what is to be accomplished in English. |
| **Areas for Improvement:** |
| 1. Self-confidence and the responsibility of directing successfully the classroom management |
| 1. Finding solutions for the problems facing him/her while teaching |
| 1. Student's ability to use the educational techniques and methods in teaching |

# D. Summary of Course Reports

## 1. Teaching of Planned Courses / Units

List the courses / units that were planned and not taught during the academic year, indicating the reasons and compensating actions.

| **Course** | **Units/Topics** | **Reasons** | **Compensating Actions** |
| --- | --- | --- | --- |
| All the planned courses have been taught and the units and topics planned are covered. | | | |
| ENG 368 | All | Dept. Elective | None because it is elective |
| ENG 389 | All | Dept. Elective | None because it is elective |
| ENG 456 | All | Dept. Elective | None because it is elective |
| ENG 478 | All | Dept. Elective | None because it is elective |
| ENG 485 | All | Dept. Elective | None because it is elective |
| ENG 305 | All | College Elective | None because it is elective |
| FRA 103 | All | College Elective | None because it is elective |
|  |  |  |  |

## 2. Courses with Variations

List courses with marked variations in results that are stated in the course reports, including: (completion rate, grade distribution, student results, etc.), and giving reasons for these variations and actions taken for improvement.

| **Course Name& Code** | **Variation** | | **Reasons for variation** | **Actions taken** |
| --- | --- | --- | --- | --- |
| All courses | | Grade distribution& student results | Study suspension because of corona pandemic | Online Exams implemented |
|  |  | |  |  |
|  |  | |  |  |
|  |  | |  |  |
|  |  | |  |  |
|  |  | |  |  |
|  |  | |  |  |
|  |  | |  |  |
|  |  | |  |  |

## 3. Result Analysis of Course Reports

(including strengths, Areas for Improvement:, and priorities for improvement)

|  |
| --- |
| **Strengths :** |
| * The basic concepts which include knowledge and skills of the course were clear for me * The teacher gave the whole course ex. Starting at the exact time , the teacher is always available and the course is well prepared * The teacher is well knowledgeable of the course * The teacher was available during the office hours * The teacher was helpful and attentive about my progress * I found encouragement about asking questions and developing my ideas about the course * The time of work on this course was equal to what was planned for * found encouragement to ask questions and develop my own ideas in this course. * The amount of work in this course was proportional to the number of credit hours allocated to the course. * Correcting my assignments and exams was fair * Generally speaking , I’m pleased with teaching this course |
| **Areas for Improvement:** |
| * The link between this course and other courses in the program has been clarified to me. * What I learned in this course is important and will benefit me in the future. * This course helped me improve my ability to think and solve problems rather than just saving information. * This course helped me improve my teamwork skills. * This course helped me improve my ability to communicate effectively. |
| **Priorities for Improvement:** |
| * The link between this course and other courses in the program has been clarified to me. * What I learned in this course is important and will benefit me in the future. * This course helped me improve my ability to think and solve problems rather than just saving information. * This course helped me improve my teamwork skills. * This course helped me improve my ability to communicate effectively. |

# E. Program Activities

## 1. Student Counseling and Support

|  |  |
| --- | --- |
| **Activities Implemented** | **Brief Description\*** |
| * Individual meetings | Following the academic progress of students supporting them whenever necessary |
| * Group meeting with   Academic advisors |
| * Weak student support |
| * Student counseling unit meetings | In the case of any problem other than academic ones Ss. Transferred to Student counseling unit |
|  |  |
|  |  |
| **Comment on Student Counseling and Support\*\*** | |
| All activities implemented are documented in counseling files one for each academic guide kept in the Academic counseling unit | |

\* including action time, number of participants, results and any other statistics.

