



Annual Program Report

Program Name:	Bachelor of Arts in English Language
Qualification Level:	Bachelor's degree
Department:	English Department
College:	College of Arts and Humanities
Institution:	Jazan University
Academic Year:	2021(Semesters-20211, 20212 and 20213)
Main Location:	Main Campus(Male and Female) Jazan
Branches offering the Program:	<ul style="list-style-type: none"> • Samtah University College • Al Darb University College • Farazan University College • Al Ardha University College • Al Dayer University College

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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.	To develop responsiveness among students to stick to study plan during registration of courses.	Student Affairs, Students' Academic Advisors, Head Dept.	Academic year beginning	Yes	—	NA	NA
2.	To conduct a survey once in a year on stakeholders awareness of the Mission statement and objectives.	Head - Standard 1.	End of the semester	Yes	—	NA	NA
3.	To promote English language usage among the students.	Faculty	All year round	Yes	—	NA	NA
4.	To plan appropriate strategies to improve Teaching -Learning process.	Faculty	Academic year beginning	Yes	—	NA	NA
5.	To improve library services and resources in the campus.	Dept. Head/ Management	Academic year beginning	Yes	—	NA	NA
6.	To encourage teachers to attend professional development programs for skills enhancement.	Dept. Head / Quality Head	All year round	Yes	—	NA	NA
7.	To promote faculty members to conduct scientific research.	Research Comm./ Quality Head	All year round	Yes	—	NA	NA

B. Program Statistics

1. Students Statistics (in the year concerned)

No.	Item	Results
1	Number of students who started the program	162
2	Number of students who graduated	114 + 15 (Sum. Cou Stud) = 129
3	Number of students who completed major tracks within the program (if applicable)	
	a.	-
	b.	-
	c.	-
4	Number of students who completed the program in the minimal time	114 + 15 = 129

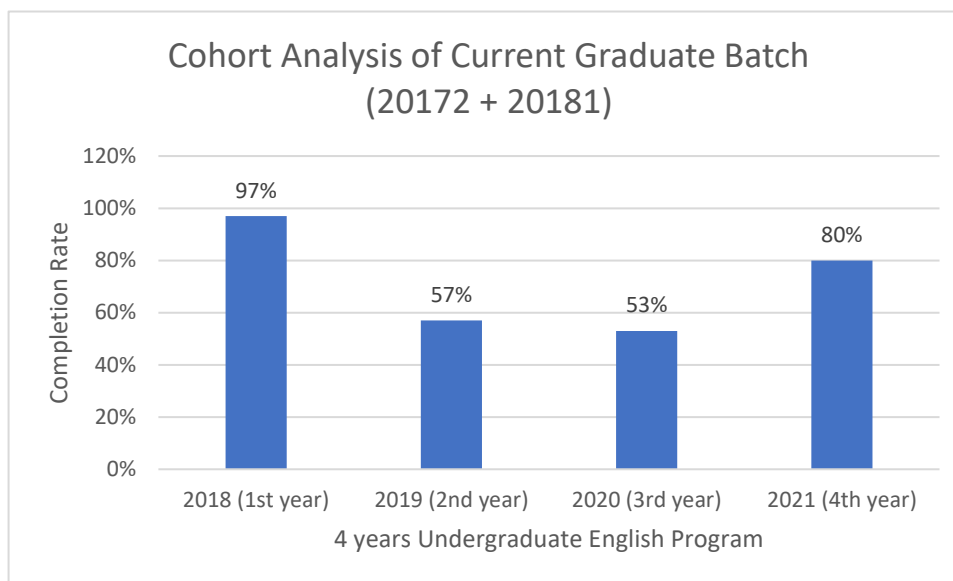
5	Percentage of students who completed the program in the minimal time (Completion rate)	129 / 162 = 80%
6	Number of students who completed an intermediate award specified as an early exit point (if any)	NA
7	Percentage of students who completed an intermediate award specified as an early exit point (if any)	NA
Comment on any special or unusual factors that might have affected the completion rates: <ul style="list-style-type: none"> • High percentage of withdrawn students in 2nd & 3rd years. • High number of failed students in the 2nd, 3rd & 4th years. • 129 students (80%) out of 162 students have graduated. 		

