



## Annual Program Report

<b>Program Name:</b>	Bachelor of Arts in English Language
<b>Qualification Level:</b>	Bachelor
<b>Department:</b>	English Language
<b>College:</b>	Farasan University College
<b>Institution:</b>	Jazan University
<b>Academic Year:</b>	1441-1442/ 2020-2021
<b>Main Location:</b>	Faculty of Arts & Humanities, Jazan University
<b>Branches offering the Program:</b>	Branch 1. Samtah University College, Samtah Branch 2. Farasan University College, Farasan Branch 3. Al-Darb University College, Al Darb Branch 4: Al Ardah University College, Al Ardah Branch 5: Al Dayer University College, Al Dayer

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## A. Implementation of Previous Action Plan

Considering the recommendations of the previous year's 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. Conduct a survey once a year on stakeholders' awareness ratings of the Mission Statement and Objectives.	Head of the Department / Head of Quality Assurance	29/8/1443 11/4/2022	✓		—	—
2. To raise the English usage standard of students	The faculty	Throughout the year	✓		—	—
3. To sign a contract with an external benchmark partner to compare actual results of the department with similar programs in other institutions.	Head of the Department / Head of Quality Assurance	Done by the Main Campus	✓		—	—
4. Appropriate strategies need to be carried out to overcome responders' lack of interest.	Head of the Department / Head of Quality Assurance	Till the end of the year	✓		—	—
5. Orientation to library services and resources should be provided to students of all levels instead of focusing on only freshers.	Head of the Department / Head of Quality Assurance	Till the end of the year	✓		—	—
6. Encourage teachers to attend orientation programs for skills enhancement	Head of the Department / Head of Quality Assurance	Till the end of the year	✓		—	—

## B. Program Statistics

### 1. Students Statistics (2018)

No.	Item	Results
1	Number of students who started the program	22
2	Number of students who graduated	10
3	Number of students who completed major tracks within the program (if applicable)	N.A.
	a.	
	b.	
	c.	
4	a. Number of students who completed the program in the minimal time	3
5	a. Percentage of students who completed the program in the minimal time (Completion rate)	10%
6	Number of students who completed an intermediate award specified as an early exit point (if any)	N.A.
7	Percentage of students who completed an intermediate award specified as an early exit point (if any)	N.A.

**Comment on any special or unusual factors that might have affected the completion rates:**

- \* High number of students took longer time than the minimum to complete the program.
- \* The number of admissions is usually less.

### 2. Cohort Analysis of Current Graduate Batch (2020-21)

Student Categories		Total cohort enrollment	Withdrawn	Retained till year-end	Not passed	Passed	Passing rate
Years							
Three years ago	M	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
	F	31	15	16	7	9	29.03 %
	<b>Total</b>	<b>31</b>	<b>15</b>	<b>16</b>	<b>7</b>	<b>9</b>	<b>29.03 %</b>
Two years ago	M	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
	F	19	5	14	2	12	63.15%
	<b>Total</b>	<b>19</b>	<b>5</b>	<b>14</b>	<b>2</b>	<b>12</b>	<b>63.15%</b>
Last year	M	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
	F	15	3	12	0	12	80%
	<b>Total</b>	<b>15</b>	<b>3</b>	<b>12</b>	<b>0</b>	<b>12</b>	<b>80%</b>
Current year	M	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
	F	12	1	11	8	3	25%
	<b>Total</b>	<b>12</b>	<b>1</b>	<b>11</b>	<b>8</b>	<b>3</b>	<b>25%</b>

\* add more rows for further years (if needed)  
 \*\* attach separate cohort analysis report for each branch

**Comments on the results:**

- \* There is a gradual increase in the success rate of the program up to 3 years.
- \* The result is directly proportional to the increasing levels and difficulty of the courses.
- \* There is a significant fall in the success rate of the cohort in the final year.
- \* 3 students of the program graduated in minimal time.

Based on the above result, relevant strengths and recommendations for the improvement and analysis are specified as follows. Three years ago, the course completion rate of the students was around 30% which is closer to the current year course completion rate. The number of students who withdrew was 15 which is almost 50% of the admissions in 20181. The success rate in the first year of the program was better compared to the successive years. In the second year of the program, the success rate of the students was 63.15%. In the third year, the completion rate had a significant increase in result, i.e., 80%. Due to the increased level of difficulty of the courses in the final year than the previous year, the success rate of students got decreased when it comes to the fourth year by 25%.

In general, the courses are going to be difficult when they move to higher levels. So, the course completion rate was less with the rise in difficulty level of the courses. The completion rate was steadily increasing in the first three years and a fall in the final year. The number of students who completed the program in due course was a good number. To control the number of withdrawn and prohibited categories, the academic guidance faculty motivated their group of students not to fall under the withheld category.

**Cohort period:**

*Table.1 Semester-wise Cohort*

Academic year	Semester	Levels
2018-2019 1 <sup>st</sup> year	Fall-August-20191	Level-1
	Spring-January-20192	Level-2
2019-2020 2 <sup>nd</sup> year	Fall-August-20201	Level-3
	Spring-January-20202	Level-4
2020-2021 3 <sup>rd</sup> year	Fall-August-20211	Level-5
	Spring-January-20212	Level-6
2021-2022 4 <sup>th</sup> year	Fall-August-20221	Level-7
	Spring-January-20222	Level-8

### **Cohort Analysis:**

The cohort of 2018-1 is expected to be graduated by 2021-2. Hence, the cohort analysis was done by collecting the results of the students who were at the beginning of cohort 20181, for the four years starting from 2018-1 to 2021-2. The cohort of 20181 started with 31 students in Farasan University College and was retained at 16. The success rate of the cohort was 29.03% in the first year and it was 25% in the final year, whereas it was good in the second and third years. Concerning this, there were two issues to keep the focus on. They are:

- (i) Rate of retention in the first year
- (ii) Lower rate of success in the first and final years

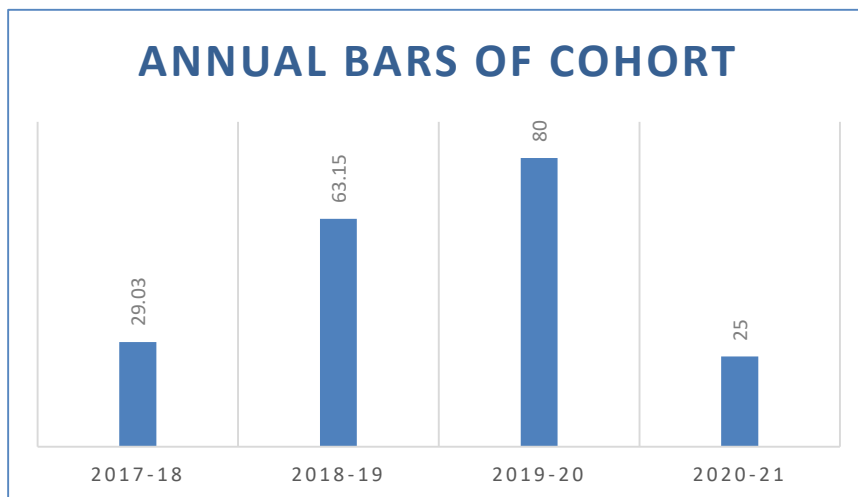
To be in detail, on one hand, the success percentage was steadily in increasing order from 2018 to 2020, on the other hand, the success rate was showing a downfall in 2021. Despite this declining tendency, 3 students completed their graduation in a minimal period. The percentage of graduated students in 2020-21 was 25%. The remaining failure students are expected to graduate in the summer or subsequent semesters. Another is, fifty percent plus students withdrew from the course during the four years of the study. The withdrawal number of students was 24. Sixteen students were retained till the end of the first year. Forty-five and forty-six hundredths is a good percentage of satisfaction in view of retention because the Farasan region is sparsely populated, so even one-digit variation shows a big difference in percentages.

Table.2 Results of 4 consecutive years

<b>Academic year</b>	<b>Pass percentage</b>
2017-18	29.03%
2018-19	63.15%
2019-20	80%
2020-21	25%

### Graphical representation:

The following are the histograms of the current cohort of students who have studied for 4 years from 20181-20212.



Graph.1 2018-2021 cohort

### 3. Analysis of Program Statistics

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

#### Strengths:

- \* Gradual increase of success rate in the first three years.
- \* The department took individual care of students to enhance their language competence and to produce competent graduates.
- \* Students were evaluated fairly at all levels and the exams review committee adhered to the procedures for transparency.
- \* The department organized training and workshops to raise their academic performance.

#### Areas of Improvement:

- \* The department needs more focus on failure students.
- \* Student Advising committee and advisers should be more active with their group of students.
- \* Students should be given career counseling to boost their goals.
- \* Inclusion of Entrance test in admission criteria for those who intend to join English courses

#### Priorities for Improvement:

- \* Establishment of an English club in the college to develop students' participation in English and build confidence in them.