\*\* including performance evaluation on these activities

## 2.Professional Development Activities for Faculty and Other Staff

|  |  |
| --- | --- |
| **Activities Implemented** | **Brief Description\*** |
| * Workshop on how to write CS&CR due to the forms of 2018 | For college staff members about 15 member attended the workshop lasted 90 minutes |
| * How to write CV (Training Session) | About 22 students attended of different levels mainly undergraduates |
| * Using internet for research purposes(Training Session) | About 22 students attended of different levels |
|  |  |
| **Comment on Professional Development Activities for Faculty and Other Staff \*\*** | |
| Most of the scheduled activities were cancelled because of Corona pandemic. | |

\* including action time, number of participants, results and any other statistics.

\*\* including performance evaluation on these activities

## 3. Research and Innovation

|  |  |
| --- | --- |
| **Activities Implemented** | **Brief Description\*** |
| * 2 publications in Scopus | Two papers were published in Scopus by staff |
| * Presentations | Presentations , projects as well as researches were implemented as requirement fulfillment of some courses |
| * Projects |
| * Researches |
|  |  |
| **Comment on Research and Innovation \*\*** | |
| What is implemented is good if the 2020 corona circumstance considered:  Evaluation of Student performance is ranging between V. good and Excellent  Staff publication should have exceeded 2 papers. | |

\* including action time, number of participants, results and any other statistics.

\*\* including performance evaluation on these activities

## 4. Community Partnership

|  |  |
| --- | --- |
| **Activities Implemented** | **Brief Description\*** |
| One activity implemented | No cooperation from the side of the targeted social organizations |
|  |  |
|  |  |
| **Comment on Community Partnership \*\*** | |
| Community partnership prepared a plan and obtained the required documents but due to some obstacles most of these activities suspended for second semester but unfortunately the pandemic got them cancelled. | |

\* including action time, number of participants, results and any other statistics.

\*\* including performance evaluation on these activities

## 5. Analysis of Program Activities

(including strengths, Areas for Improvement:, and priorities for improvement)

|  |
| --- |
| **Strengths :** |
| Scopus publications. |
| **Areas for Improvement:** |
| Community Partnership  Research and innovation |
| **Priorities for Improvement:** |
| Community Partnership  Research and innovation |