2 . Cohort Analysis of Current Graduate Batch (20172+20181)

Student Categories		Total cohort enrollment	Withdrawn	Retained till year end	Not passed	Passed	Passing rate
Years							
Three Years Ago 2018 (1 st year)	M						
	F	91+71=162	4+2=6	87+69=156	156-151=5	82+69=151	97%
	Total						
Two Years Ago 2019 (2 nd year)	M						
	F	87+69=156	8+11=19	79+58=137	137-78=59	38+40=78	57%
	Total						
Last Year 2020 (3 rd year)	M						
	F	79+58=137	16+7=23	63+51=114	114 -60=54	25+35=60	53%
	Total						
Current Year 2021 (4 th year)	M						
	F	73+71=144	9+3=12	69+63=132	132-114=18	72+42=114 +15=129	80%
	Total						

Comments on the results: Cohort Analysis of Current Graduate Batch (20172+20181)

Academic Year	Level	Semester	Following class of Students	Study Period
2018 (1 st year)	Level 1	1 st (20181)	1 st (2018 / 2019)	Aug-Dec 2017
	Level 2	2 nd (20182)	2 nd (2018 / 2019)	Jan-May 2018
2019 (2 nd year)	Level 3	1 st (20191)	1 st (2019 / 2020)	Aug-Dec 2018
	Level 4	2 nd (20192)	2 nd (2019 / 2020)	Jan-May 2019
2020 (3 rd year)	Level 5	1 st (20201)	1 st (2020 / 2021)	Aug-Dec 2019
	Level 6	2 nd (20202)	2 nd (2020 / 2021)	Jan-May 2020
2021 (4 th year)	Level 7	1 st (20211)	1 st (2021 / 2022)	Aug-Dec 2020
	Level 8	2 nd (20212)	2 nd (2021 / 2022)	Jan-May 2021



- It is quite obvious that 3 years ago, the program completion rate of the students was much higher than the current year completion rate.
- The students in the first year of the program would have found the courses to be easy and hence, they could complete first year successfully and enter second year.
- In the second year of the program, the number of students who have withdrawn were more in number as the students would have found the courses to be difficult and the completion rate was 57%.
- In the third year of the program also the number of withdrawn students increased as the level of difficulty of the courses was higher than the previous year and the completion rate fell to 53%.
- The percentage of Cohort analysis of current Graduate batch in the final year of the program is 80% of the total enrolled students in the batch. 129 students graduated out of 162 students who enrolled at the beginning of the program.
- There is a (+) ve trend in the completion rate of students in the program.
- Necessary measures should be taken to minimize the number of withdrawn students and failure students by improvising the teaching strategies and inculcating the habit of using self-learning strategies among the students to increase their potential.

* add more rows for further years (if needed)

** attach separate cohort analysis report for each branch

3. Analysis of Program Statistics

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

Strengths :
<ul style="list-style-type: none"> The department works to focus on students skills to raise their academic performance as it is concerned with their training and strengthening the independent learning environment. It also supports team skills and develops their self - confidence through curricular and extra-curricular activities.
Areas for Improvement:
<ul style="list-style-type: none"> The academic advisors should motivate and boost the students confidence level so that they will not withdraw from the courses. 129 students (80%) out of 162 students are graduated.
Priorities for Improvement:
<ul style="list-style-type: none"> Academic advisors should have open conversations with their students regarding issues related to their academic performance to reduce the failure rate. Improvising the teaching strategies and inculcating the habit of using learning strategies among the students to increase their potential.

C. Program Learning Outcomes Assessment

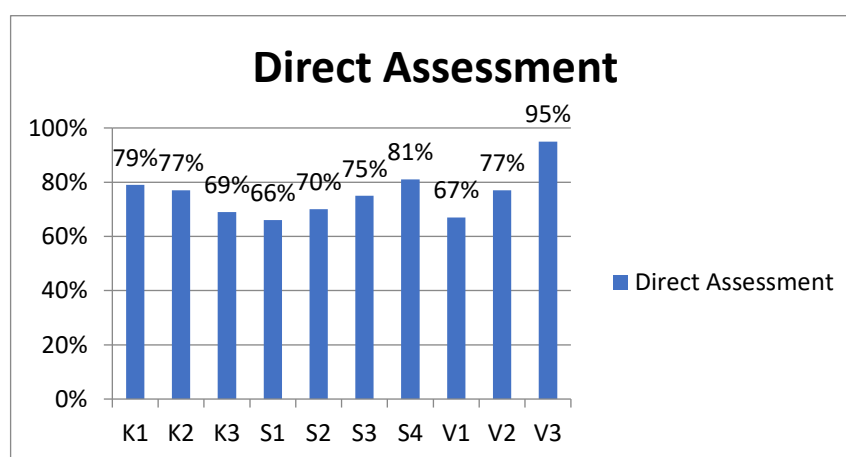
1. Program Learning Outcomes Assessment Results.

#	Program Learning Outcomes	Assessment Methods (Direct and Indirect)	Performance Target	Results
Knowledge and Understanding				
K1	Display considerable understanding on the principles required for English language learning	Direct	60%	79%
		Indirect	5	3.05
K2	Demonstrate significant knowledge related to the texts, terminologies, theories, and practices in literature, linguistics, and translation studies	Direct	60%	77%
		Indirect	5	3.07
K3	Appraise academic relevance of linguistics and literature to the current and emerging trends	Direct	60%	69%
		Indirect	5	3.53
Skills				
S1	Produce and revise texts with the help of theories and applications in English language, linguistics, and literature	Direct	60%	66%
		Indirect	5	3.07
S2	Practice established methods of enquiry, investigation, and analyze required for research in English language and literature	Direct	60%	70%
		Indirect	5	3.06
S3	Critically evaluate academic insights for problem solving	Direct	60%	75%
		Indirect	5	2.95

S4	Utilize the tools of learning for exploring complex academic challenges of English language and its use	Direct	60%	81%
		Indirect	5	3.01
Values				
V1	Adapt positively to positive changes and take responsibility	Direct	60%	67%
		Indirect	5	3.44
V2	Engage in continuous, independent, and collaborative learning and teamwork	Direct	60%	77%
		Indirect	5	3.29
V3	Practice professionalism ethical behavior, and capacity building	Direct	60%	95%
		Indirect	5	3.13

Comments on the Program Learning Outcome Assessment results.