## C. Program Learning Outcomes Assessment

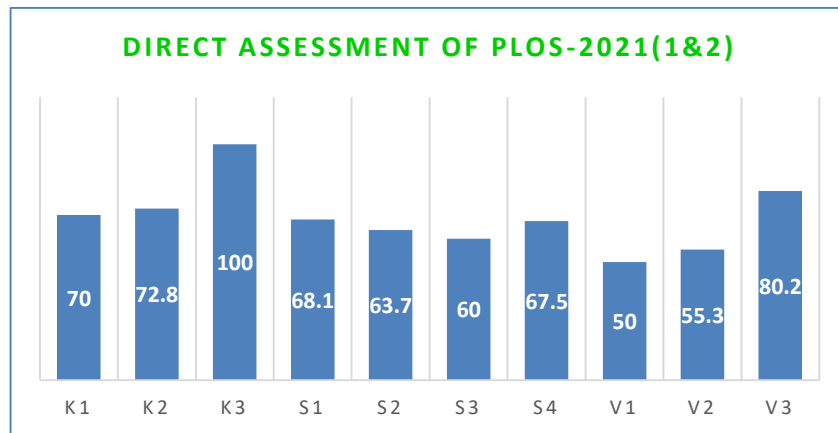
### 1. Program Learning Outcomes Assessment Results

#	Program Learning Outcomes	Assessment Methods (Direct and Indirect)	Performance Target	Results
<b>Knowledge and Understanding:</b>				
K1	Display considerable understanding of the principles required for English learning.	Direct = from CLO & PLO assessment excel	65%	70%
		Indirect = PLO Survey Level (8)	3.2	4.04
K2	Demonstrate significant knowledge related to the text, terminologies, theories, and practices in literature, linguistics, and translation studies	Direct = from CLO & PLO assessment excel	65%	72.8 %
		Indirect = PLO Survey Level (8)	3.2	3.95
K3	Appraise academic relevance of linguistics and literature to the current and emerging trends	Direct = from CLO & PLO assessment excel	65%	100%
		Indirect = PLO Survey Level (8)	3.2	3.95
<b>Skills:</b>				
S1	Produce and revise texts with the help of theories and applications in English Language, Linguistics, and Literature	Direct = from CLO & PLO assessment excel	65%	68.1%
		Indirect = PLO Survey Level (8)	3.2	3.98
S2	Practice established methods of inquiry, investigation, and analysis required for research in English Language and Literature	Direct = from CLO & PLO assessment excel	65%	63.7%
		Indirect = PLO Survey Level (8)	3.2	3.81
S3	Critically evaluate academic insights for problem-solving	Direct = from CLO & PLO assessment excel	65%	60%
		Indirect = PLO Survey Level (8)	3.2	3.8
S4	Utilize the tools for exploring complex academic challenges of the English language and its use.	Direct = from CLO & PLO assessment excel	65%	67.5%
		Indirect = PLO Survey Level (8)	3.2	3.96
<b>Values:</b>				
V1	Foster an environment of independent learning through mutual consultations	Direct = from CLO & PLO assessment excel	65%	50%
		Indirect = PLO Survey Level (8)	3.2	3.93
V2	Display confidence, potentials for leadership and entrepreneurship	Direct = from CLO & PLO assessment excel	65%	55.3%
		Indirect = PLO Survey Level (8)	3	3.88
V3	Foster an environment of learning through mutual consultations	Direct = from CLO & PLO assessment excel	65%	80.2%
		Indirect = PLO Survey Level (8)	3.2	3.93



## Comments on the Program Learning Outcome Assessment results:

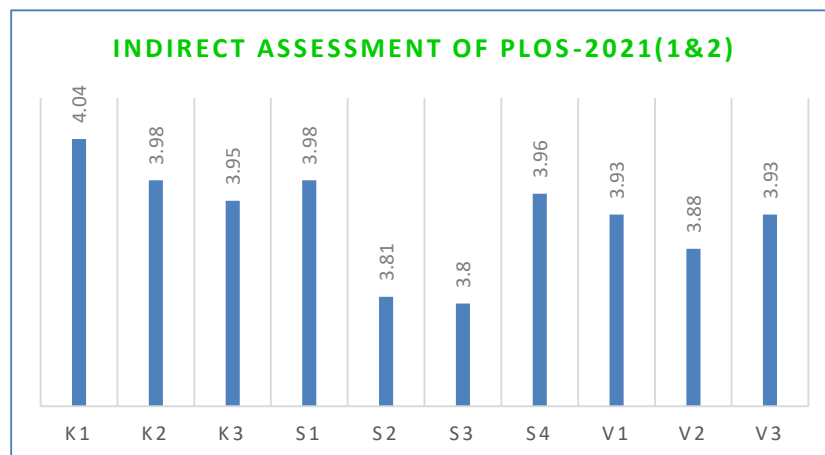
### (i) Direct Assessment of PLOs:



Graph.2 PLOs direct assessment

- \* Out of 10 PLOs 7 PLOs are achieved, in other words, 10 PLOs values are higher than the performance target of 60%.
- \* V1 and V2 PLO values are below the performance target.
- \* K3 PLO - Appraise academic relevance of linguistics and literature to the current and emerging trends- has been achieved cent percent.
- \* The PLOs that belong to the Skills domain crossed the target criteria with slight variation.
- \* PLOs of Knowledge of Understanding domain and V3 PLOs show significant achievement with higher values than the target.

### (ii) Indirect Assessment of PLOs:



Graph.3 PLOs indirect assessment

- \* K1 PLO value is more than other PLOs with a value of 4.04 on a 5-point scale.
- \* All other PLOs achieved values are around 4 points which is more than the target value because the achieved percentage falls between 70-78%.
- \* The least achieved PLO value is 3.8 for S3 PLO, i.e., critically evaluate academic insights for problem-solving.

\* 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 each branch (if any)

## 2. Analysis of Program Learning Outcomes Assessment

(Including strengths, Areas for Improvement, and priorities for improvement)

Each learning outcome has been analyzed separately with a focus on direct and indirect assessments. Later, the study furthered to see the strengths and areas with the PLO assessment result of 2021.

### Strengths:

It has been seen that the achieved Program Learning Outcomes values are above the target level criteria in indirect assessment whereas in the direct assessment V1 and V2 are exempted from this. Here are the values of direct and indirect PLO assessment:

Table.3 PLO Direct Assessment-2021

PLOs	K1	K2	K3	S1	S2	S3	S4	V1	V2	V3
Direct Asses	70	72.8	100	68.1	63.7	60	67.5	50	55.3	80.2

Table.4 PLO Indirect Assessment-2021

PLOs	K1	K2	K3	S1	S2	S3	S4	V1	V2	V3
Indirect As	4.04	3.98	3.95	3.98	3.81	3.8	3.96	3.93	3.88	3.93

On both the assessments into account, the following PLOs are witnessed to be achieved. As a result, the PLOs are given hereunder in descending order.

- \* Appraise academic relevance of linguistics and literature to the current and emerging trends
- \* Practice professionalism ethical behavior, and capacity building
- \* Demonstrate significant knowledge related to the texts, terminologies, theories, and practice in literature, linguistics, and translation studies
- \* Display considerable understanding of the principles required for English language learning
- \* Produce and revise texts with the help of theories and applications in English language, linguistics, and literature

### Areas for Improvement:

- \* Plagiarism-free writing should be recognized and encouraged for students' publications so that high competency levels lead us to achieve PLO 4 under the skills domain.
- \* PLO 4 also emphasizes all the skills so the students need to keep efforts in practicing four core skills to sharpen their competency levels.
- \* Course materials and course plans keep focusing on critical evaluation that promotes students to attain academic insights for problem-solving.
- \* The students' academic unit should arrange techno-specific vocabulary, English spelling, grammar-related activities for students

### Priorities for Improvement:

- \* The instructors should monitor the writing process of students.
- \* Establishment of an English club to encourage students' participation in English activities.
- \* Creating awareness of the job market and set goals according to.
- \* Set out of a 'career counseling cell' to the graduate students to be able to apply for suitable opportunities
- \* Recommended department policies to accommodate anti-plagiarism policy.

### 3. Graduate Attributes Assessment Results:

Graduate Attribute	Method	Data Source	Target	Results
<b>Communication skills:</b> Effective written and communicative skills in English.	Direct	Average achievement in: PLO7 (S4)	65%	Farasan:67.5%
	Indirect	* Employer survey (item 8): Graduate is able to orally communicate and converse in the field of work) * Program evaluation survey (item19): The program has improved my skills in communication.	3.2	Farasan:3.96%
<b>Deep knowledge:</b> Acquire a good knowledge of the English language, linguistics, and literature.	Direct	Average of achievement in: PLO1 (K1), PLO2 (K2) & PLO3 (K3)	65%	Farasan:80.93%
	Indirect	* Program evaluation survey (item15: What I have learned in this program will be valuable for my future.) * Employer survey (Item1: Graduate has high technical education level in the area of work)	3.2	Farasan:3.98%
<b>Creative and critical thinking:</b> Develop good problem solving, creative thinking, and interpretive skills.	Direct	Average achievement in: PLO6 (S3)	65%	Farasan:60%
	Indirect	Employer survey (Item15: Graduate enjoys the capacity of critical thinking)	3.2	Farasan:3.8
Gain ethical and intellectual research skills.	Direct	Average Achievement in: PLO10 (V3)	65%	Farasan:80.2%
	Indirect	* Program evaluation survey (Item17): The program has developed my ability to investigate and solve new problems * Employer survey (item2): Graduate understands the ethical and professional liabilities in the major	3.2	Farasan:3.93%
Build time management skills, team work, interpersonal abilities and information and technology skills.	Direct	Average Achievement in: PLO9 (V2)	65%	Farasan:55.3%
	Indirect	* Employer survey (Item22): Graduate respects the due dates * job discipline (Item23): Graduate is able to manage time efficiently	3.2	Farasan:3.88%
Digital awareness, tolerance and understanding of other cultures	Direct	Average achievement in: PLO8 (V1)	65%	Farasan:50%
	Indirect	* Program evaluation survey (item 20): The program has helped me to develop good basic skills in using technology to investigate issues and communicate results.	3.2	Farasan:3.9

#### 4. GA Assessment Results Analyses

In the following space, provide strengths, weaknesses that require improvement, and improvement priorities

<b>Strengths</b>
<ul style="list-style-type: none"> <li>* Students have deep discipline in acquiring good knowledge in English language, linguistics, and literature.</li> <li>* Students got motivated to gain ethical and intellectual research skills.</li> </ul>
<b>Areas for Improvement:</b>
<ul style="list-style-type: none"> <li>* Students should be encouraged to build time management skills, teamwork, interpersonal abilities, information, and technology skills.</li> </ul>
<b>Priorities for Improvement:</b>
<ul style="list-style-type: none"> <li>* Communication skills would be given importance in academic activities like workshops, training, etc.</li> <li>* The faculty have to adopt various ICT strategies and motivate the students to develop digital awareness, tolerance, and understanding of other cultures</li> </ul>