# F. Program Evaluation

## 1. Evaluation of Courses

| **Course Code** | **Course Title** | **Student Evaluation**  ( Yes-No) | **Other Evaluations**  (specify) | **Developmental Recommendations** |
| --- | --- | --- | --- | --- |
| ENG 144 | Writing 1 | Yes | None | * Using more technology |
| ENG 131 | Reading and Vocabulary Building 1 | Yes | None | * reading competition between peers |
| ENG 116 | English Grammar 1 | Yes | None | * Presentation on basic grammar differences in English and Arabic language * Group discussion on written and oral Grammar use |
| ENG 126 | Listening and Speaking 1 | Yes | None | * Dialogue delivery competition * Speech completion |
| ENG 145 | Writing 2  ENG. 145 | Yes | None | * More activation for   short researches   * Activating project presentation |
| ENG 132 | Reading and Vocabulary Building 2 | Yes | None | * Developmental skills approach that encourages speaking, listening, writing, and reading abilities through a wide variety of exercises * Students should be able to use literary and academic English. |
| ENG. 117 | English Grammar 2 | Yes | None | * Using more technology |
| ENG. 152 | English Sounds | Yes | None | * Discussion workshop about this course will be useful. * Explaining the relationship between this course and other courses |
| ENG. 247 | Academic Writing | Yes | None | * A more introductory book with simpler language should be introduced to suit the needs of the students. |
| ENG. 237 | Academic Reading | Yes | None | * The required works will be clarified via black board * The link between this course and other courses will be clarified * Workshops and discussions will be held |
| ENG. 218 | English Grammar III | Yes | None | * We have to pay close attention to the individual differences among students during teaching. Also we should consider the good points and the negative ones (to be avoided in the future). |
| ENG. 227 | Listening and Speaking 2 | Yes | None | * Discussion workshop about this course will be useful. * Explaining the relationship between this course and other courses. |
| ENG. 270 | Introduction to Translation | Yes | None | 1. The required works will be clarified via black board 2. The link between this course and other courses will be clarified 3. Workshops and discussions will be held |
| ENG. 280 | Introduction to Literature | Yes | None | * Assignments on various stories * Creative writing tests * Critical essays and argumentative essays on the poems and stories * Creative writing tests |
| ENG. 250 | Introduction to Linguistics | Yes | None | * More practice for online applications/resources for teaching English |
| ENG. 372 | Translation Theories | Yes | None | * The required works will be clarified via black board * The link between this course and other courses will be clarified * Workshops and discussions will be held |
| ENG. 304 | Principles of Language Learning and Teaching | Yes | None | * Workshop on the scope and dimension of Principles in Language Teaching and Learning * Attending Seminars |
| ENG. 354 | Phonetics & Phonology | Yes | None | * An introductory guideline preparation on phonology * Classroom presentation on major theories of Descriptive Phonetics and present influences * Classroom teaching |
| ENG 462 | Stylistics | Yes | None | * A more introductory book with simpler language should be introduced to suit the needs of the students. |
| ENG. 378 | Scientific Translation | Yes | None | * Resource improvement * Specialized dictionaries |
| ENG 458 |  | Yes |  | * Activating group work via presentations and group assignments |
| ENG 358 | Historical Linguistics | Yes | None | * Research work |
| ENG 355 | Morphology &Syntax | Yes | None | * Guiding students to communicate with other students, who are interested in morphology and syntax, online , in order to improve what they have learned**.** |
| ENG 390 | Translation in the field of humanities | Yes | None | * Use different electronic dictionaries. |
| ENG 328 | English Speaking Skills | Yes | None | * The course specification fulfills all the requirements of the course |
| ENG 493 | Translation in the Field of Science | Yes | None | * All the tasks and their performing will be explained via the blackboard * The relation between this course and the other courses will be explained by giving example * Workshops and group discussions of the course will be held. |
| ENG 494 | Literary Translation | Yes | None | * Group assignment should be activated * Implementing research group work is recommended |
|  |  |  |  |  |
|  |  |  |  |  |
| ENG. 391 | Machine Translation | Yes | None | * A Attending workshops to facilitate the exchange of experiences amongst faculty members. * Discussing the challenges in the classroom with colleagues and members of the Department Counsel. * Keeping up to date with pedagogical theory and practice. |
| ENG. 466 | Second Language Acquisition | Yes | None | * The required work will be clarified through the Blackboard as well as the references used * The link between this course and the other courses will be clarified through the introduction of some experiences and examples. * Workshops and group discussions will be held for the course. |
| ENG. 458 | Semantics& Pragmatics | Yes | None | * Data collection * Arabic-English Dictionary Making * presentations |
| ENG.  446 | Research Methodology | Yes | None | Opportunity to participate in seminars and conferences |
| ENG. 453 | Sociolinguistics | Yes | None | * . Data Collection on language varieties in KSA * Panel Discussion for dialectal differences in Arabic |
| ENG. 467 | Discourse Analysis | Yes | None | * Understanding the interdisciplinary aspect of Discourse * Workshop on Methods of Discourse |
| ENG. 472 | Simultaneous Interpretation | Yes | None | Use different electronic dictionaries. |
| ENG. 479 | Issues and Problems in Translation | Yes | None | * The required works will be clarified via black board * The link between this course and other courses will be clarified * Workshops and discussions will be held |
| ENG 471 | Lexicography |  | None | * Writing research paper on methods and importance of lexicography * Workshop on the scope of lexicography as a career |

## 2. Students Evaluation of Program Quality

|  |  |
| --- | --- |
| **Evaluation Date :** | **Number of Participants:** |
| **Students Feedback** | **Program Response** |
| **Strengths:** |  |
| **Areas for Improvement:**   * Resources for educational support * General evaluation | * Though paper resources are limited, the faculty copy center makes all required educational resources, in accordance with staff guidance& instructions, available to students on time. * Student marks are subjected to double checking before announcing results * Students' complaints and grievances are welcomed at any time * A student Committee is formed to represent Dept. students in various events and occasions. * It is noticeable that students have a tendency to match the evaluation they give to the results they got in the exams. |
| **Suggestions for improvement:**   * Lecturing students on impartiality, objectivity and credibility in filling out questionnaires, is highly recommended. |  |