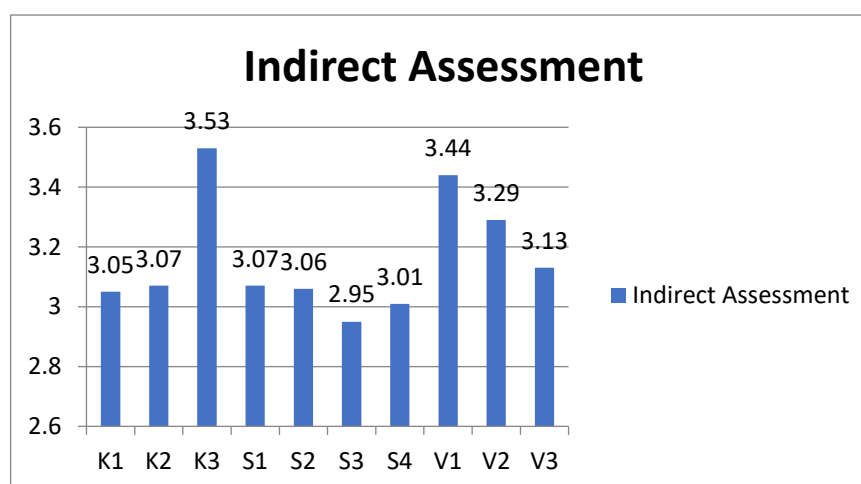
PLOs Direct Assessment:



It is evident from the above graph Direct assessment of PLOs that –

- PLO – V3 is much above the set criterion. This shows that the students could score more marks in online assignments.
- PLOs – K1, K2, S2, S3, S4 and V2 signify the areas for improvement. This shows that the students should gain knowledge and understanding to develop proficiency in English language.
- PLOs – K3, S1, and V1 are slightly above the set criterion and signify the priority for improvement. This shows that the students should develop conceptual understanding to develop English language skills.

PLOs Indirect Assessment:



The questionnaire is designed to calculate the average ratings of the students' level of agreement to the questions items /statements typically on five-point rating scale: (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree. The students evaluated the PLOs and the lowest rating was 2.95 out of 5. This survey questionnaire measured the students' level of satisfaction towards the program.

It is obvious from the above graph Indirect assessment of PLOs that the students have rated –

- PLOs - K3, V1 and V2 little above 3 on 5 which should be considered as strengths of the program.
- PLOs - K1, K2, S1, S2, S4 and V3 slightly above 3 on 5 and signify the areas of improvement in the program.
- PLO - S3 below 3 on 5 and signifies the priority of improvement in the program.

* 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:

- Students demonstrated significant knowledge related to the texts, terminologies, theories, and practices in literature, linguistics, and translation studies.
- Students produced and revised texts with the help of theories and applications in English language, linguistics, and literature.
- Incredibly good environment of independent learning was created through mutual consultations.

Areas for Improvement:

- Course plans and methods of teaching must focus on understanding of the principles required for English language learning.
- Practical presentations, small research papers and discussions methods must be encouraged to encourage students towards enquiry, investigation, and analyze required for research in English language and literature.

- Course materials and course plans should focus on academic insights for problem solving.
- Utilize the tools of learning for exploring complex academic challenges of English language and its use.
- Discussions and oral exams for certain higher-level courses should be designed and implemented to encourage professionalism through effective English language communication and by applying multiple technological channels

Priorities for Improvement:

- Recommend administration section to improve classrooms, laboratory, and medical facilities.
- Recommend students activities unit to increase the number of extracurricular activities specially sports.
- Recommend students activities unit to increase the number of community service activities.
- Recommend department academic counseling committee to focus more on counseling for studies and career.

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
Grammar 2 ENG-132	Unit 22: Future will...	Lack of time	No compensation action needed
Writing-1 (OP) ENG-213	Chapter 8: Tastes and Preferences	Short semester	No compensation action needed
Reading 3 ENG-243	UNIT 3: The World of Business	Preponed Exams	No compensation action needed
Listening Speaking 3 ENG-273	Chapter 10: How we Communicate (Last part)	Shortage of time	No compensation action needed
Listening & Speaking-1 (OP) ENG-211	Chapter 9: New Frontiers (partially covered)	Short semester (All course leaders agreed upon it)	As it did not affect any CLOs, no compensation action was required.
Reading-2 (OP) ENG-222	Unit 4: The Growth of Cities	Short semester (All course leaders agreed upon it)	As it did not affect any CLOs, no compensation action was required.
Listening & Speaking-2 (OP) ENG-221	Chapter 5: High Tech, Low Tech (partially covered)	Short semester (All course leaders agreed upon it)	As it did not affect any CLOs, no compensation action was required.