### 5. Summary of Course Report

#### 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	Semester	Units/Topics	Reasons	Compensating Actions
<i>Current Plan (2021-1): Fifth Level</i>				
Poetry (337ENG-3)	2021-1	On His Blindness by John Milton	Shortage of time (changes have been made under the direction of the course coordinator)	—
<i>Sixth Level</i>				
Morphology and Syntax (353ENG)	2021-1	-Chapter-9 syntax -The structure of the PP, AdjP, and AdvP and the functions inside -The structure of the NP and functions inside	There was not enough time to explain the topics included in the 9 <sup>th</sup> chapter in syntax entitled: 'The Structure of the PP, AdjP, AdvP, and NP' because: Unexpected technical issues on Blackboard, Clashes between virtual lectures and duties of invigilation in the college (Changes have been made under the direction of course coordinator)	There was no negative effect since students had already got the basic information regarding the concepts included in this chapter as previous chapters covered the syntax.
<i>Current Plan (2021-2): Third Level</i>				
Reading 1 (212ENG)	2021-2	chapter 5	Suggested by course coordinator due to shortage of time	Extra hours were taken on Blackboard to practice passages
Listening & Speaking – 1 (211ENG)	2021-2	Chapter 9	Expediting the exams to be before the Eid al-Fitr holiday.	—
<i>Fifth Level</i>				
Poetry (337ENG)	2021-2	On His Blindness by John Milton	Final exams are earlier (Changes have been made under the direction of course coordinator)	—

			coordinator)	
Speaking (315ENG)	2021-2	Environment	Final exams are earlier (Changes have been made under the direction of the course coordinator)	—
<i>Sixth level</i>				
Short Story (332ENG-3)	2021-2	The cask of Amontillado	Final exams are earlier (Changes have been made under the direction of the course coordinator)	—
Applied Linguistics (355ENG)	2021-2	Chapter 7 Only the error correction and feedback will	Final exams are earlier (Changes have been made under the direction of the course coordinator)	Repeated the basic information regarding the concepts of tree diagrams that aided the students.
Morphology and Syntax (353ENG-3)	2021-2	Third, fourth and ninth chapters of syntax.	Final exams are earlier (Changes have been made under the direction of the course coordinator)	Repeated the basic information regarding the concepts of tree diagrams that aided the students.
<i>Seventh Level</i>				
Phonology (461ENG)	2021-2	Chapters 16,18 and 19	Final exams are earlier (Changes have been made under the direction of the course coordinator)	Most of the data is in chapter 16
<i>Eighth Level</i>				
Modern Novel (443ENG)	2021-2	The Old Man and the sea	Final exams are earlier	Changes were being made by the course coordinator
<i>New Plan Courses (2021-1) N.A.</i>				
<i>New Plan Courses (2021-2) First Level</i>				
Reading 1 (141ENG-2)	2021-2	Just part 4 of chapter 4 covered	Just part 4 of chapter 4 covered due to the early commencement of exams (Ramadan)	—
<i>Second Level</i>				
Listening & speaking 2 (112ENG-3)	2021-2	Chapter 5	Suggested by course coordinator due to shortage of time	Extra hours were taken on Blackboard to practice listening
<i>Third Level</i>				
Listening & speaking 3 (273ENG-3)	2021-2	Chapter 10: How we Communicate	Not Covered as guided and approved by the team through the approval of the course coordinator due to pre-scheduled University Final Examinations.	—
<i>Fourth Level</i>				
Reading 3 (274ENG-3)	2021-2	Unit 6 was skipped	Final Exams were rescheduled to a prior date.	It was decided to ensure the coverage of all the Course Learning Outcomes

## 2. Courses with Variations

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

Course Name & Code	Variation	Reasons for variation	Actions taken
<i>Current Plan (2021-1): Third Level</i>			
Grammar 1 (214ENG-3)	The result was below 50%	The whole batch was very weak	Re-evaluation of the answer scripts was done and it was found that the students are very weak and they should better repeat the course.
Vocabulary Building (215ENG-3)	The result was below 50 %	The whole batch was very weak	Re-evaluation of the answer scripts was done and it was found that the students are very weak and they should better repeat the course.
<i>Fourth Level</i>			
Grammar 2 (224ENG-3)	The result was below 50%	The whole batch was very weak	Re-evaluation of the answer scripts was done and it was found that the students are very weak and they should better repeat the course.
<i>Current Plan (2021-2): Fifth Level</i>			
Academic Writing (314ENG-3)	The result was below 50%	The whole batch was very weak	Re-evaluation of the answer scripts was done and it was found that the students are very weak and they should better repeat the course.
<i>New Plan (2021-2): First Level</i>			
Reading (141ENG-2)	The result was below 50%	The whole batch was very weak	Re-evaluation of the answer scripts was done and it was found that the students are very weak and they should better repeat the course.
<i>Fourth Level</i>			
Translation (284ENG-2)	The result was below 50%	The whole batch was very weak	Re-evaluation of the answer scripts was done and it was found that the students are very weak and they should better repeat the course.

### 3. Result Analysis of Course Reports

(Including strengths, Areas for Improvement, and priorities for improvement)

#### Strengths:

- \* The result of the academic year is good.
- \* Most of the learning outcomes are achieved by the students.
- \* After the transition to e-learning, students' grades are high. It might be due to mutual sharing of information among them or the students sought help from other parties to complete the tasks.
- \* Online assessment is the only possible and practical solution for the current situation as an emergency prevailed resulting inevitable social distancing and online teaching conditions.
- \* Smooth coordination went well among all course sharing teachers, course coordinators, and administrative staff.
- \* Digital tools and communication applications made the teaching-learning process easy.

#### Areas for Improvement:

- \* Retain the students to improve their grades to the next higher grade.
- \* Motivate the students to participate in college-level research programs.
- \* f2f interaction is needed in some courses like Speaking.
- \* The department should have a clear and decisive policy regarding plagiarism and academic dishonesty.
- \* Implementation of SafeAssign application of Blackboard for assignments.
- \* As writing is the basic criteria for the evaluation, writing courses should be given more hours to practice classroom writing. After that, the percentage of subjective questions has to be increased in the question paper.
- \* Allot English labs for practical classes such as Listening and Speaking courses to use the computer equipment.

#### Priorities for Improvement:

- \* Course curriculum committee needs to modify the learning outcomes of new plan courses when they were taught in lower levels.
- \* Some applied linguistics courses like language acquisition will be given three hours a semester for better comprehension and syllabus coverage.
- \* Level-wise, in a broad spectrum, ascending coordination between the course learning outcomes of the courses to see the progress should lead the students to step up.
- \* To introduce critical evaluation or problem-solving in online examinations and for the assessment of value PLOs.
- \* Self-motivation and self-study strategies need to be developed in the students.



## E. Program Activities

### 1. Student Counseling and Support

Activities Implemented	Brief Description *
<i>Orientation week</i>	<p>The college welcomed new students to the auditorium to attend various programs conducted during the first week. PowerPoint presentations were explaining all the locations of campus such as the Library, Cafeteria, workshop room, Male lecture halls, Gym, etc., and administrative procedures. The campus tour had been arranged for them to experience the smartness of the classroom. Some information was spread through a show of textbooks, handbooks, and the distribution of pamphlets. They would be given an outline knowledge about the nature of courses, requirements, authentic learning material, supporting references, and the functioning of the academic guidance unit.</p>
<i>Academic Guidance and Counseling Unit</i>	<p>The time-tables of each teaching staff are provided with 2 academic guidance hours per week to conduct meetings or discuss the issues that arise in their study. Each faculty will be allotted 15-20 students to guide them and counsel them in case of need. The general guidance includes the provision of information they need about registration, course selection, deletion, etc. Also, the problems that arise during the study are going to be clarified by checking them with the administration department. Notwithstanding that, the issues like attendance, irregularity, reasons for the course difficulty, transfer to other colleges, etc. will be sorted out during academic guidance. Further, the faculty listen and discuss individual issues such as psychological and social problems that fall under academic jurisdiction. Given discipline, the students are well informed to go on par with the college regulations. Moreover, the students are encouraged to maintain cleanliness in the college premises.</p>
<i>IELTS Coaching</i>	<p>The Graduates unit of Farasan Department of English organized a training program to familiarize the students with the testing services of the English language with an objective of a study master program abroad. This training program was in March 2021 with 6 instructors and two skills a day. They conducted special workshops for reading sections with tips to find out answers for the complete score. A special session was dedicated to speaking skills to explain the band and note-taking skills for the given cue card questions. Writing assignments are collected after incorporating the related vocabulary for the graphic illustrations. Listening ability got improved among students with the repeated listening strategies and by making them recognize the listening markers.</p>



<p><i>National Day Celebration</i></p>	<p>Saudi National day remembers the unification of the various tribes, sultanates, and minor kingdoms across a large area stretching from the Red Sea to the Persian Gulf. We celebrated September 23, 2020, as the 90th National Day of Saudi Arabia, with safe and healthy conditions, under the kind governance of our king <b>Salman</b> bin Abdulaziz Al Saud. As the prevailed situations of Covid-19, the HOD message about the national day was sent to the English Department, Abu Arish as part of celebrations. As security and tranquillity spread all over the country, the national day is a proud moment for all the Saudis and residents. Hoping we celebrate the forthcoming National Days with more happiness and without fear of Corona in the future. Online celebration date: 10/ 2 / 1442 (27 / 9 /2020)</p>	
<p><i>Research activity-</i></p>	<p style="text-align: center;"><u>Research Reading @Kindle</u></p> <p>Presenters: Dr.Bhagya Prabhashini C &amp; Dr.Afra Ahmed This zoom program was organized on 28/03/2021, Monday, at 8.00 p.m. The important objectives are as follows:</p> <ol style="list-style-type: none"> <li>1. To differentiate between Reading and Research reading</li> <li>2. To explore how Kindle aids in Research reading</li> </ol> <p>The presentation focused on explaining the qualities of a good researcher. Further, it discerned Reading from Research reading and explained how reading leads to persuasive writing. Further, the role of Kindle paperwhite in improving our reading skills was conspicuously described using well-designed slides. This presentation is going to do benefit the students and other attendees to initiate their research and enhance their research reading skills using Kindle.</p>	
<p><i>Workshops</i></p>	<p style="text-align: center;"><i>Organized workshops</i></p>	<p style="text-align: center;"><i>Details of the workshop</i></p>
	<p>Introduction to English Department Students</p>	<p>Name of the presenter: Student Activity Committee Date: 13 / 1 / 1442 (1 / 9 / 2020)</p>
	<p>Key Skills for doing research</p>	<p>Name of the presenter: Dr.Vandana &amp; Mr.Mahir Date: 28 / 10 / 2020</p>
	<p>Academic Advisory Week</p>	<p>Name of the presenter: Dr.Ameera Riffat &amp; Mrs.Ameera Kabashi Date: 15 / 01 / 1442 – 19 / 01 / 1442 – 21 / 01 / 1442 03 / 09 / 2020 - 07 / 09 / 2020 - 09 / 09 / 2020</p>
	<p>CLO &amp; PLO Workshop</p>	<p>Name of the presenter: Ms.Khadija Hibili Place: College Auditorium</p>
	<p>Mechanisms of the Art of Giving inCommunity Services</p>	<p>Presenters: Ms.Veronica Lidz Athikho (Faculty) Altaf Ibrahim Najash (Student) Buthaina Abdah Baluos (Student) Date: 28 / 1 / 1442 (16 / 9 / 2020)</p>
<p>Yoga Classes</p>	<p>Presenter: Dr.Cheeli Bhagya – Ms. NorahAlsobiey – Ms. Razan Naseeb – Ms. Rawan Osily – Ms. Abrar Agily Date 27/2/1442 (14/10/2020)</p>	