\* Attach report on the students evaluation of program quality

## 3. Other Evaluations

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Evaluation method : indirect** | **Date: 1440-1441H** | | **Number of Participants :** |
| **Summary of Evaluator Review** | | **Program Response** | |
| **Strengths:**   * Authorities and administration * Student Affairs and Support Services: * Facilities and equipment * The university’s relationship with society | | * The university's goals are compatible with its mission, and can be achieved in light of the available resources. * University regulations clearly define the responsibilities of faculty members   And seek their opinions about it   * The university administration informs faculty members on a regular basis of developments   And quality assurance   * There is a comprehensive system for managing, assuring and improving quality   In the processes of quality improvement and assurance   * The university administration is keen and supports the participation of faculty members * The college works continuously to monitor the extent to which quality goals are achieved through periodic reports In the quality improvement and assurance processes through the quality assurance units in the colleges.   Academic units participate in | |
| **Points for Improvements::** | |  | |
| **Suggestions for improvement** | |  | |

\* Attach independent reviewer’s report and stakeholders’ survey reports ( if any)

## 4. Key Performance Indicators(KPIs)

List the results of the program key performance indicators (including the key performance indicators required by the National Center for Academic Accreditation and evaluation)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No | KPI | Target  Benchmark | Actual  Value | Internal  Benchmark | Analysis | New Target  Benchmark |
| KPI-P-01 | Percentage of achieved indicators of the program operational plan objectives | 90.00% | 50.00% | -- | Performance was affected by  corona pandemic  Strength:  Indicators of objectives related to teaching and learning process are almost achieved    Aspects that need improvement:  " Analyzing indicators of the program operational plan objectives- Executive plan of the Recommendations Implementation report of the executive plan- Approving the implementation report by both Dept. and College council  " | 90.00% |
|  |  |  |  |  |  |  |
| KPI-P-02 | Students' Evaluation of quality of learning experience in the program | 3.5 | 2.7 | 3.82 | Good completion rate and first year retention rate but No statistics available for Graduates’ employability and enrolment in postgraduate programs or Employers' evaluation of the program graduates proficiency  Strengths:  Completion rate- First-year students retention rate  aspects that need improvement:  Students' Evaluation of quality of learning experience in the program-Students' evaluation of the quality of the courses-Graduates’ employability and enrolment in postgraduate programs |  |
|  |  |  |  |  |  |
| KPI-P-03 | Students' evaluation of the quality of the courses | 4 | 3.78 | 3.94 |  |
|  |  |  |  |  |  |
| KPI-P-04 | Completion rate | 80.00% | 51.32 .00% |  |  |
|  |  |  |  |  |  |
| KPI-P-05 | First-year students retention rate | 93.00% | 90.00% |  | 95.00% |
|  |  |  |  |  |  |
| KPI-P-06 | Students' performance in the professional and/or national examinations | 80.00% | 65.60% |  | 80.00% |
| KPI-P-07 | Graduates’ employability and enrolment in postgraduate programs ا | 60.00% | -- | -- | 40.00% |
|  |  |  |  |  |  |
| KPI-P-08 | Average number of students in the class | 10 | 6.44 | 35 | 10 |
|  |  |  |  |  |  |
| KPI-P-09 | Employers' evaluation of the program graduates proficiency | 4 |  | 4.13 | 4 |
|  |  |  |  |  |  |  |
| KPI-P-10 | Students' satisfaction with the offered services | 4 | 2.43 | 2.96 | Students' satisfaction with the offered services is satisfactory.    aspects that need improvement:    Students' satisfaction with the offered services | 3 |
|  |  |  |  |  |  |  |
| KPI-P-11 | Ratio of students to teaching staff | 10:01 | 06:01 | 21:01 | KPI-P-11,KPI-P-12 and KPI-P-13 show good rates/percentages on the contrary of KPI-P-14,KPI-P-15 and KPI-P-16 which reflect low/rates/percentages.    Strengths:    Ratio of students to teaching staff-Percentage of teaching staff distribution-Proportion of teaching staff leaving the program-    aspects that need improvement:    Percentage of publications of faculty members-Rate of published research per faculty member-Citations rate in refereed journals per faculty member | 10:01 |
|  |  |  |  |  |  |
| KPI-P-12 | Percentage of teaching staff distribution | 25.00% | 50.00% | 73.33% | 60.00% |
|  |  |  |  |  |  |
| KPI-P-13 | Proportion of teaching staff leaving the program | 0.00% | 0.00% | 0.00% | 0.00% |
|  |  |  |  |  |  |
| KPI-P-14 | Percentage of publications of faculty members | 50% | 43% | 35% | 50% |
|  |  |  |  |  |  |
| KPI-P-15 | Rate of published research per faculty member | 05:07 | 03:07 | 12:17 | 05:07 |
|  |  |  |  |  |  |
| KPI-P-16 | Citations rate in refereed journals per faculty member | 05:07 | 03:07 | 12:17 | 05:07 |
| KPI-P-17 | Satisfaction of beneficiaries with the learning resources | 4.00 | 2.44 | 3.34 | Beneficiaries are satisfied with the learning resources.  Strengths:    aspects that need improvement:    Satisfaction of beneficiaries with the learning resources | 3.00 |
|  |  |  |  |  |  |  |
| Comments on the Program KPIs and Benchmarks results : | | | | | | |
| The pandemic of corona various affected negatively the rates of program KPIs | | | | | | |
|  | | | | | | |