Short Story ENG-332	The Cask of Amontillado	Preponed Exams	No compensation action needed
Applied Linguistics ENG-355	Unit 7: Some causes of errors	Final exams conducted before time.	No compensation action needed
CALL ENG-421	Unit 5: Environments, materials, and activities Unit 6: CALL theory and research	Preponed Final Examinations	No compensation action needed

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
First Semester – 2021-1			
Listening & Speaking 1 (111)	High rate of A & A+ 64/83 (77.11%)	All assessments were done online	No action needed
Listening & Speaking 2 (112)	High rate of A & A+ 42/64 (65.63%)	All assessments were done online	No action needed
Listening & Speaking 3 (273)	High rate of A & A+ 43/67 (64.18%)	All assessments were done online	No action needed
Reading 3 (243)	High rate of A & A+ 32/56 (57.14%)	Scoring question paper	No action needed
Writing 1 OP (ENG-213)	Below average results D, D+ 10/18 (55.56%)	The performance of the entire batch was low in almost all the courses.	Academic advisors advised to assist and guide the students.
Reading 1 OP (ENG-212)	Below average results D, D+ 11/17 (64.71%)	The performance of the entire batch was low in almost all the courses	Academic advisors advised to assist and guide the students.
Grammar 1 OP (ENG-214)	Below average results D, D+ 14/22 (63. 64%)	The performance of the entire batch was low in almost all the courses	Academic advisors advised to assist and guide the students.
Vocabulary Building OP (ENG-215)	Below average results D, D+ 20/28 (71.43%)	The performance of the entire batch was low in almost all the courses	Academic advisors advised to assist and guide the students.
Listening & Speaking 2 (ENG-221)	High rate of A & A+ 43/67 (64.1%)	All assessments were done online	No action needed

Course Name & Code	Variation	Reasons for variation	Actions taken
Writing 2 (ENG-223)	High rate of failure. 32/75 (42.6%)	The performance of the entire batch was low	Academic advisors advised to assist and guide the students.
Language Acquisition (ENG-316)	Below average results D, D+ 49/89 (55%)	The difficulty level of the course is above the level of the students	The failure rate has to be controlled by giving practice sheets to the students.
English Phonetics (ENG-351)	High rate of failure. 33/78 (42.3%)	The difficulty level of the course is above the level of the students	The failure rate has to be controlled by giving practice sheets to the students.
Morphology & Syntax (ENG-353)	High rate of failure. 38/63 (60%)	The difficulty level of the course is above the level of the students	The failure rate has to be controlled by giving practice sheets to the students.
Applied Linguistics (ENG-355)	Below average results D & D+ 45/68 (66.1%)	The difficulty level of the course is above the level of the students.	The failure rate has to be controlled by giving practice sheets to the students.
CALL (ENG-421)	Below average results D & D+ 40/76 (52.6%)	As CALL is a technical course, the students could not secure higher grades.	Practice sheets should be provided.
Modern Novel (ENG-443)	Below average results D & D+ 35/66 (53%)	The novel "Things Fall Apart" does not suit the level of the students. They find it difficult.	The habit of reading novels should be encouraged among students.
Second Semester – 2021-2			
Grammar 1 (ENG-131)	High rate of A+ & A 43/77 (56%)	Scoring question paper	The difficulty level of the pool questions must be raised
Listening & Speaking 2 (ENG-112)	High rate of As & Bs 72/83 (87%)	All assessments were done on Blackboard	The difficulty level of the pool questions must be raised.
Listening & Speaking 3 (ENG-273)	High rate of A & A+ 44/60 (73%)	All assessments were done on Blackboard	The difficulty level of the pool questions must be raised.
Introduction to Linguistics (ENG-253)	Below average results C&D 59/76 (78%)	All assessments were done on Blackboard	The difficulty level of the question paper should be increased.
Reading 4	High rate of As & Bs 53/60 (88.3)	Scoring question paper	The difficulty level of the question paper should be increased.