Workshops	Make-Up Workshop	Presenter: Ms. Norah Alsobiey and Student Activity Committee Date: 11 / 4 / 1442 (28 / 9 / 2020)
	International Women's Day- March 8	Presenter: Dr.Sara Almalky & Dr.Iman Afify Date: 11 / 4 / 1442 (28 / 9 / 2020)
	Football and Basketball League	Presenter: Ms. Norah Alsobiey–Ms.Rawan & Ms.Abrar Agili Date: 5/ 8 / 1442 (18 / 3 /2021)
	How to write a literature Review	Name of the presenter: Dr.Vandana & Mr.Mahir Date: 0 1 / 03 / 2021
	16 <sup>th</sup> Graduation Ceremony	Celebration to honor the graduate students of the college Date: 29 / 8 / 1442 (11 / 4 /2021)
Other activities	<i>Activity Title</i>	<i>Details of the activity</i>
	College Exhibition (JU Vice President's visit )	Organizers: All the students and staff Date: 22 / 6 / 1442 (4 / 2 /2021)
	The Holy Quran competition to recite Surat Al-Kahf	Presenter: Dr. Shima Abd Alsabour and Student Activity Committee Date: 4/ 3 / 1442 (21 / 10 / 2020)
	The Prophetic Hadith Competition	Presenter: Dr. Shima Abd Alsabour and Date: 11/ 8 / 1442 (24 / 3 /2021)
	Creative Farasan's Bazar (for Farasan women)	Presenter: Student Activity Committee Date: 29 / 8 / 1442 (11 / 4 /2021)
	Charity Forum: Generosity in Farasan Under the Slogan 'Women and volunteering'	Presenter: Student Activity Committee Date: 17 / 8 / 1442 – 18/8/1442 (30 / 3 /2021 – 31/3/2021)
Initiation training	<p style="text-align: center;"><b><u>Best Tips for Effective Translation</u></b></p> <p>Presenters: Dr.Bhagya Prabhashini C &amp; Dr.Algoot Salim</p> <p>On 11/11/2020 (Sunday) from 7:00-8:00 PM, this training was organized for students, on behalf of the Initiation program to inculcate a few effective translation techniques. The objectives are as follows:</p> <ol style="list-style-type: none"> <li>1. To motivate them to use English for translation studies</li> <li>2. To bring into their view that how professional translation employment is closer to English major</li> <li>3. To make them aware of types of translation and research studies in translation</li> <li>4. To motivate them to start translating right away to become benevolent themselves</li> <li>5. To instill translation in developing English language skills</li> </ol> <p>The major takeaways of the audience would be Types of translation, the difference between method and technique in translation along contemporary illustrations. The most expected outcome of the training program was to glue themselves to the interest of translation studies and continue into it.</p>	

<u>Plagiarism vs. Original work</u>	
<i>Students Unit Presentation</i>	Presenters: Dr.Bhagya Prabhashini C & Dr.Afra Ahmed The workshop program was implemented on 29/03/2021, Monday, at 8.00 p.m. The objectives of the presentation are as follows:
	<ol style="list-style-type: none"> <li>1. To explain what is plagiarism and the reasons for it</li> <li>2. To introduce steps to avoid plagiarism</li> <li>3. To familiarize with a few techniques of writing original text</li> </ol>
	The presentation focused on explaining what is plagiarism and the reasons behind that. Importantly, it deals with two topics, one was why do we go ahead with original work and another was techniques to develop writing original texts. Additionally, how did the software SafeAssign application works on the blackboard had been demonstrated? Specifically, the 'double entry journal' technique is going to be helpful to students to initiate writing `their original texts. This presentation would benefit every student, specifically those whose goal is to become a researcher or author.

\* 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

(i). List of Blackboard activities uploaded for faculty members in the Year 2020-2021

Activities Implemented	Date
How to use Blackboard tools	On 17 <sup>th</sup> September 2020
Evaluation of student's Learning	On 29 <sup>th</sup> September 2020
Creating question pools, grades centers, export, etc.	On 11 <sup>th</sup> October 2020
E-learning and its role in education process & learning	On October 22, 2020
Conducting Zoom sessions effectively	On 16 <sup>th</sup> November 2020
An introductory workshop -sending BB problems via. link	On 17 <sup>th</sup> November 2020
Using free applications for E-learning	On 9 <sup>th</sup> February 2020
Working with Zoom	On 25 <sup>th</sup> February 2021
Instructional Design Models	On 10 <sup>th</sup> March 2021
Using Blackboard (for community)	On 24 <sup>th</sup> March 2021
Blackboard: Online Examination	7 <sup>th</sup> April 2021
Creativity Exhibition for e-learning	A community workshop in Mar. 2021 about 3 online advantages

(ii) In-house professional activities (2020-21):

Activities Implemented	Brief Description*
<i>Orientation of New Teaching Staff</i>	<ul style="list-style-type: none"> <li>* A clear orientation and road map with the department manual were provided to the newly appointed faculty members.</li> <li>* Orientation meeting was conducted by campus coordinators.</li> <li>* Senior staff were assigned the responsibility of guiding new staff during the beginning of the term.</li> <li>* New faculty were welcomed to attend lectures of senior faculty members on mutual consent to gain experience and techniques of classroom management.</li> <li>* Mentors were allotted to each new teacher to lead them in academic dealing</li> </ul>
<i>Professional Development for Teaching Staff</i>	<ul style="list-style-type: none"> <li>* Quality Assurance Unit in the College of Arts and Humanities organized many workshops regarding faculty professional development.</li> <li>* DAD (Deanship of Academic Development) organized several training programs for the staff members to enhance their teaching skills and proficiency.</li> <li>* Curricula, Examinations, and Quality Committees of the English Department held many meetings with the teaching staff to develop their teaching strategies and assessment methods and provided guidelines for preparing question papers for final exams.</li> <li>* On the other hand, faculty were working on their research and presented the results in conferences.</li> <li>* In-House seminars were conducted by faculty members to share knowledge and experiences.</li> <li>* Staff members were also availing opportunities of online training on Saudi Digital Library, Oxford University Press webinar online workshops, and seminars shared by the female section, Jazan. <a href="https://elt.oup.com/feature/global/webinars/?cc=sa&amp;sellLanguage=en">https://elt.oup.com/feature/global/webinars/?cc=sa&amp;sellLanguage=en</a></li> <li>* <a href="https://bc.jazanu.edu.sa/bc/">https://bc.jazanu.edu.sa/bc/</a></li> <li>* The Training Unit at the University College of Farasan has organized several activities to educate the faculty member in various aspects other than teaching, in cooperation with the college committees and units.</li> </ul>
<b>Comment on Professional Development Activities for Faculty and Other Staff**</b>	
<ul style="list-style-type: none"> <li>* Professional development workshops, seminars, and webinars keep the faculty members up to date.</li> <li>* Helpful in brushing up the skills using new technology for teaching.</li> </ul>	

## (iii) List of attended Deanship workshops 2020-2021

Sl. No.	Title of the Workshop	Duration	No. of faculty attended
1	Techniques of organizing and preparing educational presentations	2 hours	5
2.	Process of Curriculum & Academic Plan Development	3 hours	6
3.	Building learning outcomes	3 hours	9
4.	Learning Outcomes Assessment Plan (Academic Prog.)	3 hours	12
5.	Standard Exams	3 hours	5
6.	Measuring Key performance indicators	3 hours	7
7.	Building an internal quality system for academic program	2 hours	9
8.	Writing program self-study report	3 hours	10
9.	Cohort Analysis	3 hours	14
10.	Academic accreditation requirements	3 hours	11
11.	Program and course specifications as per NCAAA templates	2 hours	13
12.	Program KPI Measurement	3 hours	12
13.	QM digital content production standards	2 hours	11
14.	Student assessment methods	4 hours	16
15.	Mechanism to improve the quality of Teaching (2 days)	4+4 hours	16

\* 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*
Dr. Bhagya Prabhashini C	Title: Balkanization of a Psycholinguistic Interface Date of publication: January 2021 Place of publication: Paideuma Journal of Research, Publisher: University of Maine; ISSN: 0090-5674
Dr. Bhagya Prabhashini C	Title: A study of neural build up in second language learning Date of publication: October 2020 Place of publication: International Journal of English Language Literature & Translation studies Publisher: Lasting Impressions Press (Formerly Iqra Academic Publications) ISSN: 2308-5460
Dr. Vandana Sharma (Assistant Professor English Literature)	Title: Motivational Role of Teaching English Literature in Language Learning Date of publication: 28-Mar-2021 Place of publication: <u>International Journal of English, Literature and Social Science (IJELS)</u> ISSN: (ISSN: 2456-7620)
<b>Comment on Research**</b>	
<ul style="list-style-type: none"> <li>* It is necessary to allocate research hours to the faculty schedules.</li> <li>* Lecturers and teaching assistants who are interested in the research were engaged in works other than teaching, resulting in no scope for research.</li> <li>* The faculty need to focus on ISI publication of research papers.</li> </ul>	

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

\*\* including performance evaluation on these activities

## 4. Community Partnership

Activities Implemented	Brief Description*
Role of Libraries in Learning English Language Online via. zoom	Prepared by: Dr. Bhagya Prabhashini C Translator: Dr. Afraa Abdulkariem Target group: Farasan Community Date: 16/8/1442 (29/03/2021)
Teaching Reading Skills & Sub-Skills Online via. zoom	Prepared by: Ms. Aliya Sultana Target group: English Teachers Community Date: 11/08/1442 (24/03/2021)
<b>Comment on Community Partnership**</b>	
<ul style="list-style-type: none"> <li>* The members of the Department of English participated in a Community Service Program organized by the coordinator Dr. Eman Efyfy.</li> <li>* The community service allowed reaching out to the local community and understanding them closely, it was online though due to pandemic.</li> <li>* The interaction between the English department with local people increased the scope of communication in English.</li> <li>* The community workshops should be limited to be the useful topics of community.</li> </ul>	

\* 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)

<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>* Some of the teachers had explored beyond teaching and helping students to acknowledge the power of their intelligence to perform better in education.</li> <li>* Activates outside the classrooms strengthened teacher-student relationships.</li> <li>* The topics of workshops and seminars are most recent and are in demand of the hour.</li> <li>* Research work done by faculty members was published in international journals.</li> <li>* Community service done by some members of the department was quite satisfactory.</li> <li>* Academic guidance given by the teachers made the students disciplined and helped them to develop an interest in their studies.</li> </ul>
<p><b>Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>* Department must support teachers financially in organizing events and workshops.</li> <li>* Rising the number of research papers or projects and innovation can be done.</li> <li>* A needs-analysis can be done to select topics for activities for students and faculty.</li> <li>* Longer duration workshops should be planned or workshops can be conducted</li> </ul>



explicitly for audience satisfaction.