## 5. Analysis of Program Evaluation

(including strengths, Areas for Improvement:, and priorities for improvement)

|  |
| --- |
| **Strengths :** |
| **Ratio of students to teaching staff**   1. Percentage of teaching staff distribution 2. Proportion of teaching staff leaving the program |
| **Areas for Improvement:** |
| 1. Percentage of achieved indicators of the program operational plan objectives 2. Students' Evaluation of quality of learning experience in the program 3. Employers' evaluation of the program graduates proficiency 4. Students' satisfaction with the offered services 5. Percentage of publications of faculty members 6. Rate of published research per faculty member 7. Satisfaction of beneficiaries with the learning resources |
| **Priorities for Improvement:** |
| 1. Percentage of achieved indicators of the program operational plan objectives 2. Rate of published research per faculty member 3. Employers' evaluation of the program graduates proficiency |

# G. Difficulties and Challenges Faced Program Management

|  |  |  |
| --- | --- | --- |
| **Difficulties and Challenges** | **Implications on the Program** | **Actions Taken** |
| Corona Pandemic | Inability to achieve the planned KPI | Executing what is necessary for learning teaching process in the current circumstances. |
| Online work |
|  |  |  |
|  |  |  |
|  |  |  |

\*Internal and external difficulties and challenges

# H. Program Improvement Plan

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Priorities for Improvement** | **Actions** | **Action**  **Responsibility** | | **Date** | | | **Achievement Indicators** | | **Target Benchmark** | |
|  | Start | | End |  | |  | |
| **1** | objectivity and credibility in filling out questionnaires | Training Course for students | 1.Unit of Training &Academic development  2.Unit of Quality and Development  3.Program Management | Mid of semester | | **--** | Upgrading student evaluation for this indicator | | 3 | |
| **2** |  |  |  |  | |  |  | |  | |
| **3** |  |  |  |  | |  |  | |  | |
| **4** |  |  |  |  | |  |  | |  | |
| **5** |  |  |  |  | |  |  | |  | |
| **6** |  |  |  |  | |  |  | |  | |

# I. Report Approving Authority

|  |  |
| --- | --- |
| **Council / Committee** | **Dept. council** |
| **Reference No.** | **5/3/42-42** |
| **Date** | **5/6/1442H** |

# J. Attachments :

* **A separate cohort analysis report for male and female sections and for each branch**
* **A report on the program learning outcomes assessment results for male and female sections and for each branch (if any)**
* **A report on the students evaluation of program quality**
* **Independent reviewer’s report and other survey reports (if any)**