Course Name & Code	Variation	Reasons for variation	Actions taken
Phonetics	High rate of A & A+ 25/41 (60.9%)	All assessments were done on Blackboard	The difficulty level of the question paper should be increased
Speaking (315)	High rate of A & A+ 48/78 (61.5)	All assessments were done on Blackboard	All speaking exams, either midterm or final must be conducted on campus.
Language Acquisition (316)	Below average results C&D 60/80 (75%)	The whole batch was very weak. They performed equally bad in almost all their courses	Practice sheets should be provided.
English Phonetics (351)	Below average results D&D+ 47/83 (56.6%)	The difficulty level of the course is above the level of the students.	Practice sheets should be provided.
Introduction to Linguistics (352)	High rate of failure. 40/77 (51.9%)	The difficulty level of the course is above the level of the students.	The students are very weak and they should better repeat the course
Morphology & Syntax (353)	Below average results C&D 59/79 (74.67%)	The difficulty level of the course is above the level of the students.	Practice sheets should be provided.

3. Result Analysis of Course Reports

(including Strengths, Areas for improvement, and Priorities for improvement)

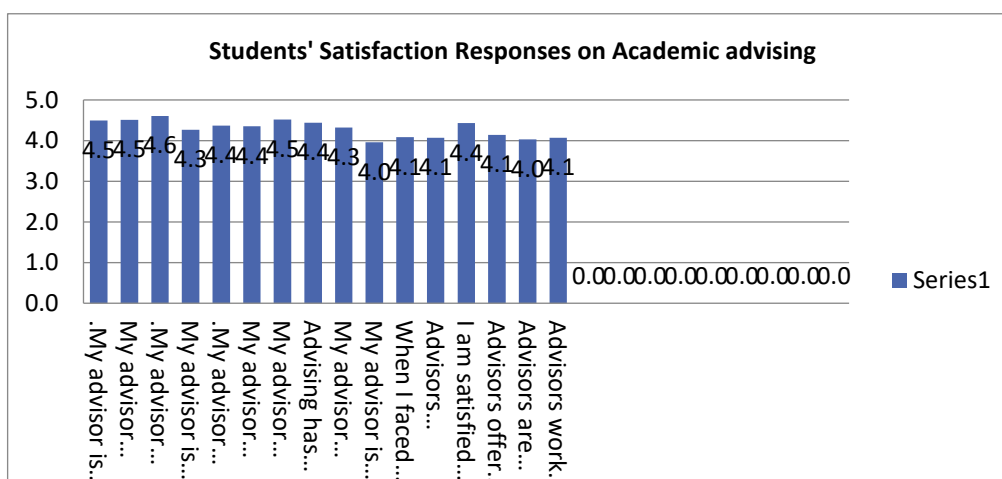
Strengths:
<ul style="list-style-type: none"> • Coordinators had sound coordination with course leaders from each campus. • Assessments in the form of pool questions allowed fair competition among students. • Large question pools for the final exams had been created to minimize the possibility of faulty methods. • Plagiarism detecting tool SafeAssign had been used by some faculties.
Areas for Improvement:
<ul style="list-style-type: none"> • Learner-centered education should be promoted. • CLOs need to be revised as they are not clear and sometimes not measurable. • Use of Arabic language inside the classroom should not be allowed. • Students need to improve linguistic knowledge and English speaking skills. • Students should have intrinsic motivation and equip themselves with self-study skills. • Students' academic writing skill needs improvement as it is lower than the course level. • Continuous assessment methods need to be revised to meet different learning outcomes. • Syntax must be taught separately in next level after the students complete the course in morphology.

Priorities for Improvement:

- Students must qualify in entrance exam before admission.
- Active and independent learning must be encouraged.
- English Language lab must be available to enable the students to listen and practice.
- Practice of giving worksheets to the students should be continued.
- Swapping teachers' courses every semester should be refrained at any cost.
- Care should be taken in the allotment of the courses to the teachers based on their major to procure maximum potential.
- Teachers' courses should be changed only at the beginning of the academic year in case of any necessity or exigency.
- All students should develop intrinsic motivation and get equipped with self-study (learning) strategies to improve their performance in future.

E. Program Activities**1. Student Counseling and Support**

Activities Implemented	Brief Description*								
Students' Academic Advising and Counseling	<p>The faculty members are specially assigned for all levels, 1 to level 8, for academic advising and counseling to support individual issues of the students.</p> <table><tr><td>Items</td><td></td></tr><tr><td>Total number of academic advisors</td><td>14</td></tr><tr><td>Total number of students</td><td>663</td></tr><tr><td>Average number of students allotted to faculty for academic advising.</td><td>$663 / 14 = 47$ students</td></tr></table> <p>The advisors provided their students the needed information regarding registration matters such as course selection, freezing and withdrawals. They communicated with their students about their concerns and assisted them with the possible solutions for their problems.</p> <p>An online survey questionnaire was administered to measure the students' satisfaction regarding the academic advising and counselling. The results showed that significant percentage of respondents expressed that academic advising and counselling was good but few of them have stated their problems.</p>	Items		Total number of academic advisors	14	Total number of students	663	Average number of students allotted to faculty for academic advising.	$663 / 14 = 47$ students
Items									
Total number of academic advisors	14								
Total number of students	663								
Average number of students allotted to faculty for academic advising.	$663 / 14 = 47$ students								