- \* Extracurricular activities or developmental training sessions should be organized in such a way as not to disturb the class timings of the teachers.

**Priorities for Improvement:**

- \* Allotment of financial assistance for activities from the Department of English.
- \* Classroom action research will be given more importance.
- \* More professional development programs, to cater to the required skills needed for the upliftment of the current program and quality work.

**Relativization:**

**Alignment of PLOs to the adopted goals**

Considering the improvement and quality procedures, the department planned some workshops in collaboration with the college committees. Program learning outcomes are evaluated on regular basis to estimate how far the efforts of the staff are reaching the goals of the program at the college level and the desired goal of the Ministry of education at the national level in enhancing the English language among the Saudi community. By these directives, an action plan was prepared and the activities of quality, research, and community were conducted.

There are some activities like training and workshops for the staff and students on regular basis to achieve the adopted goals. One such activity that strives for English language enhancement is the English forum, which is established by the department of English in Farasan College. Farasan English Forum organizes semester-wise activities for the students and inspires the audience with students' participation. Due to pandemic restrictions, the program was given a temporary halt. Notwithstanding that, the students are encouraged to participate in students' competition i.e., peace book competition. To encourage students to write 'plagiarism vs. original writing' a workshop was conducted for the students to inculcate the essence and value of originality. This workshop aims to make students aware of the fundamental steps of research. Further, the graduate affairs committee organized a training program to coach the students in the IELTS examination to get the opportunities to study abroad, so that they can serve the country when they are

back. In addition, one of the essential encouragements from the department is motivating Saudi teaching assistants to study abroad by providing scholarships through university funding. The students are going to be allowed to choose their interesting area from elective subjects from the new plan. Therefore, it opens career paths with a favorite specialization in the fields of English. The department uses several surveys for transparency in quality measurement. These survey questions were based on teaching, learning, services, etc., and are administered on the campus.

**Alignment in view of research:**

Enhancing the scientific research skills of the faculty through their publications in high index journals is the basic ground of research recognition in the institution. Nevertheless, the program also encourages the participation of faculty members in conferences and scientific meetings at national and international levels. The department also attempts to create an impressive environment to attract the faculty and researchers by furnishing Excellency awards and promotions to the distinguished members of the faculty. Moreover, to further the knowledge of research into students using some activities One such workshop is Research reading @ Kindle. It makes the students use the kindle device for research purposes in the future.

**Alignment in view of Community Service:**

Community participation is one of the major objectives of the department through workshops and need-based training. The college owns a ‘community cell’ which includes members from all the departments. Though COVID-19 caused disruption, the community programs are going well with online training sessions through zoom or Google Meet, etc. Alongside the presenters, it is important to appreciate the impeccable participation of the community. Since the participants are Arabic speakers, the department is wary about a translator in every workshop / training

while it is being provided to the community, as a result, the message reaches the community quickly and the aim behind the workshops will be fulfilled.

After the implementation of all the activities of the action plan, they are assessed using feedback forms or questionnaires. Provided the feedback, KPI values are calculated and the future activities of the program are going to be strengthened with an improvement plan in the action plan of the forthcoming academic year.



## F. Program Evaluation

### 1. Evaluation of Course

Course Code	Course Title	Student Evaluation (Yes-No)	Other Evaluations (specify)	Developmental Recommendations
<i>LEVEL 2</i>				
118 ENG	English Language 2	YES	CLOs Survey	Students need more hours to practice writingskills. They need to keep efforts to understand the sentence’s grammatical structure.
<i>LEVEL 3</i>				
211 ENG	Listening & Speaking 1	YES	CLOs Survey	Students will be given more time to practice Speaking
212 ENG	Reading 1	YES	CLOs Survey	—
213 ENG	Writing 1	YES	CLOs Survey	—
214 ENG	Grammar 1	YES	CLOs Survey	—
215 ENG	Vocabulary	YES	CLOs Survey	Language laboratory with well-equipped audio-visual facilities
<i>LEVEL 4</i>				
104 SLM	Islamic Culture IV	YES	CLOs Survey	—
221 ENG	Listening & Speaking 2	YES	CLOs Survey	—
222 ENG	Reading 2	YES	CLOs Survey	There should be a sufficient amountof time for students to practice unseen passages.
223 ENG	Writing 2	YES	CLOs Survey	Students need to practice writing skills and develop related vocabulary
224 ENG	Grammar 2	YES	CLOs Survey	There should be a sufficient amount of time to improve students’ knowledge, basically in terms of tenses.
235 ENG	Introduction to Literary Arts	YES	CLOs Survey	—
<i>LEVEL 5</i>				
313 ENG	Translation 1	YES	CLOs Survey	—
314 ENG	Academic Writing	YES	CLOs Survey	—
315 ENG	Speaking	YES	CLOs Survey	Speaking coursesshould be

				taught face to face to enhance communication.
316 ENG	Language Acquisition	YES	CLOs Survey	—
337 ENG	Poetry	YES	CLOs Survey	—
351 ENG	English Phonetics	YES	CLOs Survey	This course should be taught f2f for better comprehension.
352 ENG	Introduction to Linguistics	YES	CLOs Survey	—
<i>Level 6</i>				
324 ENG	Discourse & Context Analysis	YES	CLOs Survey	—
331 ENG	Shakespeare	YES	CLOs Survey	—
332 ENG	Short Story	YES	CLOs Survey	—
336 ENG	Literary Criticism	YES	CLOs Survey	—
353 ENG	Morphology & Syntax	YES	CLOs Survey	—
355 ENG	Applied Linguistics	YES	CLOs Survey	—
<i>Level 7</i>				
415 ENG	Translation 2	YES	CLOs Survey	—
416 ENG	Preparation for International Tests	YES	CLOs Survey	—
433 ENG	Prose and Stylistics	YES	CLOs Survey	—
434 ENG	Drama	YES	CLOs Survey	—
461 ENG	Phonology	YES	CLOs Survey	This course should be taught face to face to enhance and support communication
462 ENG	Sociolinguistics	YES	CLOs Survey	—
<i>Level 8</i>				
421 ENG	Computer-Assisted Language Learning	YES	CLOs Survey	—
422 ENG	Culture Dialogue	YES	CLOs Survey	Such courses should be taught face to face for illustrious teaching
426 ENG	Research Project	YES	CLOs Survey	—
443 ENG	Modern Novel	YES	CLOs Survey	—
444 ENG	Victorian Literature	YES	CLOs Survey	—

455 ENG	Seminar on Applied	YES	CLOs Survey	—
New Plan: <i>Level 1</i>				
131 ENG	Grammar 1	YES	CLOs Survey	—
111 ENG	Listening & Speaking 1	YES	CLOs Survey	—
141 ENG	Reading 1	YES	CLOs Survey	The students need to do the extensive reading; hence this course needs more than two hours of classes.
121 ENG	Writing 1	YES	CLOs Survey	—
<i>Level 2</i>				
112 ENG	Listening and Speaking 2	YES	CLOs Survey	—
142 ENG	Reading 2	YES	CLOs Survey	The students need to do the extensive reading; hence this course needs more than two hours of classes.
122 ENG	Writing 2	YES	CLOs Survey	—
132 ENG	Grammar 2	YES	CLOs Survey	—
<i>Level 3</i>				
213ENG	Listening & Speaking 3	YES	CLOs Survey	—
283ENG	Writing 3	YES	CLOs Survey	—
233ENG	Grammar 3	YES	CLOs Survey	—
243ENG	Reading 3	YES	CLOs Survey	The students need to do the extensive reading; hence this course needs more than two hours of classes.
253ENG	Introduction to linguistics	YES	CLOs Survey	—
<i>Level 3</i>				
214ENG	Reading 4	YES	CLOs Survey	The students need to do the extensive reading; hence this course needs more than two hours of classes.
224ENG	Translation 1	YES	CLOs Survey	—
234ENG	Introduction to Literature	YES	CLOs Survey	—

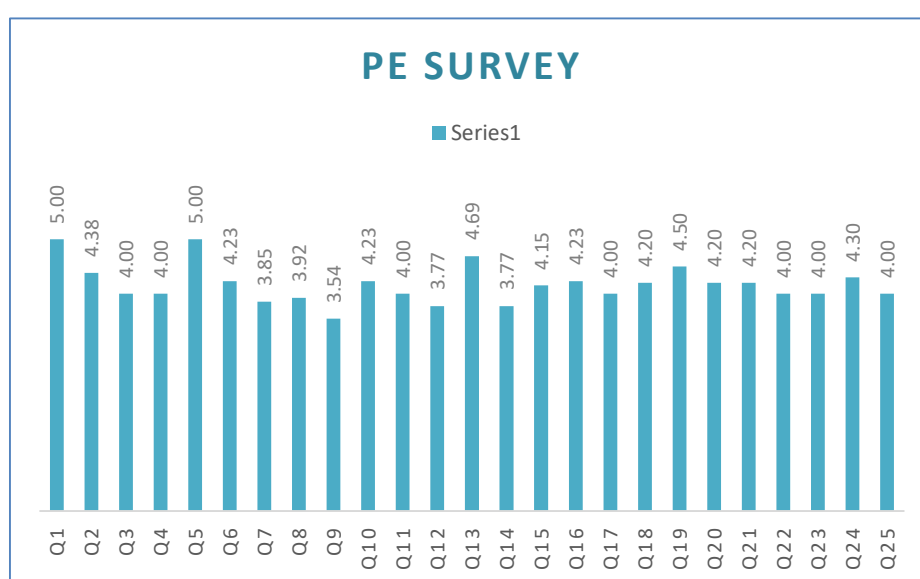
## 2. Student Evaluation of Program Quality

### Program Evaluation Survey:

Out of two important surveys, the student's evaluation of the program is the first survey that had been administered among Level 8 students for the responses. This survey is also called a Department evaluation survey.

Evaluation method:	Date: 24/05/1442 – 08/01/2021 (20211)	Number of students: 5
Online survey	16/09/1442 – 28/04/2021 (20212)	Number of students: 8

The questionnaire comprised 25 questions about the program. The graph below provides the data of the questionnaire responses on a 5-point Likert scale.



Graph.4 Program Evaluation Survey

Students Feedback	Program Response
<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>* Adequate academic and career counseling was available for me throughout the program.</li> <li>* The instructors were available for consultation and advice when I needed to speak with them.</li> <li>* The instructors in the program had a thorough knowledge of the content of the courses they taught.</li> <li>* Classroom facilities (for lectures, laboratories, tutorials, etc.) are of good quality.</li> <li>* Adequate facilities are available for religious observances.</li> <li>* The program has improved my skills in communication.</li> </ul>	<ul style="list-style-type: none"> <li>* The program works effectively through academic guidance. Each faculty member can organize meetings with students. In addition to the deletion, addition activities carried out by a faculty member, support the students through academic guidance to improve their academic level.</li> <li>* All faculty members are keen to assist their group of students and encourage them in every academic aspect.</li> <li>* All faculty members had the competence and ability to provide scientific materials to enrich their teaching.</li> <li>* The infrastructure of the classrooms and language labs are well equipped with good-quality projectors and computers.</li> <li>* There are facilities for religious activities and the</li> </ul>

<ul style="list-style-type: none"> <li>* I have developed the knowledge and skills required for my chosen career.</li> <li>* I am aware of the program's vision, mission, and objectives.</li> <li>* Overall, I am pleased with the performance of the administrative staff.</li> </ul>	<p>college takes care of them.</p> <ul style="list-style-type: none"> <li>* The program and faculty members were concerned with their students and helped them improve their ability to solve problems, work in teams and develop their skills in using technology to contribute to the development of their scientific and practical purposes.</li> <li>* The program was in cooperation with the Graduate Unit in the department, provided necessary advice to students, also the department communicated with them to achieve progress to get an appropriate job.</li> <li>* In general, the department is keen to provide good results for its students.</li> </ul>
<p><b>Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>* Library resources are available and suitable.</li> <li>* Adequate facilities are available for extracurricular activities (including sporting and recreational activities).</li> </ul>	<ul style="list-style-type: none"> <li>* The college library is always open, lack of references though.</li> <li>* There are entertainment programs offered by the activity unit and gym in-charges.</li> </ul>
<p><b>Suggestions for improvement:</b></p> <ul style="list-style-type: none"> <li>* Working on increasing the library's references and making special programs by the library's official to attract students to the library.</li> </ul>	<ul style="list-style-type: none"> <li>* This suggestion will be useful to the students to develop reading and self-study skills.</li> </ul>

\*Attach report on the student's evaluation of program quality

### 3. Other Evaluations

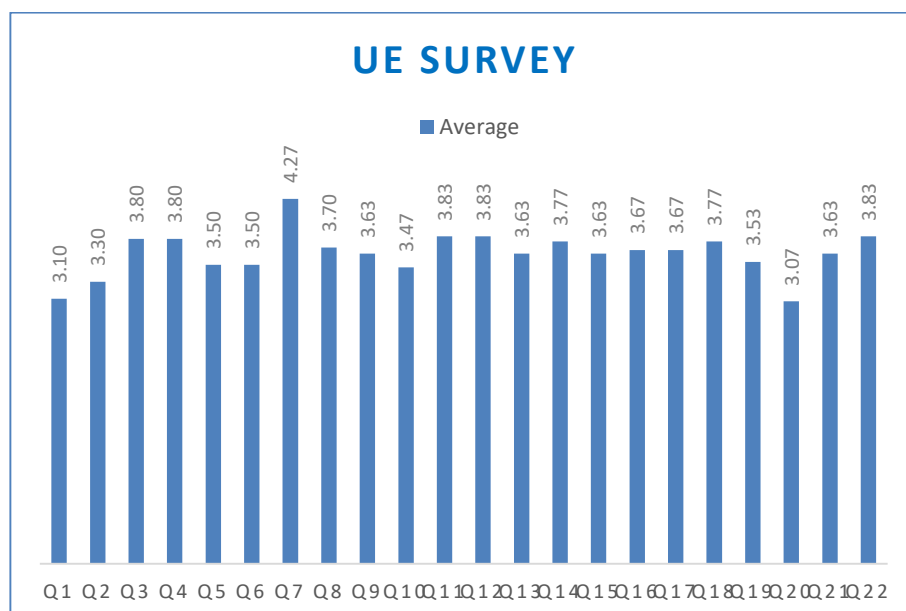
(e.g., Evaluations by independent reviewer, program advisory committee, and stakeholders (e.g., faculty members, alumni, and employers))

#### (i) University Evaluation Survey:

Out of two important surveys, the Student's evaluation of the program is the second survey that has been administered among Level 5 students for the responses. This survey is also called as Student experience survey.

Evaluation method:	Date: 15/04/1441 – 12/12/2019(20201)	Number of students: 15
Online survey	11/09/1441 – 04/05/2020 (20202)	Number of students: 15

The questionnaire comprised 22 questions about the program. The graph below provides the data of the questionnaire responses on a 5-point Likert scale.



Graph.5 University experience survey

Summary of Evaluator Review	Program Response
<p><b>Strengths:</b></p> <p>The students’ responses data is in between 3.77 to 4.27 points witnessing their satisfaction with the university experience.</p> <ul style="list-style-type: none"> <li>* There is sufficient opportunity at this institution to obtain advice on my studies and my future career.</li> <li>* Procedures for enrolling in courses are simple and efficient.</li> <li>* The library staff are helpful to me when I need assistance.</li> <li>* Adequate facilities are available at this institution for religious observances.</li> <li>* Most of the faculty with whom I work at this institution are genuinely interested in my progress.</li> <li>* My courses and assignments encourage me to investigate new ideas and express my own opinions.</li> <li>* The knowledge and skills I learn will be valuable for my future career</li> <li>* I am satisfied with the other services (restaurants, transport, sports facilities, etc.</li> </ul>	<ul style="list-style-type: none"> <li>* The department, the college, and the university are in a clear-line containing all the information needed for the students who wish to join the institution or students affiliated with the university.</li> <li>* The department is always in cooperation with its Academic Guidance Unit in guiding the new students and clarifying all issues and answering all questions that a student enquires. Each student is provided with an academic advisor who is keen to provide the necessary advice and support 24/7.</li> <li>* The classrooms and other facilities of the college are comfortable and prepare the students to adapt to the educational environment.</li> <li>* A large number of entertainment facilities are well organized to develop language skills alongside cultural values.</li> <li>* The faculty works at their best by giving good advice to the students’ problems. Also, they provide a few necessary techniques for their academic development.</li> <li>* The department and its personnel work on developing students' abilities to develop their language and communication skills and make</li> </ul>

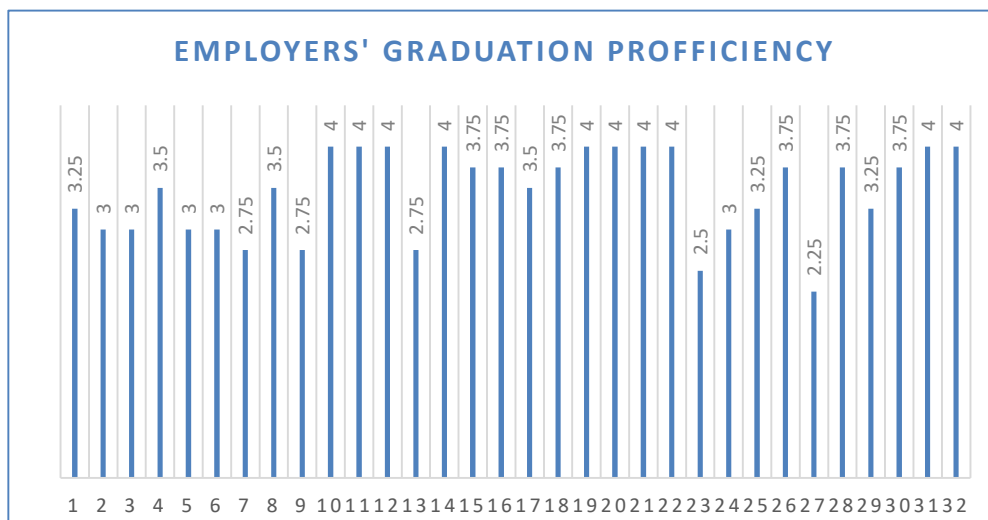
	<p>them take responsibility for works.</p> <p>* Students' abilities to work in groups were developed through extra-curricular and group-curricular activities.</p>
<p><b>Points for Improvements:</b></p> <p>* It was easy to find information about the institution and its programs before I enrollment at this institution for the first time.</p> <p>* When I first started at this institution the orientation program for new students was helpful for me.</p>	<p>* The department constantly updates the department's website and maintains cooperation with the coordinators of the college.</p>
<p><b>Suggestions for improvement:</b></p> <p>* Working on increasing the library's references and making special programs by the library's official to attract students to the library.</p>	<p>* With the great digital transformation, readers are no longer dependent on college libraries, but the students get access to digital libraries for an enormous number of references which can contribute to their academic and research development.</p>

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

**(ii) Employers' survey:**

Employer's survey is one of the most essential surveys as it is similar to a self-study of institutional procedures and results. Employer survey for the year 2021-21 has been conducted late due to pandemic and administrative procedures.