Orientation Day

The students were welcomed to attend various programs conducted during the orientation day. Newly admitted students were provided guidance about the campus and explained with the help of power point presentations giving details of all the campus facilities such as Library, Cafeteria, and Gym

Workshops for Students

#	Workshop Title	Names of Faculty	Date, Day, Time & Duration	Platform	No. of Attendees
1.	Orientation Day - New batch of Students – Semester 2021-2	1. Ms. Baida Alsubaie 2. Ms. Nehad Fagehi	01/02/2021, Monday, 8:00 pm – 9:00 pm, 1 hr	Zoom	50
2.	IELTS Test	1.Ms. Baida Alsubaie 2.Ms. Hanan Otaif 3.Ms. Nehad Fagehi	14/03/2021, Sunday, 8:00pm – 11:00pm, 3hrs.	Zoom	100
3.	Reducing Students Anxiety in exams period	1. Ms. Hessah Sumili 2. Ms. Baida Alsubaie	16/02/2021, Tuesday, 8:00pm – 9:00pm, 1 hr	Zoom	80
4.	Academic Advising Meeting for level 1 students	1.Ms. Hanaa Kamal 2.Ms. Seham Arishi	13/08/2020 Thursday	BB	70
5.	Workshop - Exit Exam Preparation	1.Dr. Reji George 2.Dr. Sobhana, N 3.Ms. Seham Arishi 4.Ms. Hadeel 5.Ms. Amna 6.Ms. Ahlam	28/10/2020 Wednesday 8:00 pm-10:00 pm, 2 hrs	Zoom	100

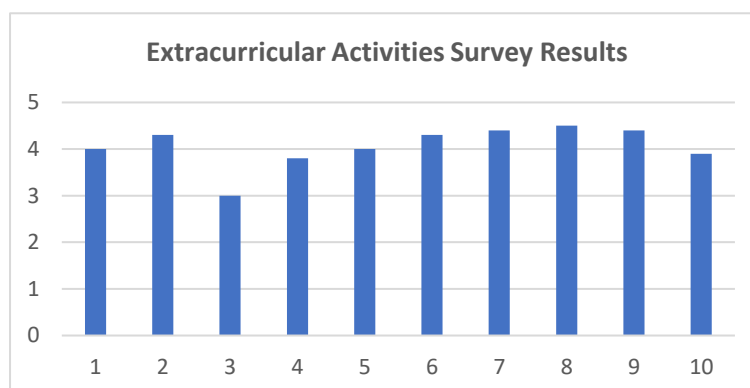
	6	International Translation Day	1. Ms. Ahlam Gurais 2. Ms. Seham Arishi 3. Ms. Hanan Otaif 4. Ms. Nihad Fagihi 5. Ms. Hena Ansari 6. Ms. Gamar 7. Ms. Amna	30/09/2020, Wednesday, 9:00 pm	BB	22
	7	Saudi National Day	All faculty members in English Department	23/09/2020, Thursday, 10:00 am	BB	All students
	8	Don't stand far. Create your success story with persistence and passion - the world is full of new beginnings and the challenge is to look for opportunities	1. Ms. Ahlam Gurais 2. Ms. Seham Arishi	14/02/1442 Thursday	Zoom	L 8 Graduate students
	9	How to achieve academic excellence	1. Ms. Baida Alsabi 2. Ms. Nehad Faghi	14/02/1442 Thursday	BB	L1-8 students
	10	No for academic stumbling	Ms. Ahlam Gurais	04/03/1442	BB	54
	11	Time management and organization skills	1.Ms. Hanan Otaif 2.Ms. Nihad Fagihi	29/06/1442	BB	57
		<p>IELTS Test Training</p> <p>The Dept. of English in collaboration with the Graduates unit, organised a training course to familiarize the students with some of the postgraduate requirements and the labour market. The contents were:</p> <p>** Introduction: What is the IELTS test? Who is responsible for conducting the test? Where can the IELTS test be taken? ... etc.</p> <p>** IELTS test sections! (Speaking, listening, reading, writing)</p> <p>** How do we prepare for the IELTS test?</p> <p>(Registration method, examination fees, learning the basics and techniques)</p>				

<p style="text-align: center;">Reducing Students Anxiety during exam</p>	<p>The English Department at Samtah University College organized a workshop entitled 'Reducing Students Anxiety' in exams. It took the initiative to provide an academic environment free from anxiety and tension as the students' cognitive aspects are related to psychological aspects.</p> <p>Fear of failing or achieving a lousy mark in exams often leads to rising tension and anxiety among students before taking the exam, and sometimes this tension increases and leads to lose focus and health symptoms that affect the student negatively.</p> <p>The workshop agenda included:</p> <ul style="list-style-type: none"> * Why do we have tests in our life! *What are the symptoms resulting from the presence of the tests? *Source! Tests Anxiety- causes and sources. *Steps! Ways to face test anxiety. * Video about anxiety, its effects, and ways to overcome it.
<p style="text-align: center;">Extracurricular Activities</p>	<p>National Day Celebration</p> <p>The Department of English celebrated the precious Saudi National Day on Wednesday, September 23, 2020. The administrative staff, faculty and students participated in the celebration of this precious occasion. The posts varied between voice performances of some love phrases, design of videos, photos, drawing, interaction through the official account of the department on Twitter, etc.</p> <p>International Translation Day</p> <p>The Department of English at Samta University College organized a celebration of the International Day of Translation on Wednesday 9-30-2020 which corresponds to the International Day of Translation every year all over the world and to promote the translation profession in various countries.</p> <p>The jury announced the results of the competition, which was announced in mid-September previously, the contest "Best Female Translator".</p> <p>The first place winner / Shatha Shaabi was awarded a purchase voucher from Jarir box with a value of 300 riyals, and the second place winner / Taif Abdullah Hakami was given a purchase voucher from Jarir box with a value of 200 riyals, and the third place winners were also duplicated / Nouf Hamdi and Rahaf Sumaili, a purchase voucher from Jarir box with a value of 100 riyals .</p> <p>The winners expressed their feelings of winning the first three places. Student Rahaf Sumaili said, "To win this position while I am still at the second level, it is a wonderful opportunity for me to discover my talents." Then the student Nouf Hamdy said, "I am trying to develop and encourage myself, and winning this competition is evidence of that ."</p> <p>First meeting of English Department's Graduates</p> <p>English department at Samtah University College, in cooperation with the Graduates Unit at the College and under the generous patronage of Ms. Tousha Sahli, organized a meeting with the department's graduates on the Zoom electronic platform, on Wednesday 25/11/2020. The establishment of the Graduates Committee in the English Language Department was officially announced.</p> <p>The experiences of the female graduates are represented in:</p> <ul style="list-style-type: none"> * Scientific Research and Employment in the Private Sector, submitted by graduate Ms. Siham Wasli. * Preparing for local and international tests, submitted by graduate Ms. Aisha Akour. * Postgraduate studies, presented by the graduate Ms. Amal Al-Harithi.

- * Emerging projects and commercial work, presented by the graduate Ms. Alaa Masawi.
- * Volunteering, community service, and tutoring, delivered by graduate Ms. Amal Meshaal.

Students' Satisfaction Survey on Extracurricular Activities



An online survey questionnaire was administered to measure the students' satisfaction regarding the extracurricular activities conducted by the Dept. of English. The results showed that significant percentage of respondents expressed that extracurricular activities offered were good but few of them have stated the deficiencies in the conduct of the activities.



The findings of the online survey were that

1. A majority of students responded that the provided activities encourage their academic success with an overall result of 4.5 on 5.
2. It appears that extracurricular activities encourage students' spiritual and character development. This value achieved was 4.4 on 5.
3. The offered extracurricular activities provided students with good life and behavioral skills (such as developing critical thinking skills, positive thinking, and gaining a spirit of cooperation with the team) with an overall 4.4 on 5.
4. Lack of adequate facilities for extracurricular activities (including sporting and recreational activities) was the major weakness with an overall 3 on 5.
5. The program's deficiency is that it is not keen to invest the student's time well in providing him with all new and valuable activities.
6. More facilities should be there for the sake of improving the students' engagement in extracurricular activities.
7. Wise selection of extracurricular activities that invest both of students' time and abilities in order to enhance their participation more and more.

Comment on Student Counseling and Support **

-  Academic advisors should encourage students to share their personal problems and guide them to overcome those problems which might sometimes interfere with their academic performance and future plans.
-  Different kinds of extracurricular activities should be conducted based on the interests of the students.

* 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*				
Orientation day for New Teaching Staff		Orientation meeting is conducted by the Head of the Department. The department manual is provided to the newly appointed faculty members. Senior staff are assigned the responsibility of guiding new staff during the semester.				
Workshops for faculty in 20211						
S. No.	Name	Title	Workshop / Seminar	Starting Date	Place	Beneficiaries
1.	Dr. Reji George	Tips and Tools to Motivate and Engage Students in Virtual Classroom	Workshop	August 17, 2020	Samtah University College	Staff members of the College
2.	Ms. Heena Ansari	Problems Faced during Online Teaching and Recommendations	Workshop followed by Discussion	August 17, 2020	Samtah University College	Staff members of the College
3.	<u>Dr. Abuobaida Yassin</u> Assistant Professor Department of Internal Medicine	Principles of Assessment	Webinar	August 24, 2020	Zoom	Staff Members of English Department
4.	<u>Dr. Alkhansa Alshabi</u> Assistant Professor College of Applied Medical Sciences, DAD Consultant	Assessment Methods	Webinar	August 24, 2020	Zoom	Staff Members of English Department
5	<u>Dr. Aly Shaalan</u> Head of the Students' Assessment Committee–SAC Faculty of Medicine	Quality Assurance of the Assessment	Webinar	August 24, 2020	Zoom	Staff Members of English Department
6.	<u>Dr. Marissa J. Bautista</u> Lecturer – Physical Therapy Department College of Applied Medical Sciences	Assessment Designing Process	Webinar	August 25, 2020	Zoom	Staff Members of English Department
7.	<u>Dr. Ahmed Taha Musa</u> DAD Consultant in Quality Assurance, Teaching and Learning	Assessment of Learning Outcomes	Webinar	August 25, 2020	Zoom	Staff Members of English Department
8.	1. <u>Dr. Ahmed Taha Musa</u> DAD Consultant in Quality Assurance, Teaching and Learning 2. <u>Dr. Ahmed Bagabir</u>	Program and Course Specification According to NCAAA Templates 2020	Webinar	September 7, 2020	Zoom	Staff Members of English Department
9.	<u>Dr. Ahmed Taha Musa</u> DAD Consultant in Quality Assurance, Teaching and Learning	KPIs reports	Webinar	October 18, 2020	Zoom	Staff Members of English Department