Evaluation method: Online survey	Date:19/09/2021	Number of Participants:4
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Graph.6 Graduate proficiency survey by the employers

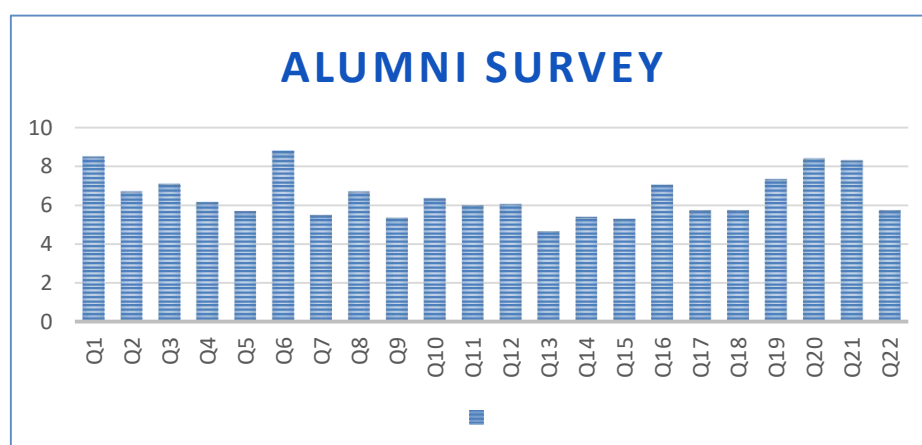


Summary of Evaluator Review	Program Response
<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>* Graduate can adapt to modern technology</li> <li>* Students' services and university resources are consistent with the university mission</li> <li>* I am satisfied with the performance of JU graduates and will employ graduates from this institution again.</li> </ul>	<ul style="list-style-type: none"> <li>* Graduates are good at using technology so they can use those abilities for educational tasks. eg. Project work of CALL course is the evidence of this.</li> <li>* They agreed that the resources provided by the institution are well enough to enhance their performance levels.</li> </ul>
<p><b>Points for Improvement:</b></p> <ul style="list-style-type: none"> <li>* Graduate can relate theory with application in the domain of work</li> <li>* Graduate can prepare reports in the field of work</li> <li>* The institution takes the graduates feedback regarding university plans</li> </ul>	<ul style="list-style-type: none"> <li>* The ability to produce original writing is the main criteria for the first two points, hence, the SafeAssign software should be prioritized in evaluation.</li> <li>* The program should take proper measures to develop graduate abilities which help them to compete in professional and/or national exams.</li> </ul>
<p><b>Suggestions for Improvement:</b></p> <ul style="list-style-type: none"> <li>* The institution takes the graduates feedback regarding university plans</li> <li>* Graduate accepts the duty for overtimes</li> </ul>	<ul style="list-style-type: none"> <li>* The program should conduct semi-structured interviews with the graduated students and implement the possible feedback. Further, inculcate them to do hard work to compete in the job market.</li> </ul>

### Alumni Survey:

An Alumni survey has been taken once in a semester to see the old students' thoughts about the English program of the department.

Evaluation method:	Date: 17/04/1441 – 14/12/2019(20201)	Number of students: 4
Online survey	14/09/1441 – 07/05/2020 (20202)	Number of students: 10



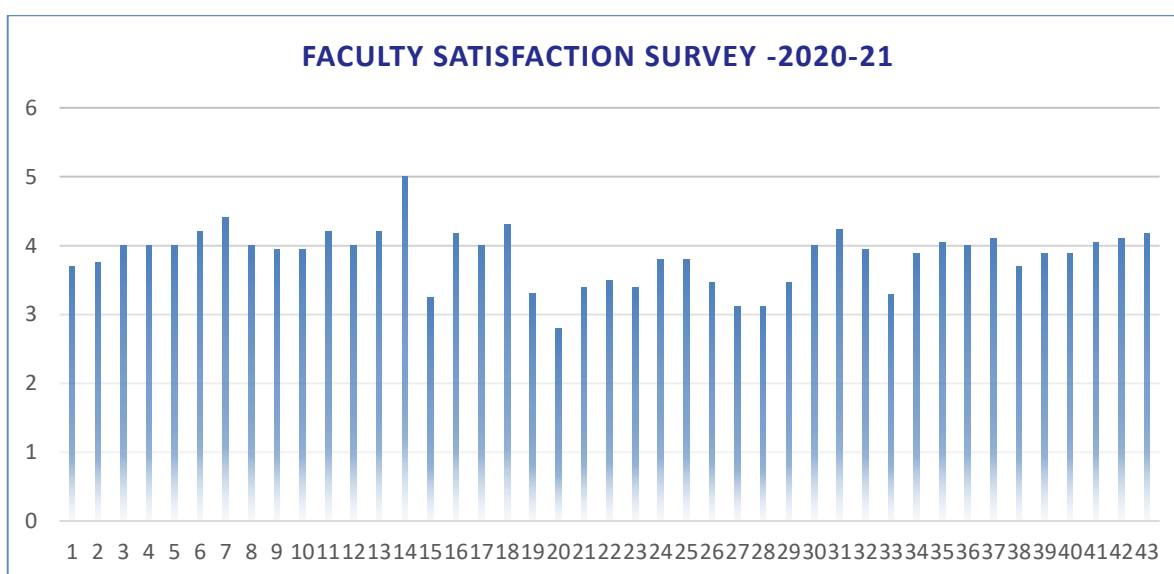


Summary of Evaluator Review	Program Response
<p><b>Strengths:</b> Field training programs for students and/or internships are consistent with the student major. Students were briefed about the program mission which is consistent with the institution's mission. Appropriate restaurants were available. Facilities for special needs students were available.</p>	<p>The college arranged the Al-Hasees beach field visit program for the students. Students were well aware of the institution and college mission. Well-furnished cafeteria is available to the students during working hours of the college. Wheelchair and ramp are available for the special needs students.</p>
<p><b>Points for Improvement:</b> Staff members allowed the students to discuss their exam performance.  Staff members manifested enthusiasm and interest in what they teach.  The program has prepared me ethically for the job market.</p>	<p>Academic guides are available to the students all the time. The students would have approached them soon. The faculty use various kinds of teaching methodology in the classrooms, yet staff meeting was conducted about teaching management. The student unit planned IELTS coaching for the students to prepare them for master's study abroad.</p>
<p><b>Suggestions for Improvement:</b> Staff members allowed the students to discuss their exam performance.</p>	<p>The teachers have to provide space for the students to discuss their performances after tests and activities and provide feedback to them.</p>

**(iv) Faculty Satisfaction Survey:**

This is a regular survey which is taken twice a year to see the satisfaction level of the staff and to make necessary improvements.

Here is the graphic representation of the responses received:



Graph.7 satisfaction survey done by the faculty

Evaluation method: Online	Date: 12/11/2021	Number of Participants:17
Summary of Evaluator Review		Program Response
<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>* Development of teaching and learning practices is supported.</li> <li>* I am familiar with the range of support services available in the institution for students, and refer them to appropriate sources of assistance when required.</li> <li>* The department administration builds consensus through broad faculty involvement in decision-making.</li> <li>* The faculty are satisfied with general guidelines and regulations that govern the use of staff university PCs.</li> </ul>		<ul style="list-style-type: none"> <li>* The infrastructure of the college is included with technology such as computers and projectors to use during teaching.</li> <li>* The relationship managers in the campus are the assets to guide the faculty to resolve the students' issues.</li> <li>* The department involves all the faculty in decision-making.</li> <li>* The IT department services are always impeccable as they try their level best to accommodate the faculty with university laptops and resolve their issues.</li> </ul>
<p><b>Points for Improvement:</b></p> <ul style="list-style-type: none"> <li>* The library gives students enough access to textbooks and other references.</li> <li>* Students understand English well enough to follow their lectures and to write notes.</li> </ul>		<ul style="list-style-type: none"> <li>* A book is valuable than 100 pieces of advice. Though open sources and digital libraries are available, reading a college library book retains long memory.</li> <li>* Speaking is not enough to master the language. It also needs to enhance another productive skill, writing. Producing your style of writing is essential for research.</li> </ul>
<p><b>Suggestions for improvement:</b></p> <ul style="list-style-type: none"> <li>* As the number of students is minimum faculty can initiate research activities with them.</li> <li>* Small number of staff resulted in 6 different courses each.</li> </ul>		<ul style="list-style-type: none"> <li>* Scope for individual attention of students and improve academic standards.</li> <li>* Obviously, the workload goes high with the no. of courses that are taught. As the laptop processors are running slowly, everything is lagging. In addition, administrative and quality works are on toes which need to be done with thought processing for the genuine output, hence, it is time-consuming.</li> </ul>

## 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)

KPI No.	KPI	KPI Results						
		Actual Benchmark			Target Benchmark	Internal Benchmark	External Benchmark	New Target Benchmark
		2019	2020	2021				
KPI-P-1	Percentage of achieved indicators of the program operational plan objectives	M: F: Average: 56%	M: F: Average: 56%	M: F: Average: 50%	58%	56.5%	78.05%	55%
KPI-1 target value is higher than the achieved value. It is evident that the efforts are needed to make the mission clear.								
KPI-P-2	Students' Evaluation of quality of learning experience in the program.	M: N.A F: 3.1 Average:	M: N.A F: 3.3 Average:	M: N.A F: 4 Average:	3.4	3.32	3.7	3.7
The target value of KPI-2 is 3.3 whereas the actual value is 4, hence KPI-2 is also achieved. ✓								
KPI-P-3	Students' evaluation of the quality of the courses.	M: N.A F:3.1 Average:	M: N.A F:3.4 Average:	M: N.A F:4.13 Average:	3.6	3.44	3.6	3.8
The actual value of KPI-3 is 4.2 which is higher than the target value, i.e., 3.5, hence KPI-2 is achieved. ✓								
KPI-P-4	Completion rate	M: 0 F: 36% Average:	M: 0 F: 25% Average:	M: 0 F:10% Average:	40%	37.9%	17%	45%
The completion rate is lower than target and internal benchmarks showing the need to put more effort to achieve KPI-4.								
KPI-P-5	First-year students retention rate	M: N.A F: 24% Average:	M: N.A F: 37% Average:	M: N.A F: 50% Average:	55%	55.32%	73%	65%
The retention rate of the first-year students is 50% which is lower than the target, 55%, hence it isn't achieved.								
KPI-P-6	Students' performance in the professional and/or national examinations	M: F: Average: DNA	M: F: Average: DNA	M: F: Average: DNA	DNA	DNA	Teachers: Mean:32.9 Pass: 9% High Ed: Mean=N A	DNA
This KPI needs immediate attention as the required data is unavailable.								
KPI-P-7	Graduates' employability and enrolment in postgraduate programs	M: NA F: NA Average: NA	M: NA F: NA Average: NA	M: NA F: NA Average: NA	35%	DNA	Employed= 39.73% Postgrad= 13.01%	35%
This KPI 7 also needs immediate attention as the required data is unavailable.								
KPI-P-8	The average number of students in the class	M: 0 F:12 Average:	M: 0 F:13 Average:	M: 0 F: 17 Average:	30	37	24	27
An average number of students is less than the target as Farasan is meagerly populated								
KPI-P-9	Employers' evaluation of the program graduates' proficiency	M: F:3 A	M: F: 3.1 Average:	M: F:4 Average:	3.2	3.19	4	3.5
KPI-9 has been achieved as it crossed the target value. ✓								
KPI-P-10	Students' satisfaction	M: ---	M: ---	M: ---	3.3	3.13	3.3	3.5

	with the offered services	F: 3.4 Average:	F: 3.2 Average :	F: 3.83 Average:				
KPI value of students' satisfaction about the services provided, overtook the target value, hence it is achieved. ✓								
KPI-P-11	The ratio of students to teaching staff	M: F: Average: 8:1	M: F: Average : 6:1	M: F: Average 7:1	25:1	33:1	20:1	25:1
As mentioned above, the no. of admissions is less, so the ratio couldn't reach the target.								
KPI-P-12	Percentage of teaching staff distribution	Prof.: Assoc. P: Assi P.: 3 Lecturer: 4 TA: 3 Instructor: 6	Prof.: Assoc. P: Assi P.: 3 Lecturer:4 TA: 4 Instructor:7	Prof.: 0 Assoc.P:0 Assi P.: 3 Lecturer:2 TA: 8 Instructor:6	Prof.: (2%) Assoc. P: (3%) Assi P.: (20%) Lecturer: (30%) TA: 26 (10%) Instructor: (25%)	Prof.: (0.83%) Assoc. P: (1.65%) Assi P.: (24.79%) Lecturer: (42.98%) TA: (7.44%) Instructor: (20.66%)	Prof:1.53% Assoc. P 3.82% Assi P. 29.01% Lecturer 49.62% TA 16.03%	Prof.: (2%) Assoc. P: (3%) Assi P.: (30%) Lecturer: (35%) TA: (10%) Instructor: (20%)
Percentage of staff distribution is without professors and less no. of assistant professors, lecturers and instructors yet with many TAs.								
KPI-P-13	The proportion of teaching staff leaving the program	M: 0 % F :0 % Average:0 %	M: 7.3% F:14.3% Average :21.6%	M: 0% F:11.11 % Average:	3%	1.24%	0.06%	3%
The staff leaving the program was directly proportional to the recruitment and study abroad plans of the department. ✓								
KPI-P-14	Percentage of publications of faculty members	M: 0% F: 31.25 % Average:	M: 0% F: 27 % Average:	M: 0% F: 16.66% Average:	20%	10.23%	67%	15%
The publications value of the faculty isn't higher than the target, hence this area needs faculty efforts.								
KPI-P-15	Rate of published research per faculty member	M: F: 0.35 Average:	M: F: 0.41 Average:	M: F: 0.16 Average:	.3	.19	1.52	0.3
The rate of published research per faculty is not higher than the target, hence KPI-15 hasn't been achieved.								
KPI-P-16	Citations rate in refereed journals per faculty member	M: 0 F: 0 Average:0	M: 0 F: 0 Average :0	M: 0 F: 0 Average: 0	DNA	DNA	3.42	DNA
As the required data is not available, it needs immediate attention and an action plan to get the value.								
KPI-P-17	Satisfaction of beneficiaries with the learning resources	M: F:3.1 Average:	M: F:3.3 Average:	M: F:3.5 Average:	3.4	3.3	3.8	3.6
The teaching materials used during teaching brought satisfaction among students, hence KPI-17 is achieved. ✓								

Strategic Plan KPIs								
Code	Indicator	2019	2020	Current value 2021	Target (Last year)	Internal benchmark	External benchmark	New Target (For next year)
KPI-P-18	Occupation time of classrooms and laboratories	52%	54%	50%	57%	59%	-	55%
KPI-P-19	Satisfaction of faculty and staff with support services	5	4	4	3.4	3.1	-	3.5
KPI-P-20	Beneficiary satisfaction about IT services	4	2	4.11	3.3	3.1	-	3.4
KPI-P-21	Percentage of awareness of rights and duties	5	5	4.44	3.9	3.85	-	4
KPI-P-22	Satisfaction of faculty members about professional development.	5	3.8	4.22	3.6	3.54	-	3.8
KPI-P-23	Satisfaction of beneficiaries with administrative services.	3	3	4.22	3.5	3.29	-	3.8
KPI-P-24	An average number of professional development activities completed by the faculty.	1	4	5	6	7	-	7
KPI-P-25	A total number of volunteer hours performed by university students.	48	5	10	10	6	-	12
KPI-P-26	Students' dropout rate from the program	8.14	12.65	4.29	3.4%	3.37%	-	3%

## 1. A SUMMARY AND ANALYSIS OF THE INSTITUTIONAL KPI

### OUTCOMES:

LIST OF STRENGTHS AND RECOMMENDATIONS FOR IMPROVEMENT BASED ON AN ASSESSMENT OF ALL THE KPIs

#### *KPIs demonstrating good standards:*

1. KPI-P-02
2. KPI-P-03
3. KPI-P-10
4. KPI-P-13
5. KPI-P-17
6. KPI-P-19
7. KPI-P-20
8. KPI-P-21
9. KPI-P-22
10. KPI-P-23
11. KPI-P-26

#### *KPIs showing a positive trend:*

17. KPI-P-09

#### *KPIs showing a negative trend:*

18. KPI-P-24
19. KPI-P-25
20. KPI-P-04
21. KPI-P-08
22. KPI-P-11
23. KPI-P-15
24. KPI-P-18
25. KPI-P-14

#### *KPIs needing urgent improvement:*

12. KPI-P-06
13. KPI-P-07
14. KPI-P-16
15. KPI-P-01
16. KPI-P-05

#### *KPIs showing discerning gap:*

26. KPI-P-12

## **Comments on the Program KPIs and Benchmarks results:**

### **Strengths:**

All the areas of the performance are based on Jazan University policies. The following KPIs are the strengths of the English program in Farasan college.

- \* Percentage of achieved indicators of the program operational plan objectives.
- \* Students' evaluation of the quality of the learning experience in the program.
- \* Students' evaluation of the quality of the courses
- \* First-year students retention rate
- \* Employers' evaluation of the program graduates' proficiency
- \* Students' satisfaction with the offered services
- \* Percentage of publications of faculty members
- \* Rate of published research per faculty member
- \* Satisfaction of beneficiaries with the learning resources
- \* Weakness: There are a few weaknesses that have to be mended.

### **Weaknesses:**

Though the number of research papers of the faculty is above the target, the number of citations is zero. Therefore, the necessary action plan should be designed to encourage citations among the faculty. The university needs to provide some facilities to researchers such as free plagiarism checks, digital library access, recent publications, encouragement to action research, etc.

### **Areas of Improvement:**

Some KPIs don't have the required data. In the process of achieving our mission, These KPIs must be playing their role to some extent. Therefore, these should be included in the action plan, in a way to get the data. Few such KPIs are;

- \* Students' performance in the professional and /or national examinations
- \* Graduates' employability and enrolment in postgraduate programs
- \* Average number of professional development activities completed by the faculty.

### **Recommendations:**

The feedback of the student surveys should be analyzed and action should be taken that they have to be in the improvement plans. There are default circumstances that have been existing for a long and can't be changed. The target benchmark is not independent and not always the same as other branches. There are some specific reasons such as isolated areas, sparsely populated, etc. that couldn't let the department reach the set criterion of the target value. So, it is recommended to change such criteria as it blurs the actual result.

## 5. Analysis of Program Evaluation

(Including strengths, Areas for Improvement, and priorities for improvement)

<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>* Team spirit is the great essence of quality work.</li> <li>* Provision of good facilities including both infrastructural and academics.</li> <li>* Alumni students are recruited on the campus after their graduation and sent to study for masters abroad.</li> <li>* Research participation is one of the assets of the program.</li> <li>* Some students are working in different fields such as schools, banks, translation, and administration, etc.</li> </ul>
<p><b>Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>* Book reading habits should be encouraged among the student circles by creating reading spaces.</li> <li>* The students with minimum knowledge of English can complete the course in minimum time, so there is a need to set the admission criteria. Conducting an entrance test before the admissions would go well to choose the students with good English knowledge for the department</li> <li>* Students' research programs should be given more priority and encouraged.</li> </ul>
<p><b>Priorities for Improvement:</b></p> <ul style="list-style-type: none"> <li>* Recognize the faculty research, credentials, and quality works and promotes them to the next levels.</li> <li>* A foundation course with basic requirements is made as a prerequisite to start English courses.</li> </ul>

## G. Difficulties and Challenges Faced in Program Management

Difficulties and Challenges	Implications on the Program	Actions Taken
The program needs a secretary	Delay of work	Staying long hours
There is a problem in receiving a lot of circulars	Studied everything	Staying long hours
There is a problem in punctuality	Conducted meeting	Attendance register
Schedules have 6 courses per head	Work more hours	Extended hours of work by staying at college

\*Internal and external difficulties and challenges



## H. Program Improvement Plan

No.	Priorities for Improvement	Actions	Action Responsibility	Date		Achievement Indicators	Target Bench mark
				Start	End		
1.	Encourage teachers to present in orientation programs	Organizing workshops and seminars.	Head of the Department/ Head of the quality assurance.	2021	2022	Faculty evaluation performance indicator	60%
2.	Encourage research publications	Allot exclusive research hours in the schedules to enhance research skills.	College / Head of the Department	2021	2022	Faculty evaluation performance indicator	60%
3.	Design and implement strategies that aid low achievers.	Preparing an action plan in coordination with the teaching and learning unit and academic advising unit.	Head of the Department / Head of quality assurance.	2021	2022	Individual consultation	60%
4.	Improving teaching materials and making use of appropriate resources using technology	Faculty should update their skills and knowledge with the trend.	Coordinator , course leaders and instructors	2021	2022	Student evaluation and surveys	75%
5.	Availability of resources like reference materials	Provide materials like books, CDs etc. to students.	Head of the Department /Librarian/ College	2021	2022	Key Performance Indicator 17	4.5

## I. Report Approving Authority

<b>Council / Committee</b>	
<b>Reference No.</b>	
<b>Date</b>	

## J. Attachments:

- \* [Course reports-2021](#)
- \* [Program Activities-2021](#)
- \* [Surveys & PLO Assessment -2021](#)
- \* [KPI Report](#)



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