10.	Dr. Reji George Dr. Sobhana Ms. Amnah Ms. Ahlam	Exit Exam	Webinar	October 28, 2020	Zoom	Staff Members and Students of Level 8
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S.No	Name	Title - Workshop /Seminar	Date	Platform	Beneficiaries
1.	Dr. Ali Shaban	Quality Assurance	24/08/2020	Zoom	Standards In Charges, KPI Committee
2.	Dr. Solomon	Quality Assurance – English Program	14/09/2020	Zoom	Standards In Charges, KPI Committee
3.	Dr. Nusrat J. Arshad	Revision Of Course Specifications	27/09/2020	Zoom	Course Coordinators
4.	Dr. Ahmed Taha	Program and Course Specifications	04/10/2020	Zoom	Course Coordinators
5.	Dr. Ahmed Taha	Program KPI Workshop	18/10/2020	Zoom	KPI Committee
6.	Dr. Sobhana, N	LA - Course Coordination Workshop	04/10/2020	Zoom	Course Sharers from all Campuses
7.	Dr. Sobhana, N	Program Accreditation & Quality Assurance	01/10/2020	Zoom	Dept. Standards in Charges, KPI Committee
8.	Dr. Solomon	Revision of PLOs	13/09/2020	Zoom	Course Coordinators
9.	Dr. Solomon	Direct & Indirect Assessment -Excel Sheets	25/11/2020	Zoom	Course Coordinators

Workshops for faculty in 20212

#	Workshop	Platform	Duration	Attendees
1	Effective Electronic Design Models	Zoom	2 hours	Ms. Heena Ansari Dr. Hanaa Kamal Ms. Nadira Khatoon

2	Publication & Funding with Elsevier	Zoom	2 hours	All faculty members
3	Appreciation for English Program Quality Teams	Zoom	2 hours	All faculty members
4	Secrets of Getting Published	Zoom	2 hours	All faculty members
5	Cohort Analysis	Zoom	2 hours	Dr. Gamar Dr. Sobhana, N
6	Annual Program Report Preparation	Zoom	2 hours	Dr. Gamar Ms. Fatima Saleem Ms. Nadira Khatoon Dr. Sobhana, N
7	English Quality and Committee's Meeting	Zoom	2 hours	All faculty members
8	Review & Committee Meeting	Zoom	2 hours	All faculty members
9	The Book Publishing Process	Zoom	2 hours	All faculty members
10	Funding Opportunities	Zoom	2 hours	Ms. Fatima Saleem Ms. Heena Ansari Dr. Hanaa Kamal
11	Academic Accreditation Requirements	Zoom	2 hours	Ms. Heena Ansari Dr. Hanaa Kamal
12	Discover the new site score and metrics on Scopus and Sci Val	Zoom	2 hours	Ms. Heena Ansari Dr. Hanaa Kamal
13	Standards Heads Briefing	Zoom	2 hours	All faculty members
14	Self -Study Report Writing	Zoom	2 hours	All faculty members

• Comment on Professional Development Activities for Faculty and Other Staff **

■ Professional development activities like workshops, seminars, webinars keep the faculty abreast with knowledge and help to update technology skills useful for teaching and research.

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

** including performance evaluation on these activities

4. Research and Innovation

Activities Implemented		Brief Description*			
Publications					
#	Name of the Faculty	Research Publication	Name of the Journal	Year of Publication	

	Dr. Sobhana Nandyal Panduranga	Motivation: A Driveway to Learning English as a Foreign Language	International Journal of Science and Research (IJSR) ISSN: 2319-7064 Research Gate Impact Factor (2018): 0.28 SJIF (2018): 7.426 https://www.ijsr.net/get_abstract.php?paper_id=ART20202802	2020
	Dr. Reji George	Rabindranath Tagore's Love Lyrics: A Fusion of the Divine, Human and Nature.	Research Journal of English (RJOE) January 2020, Volume 5, Issue 1.	2020
	Dr. Reji George	Significance and Approaches to Using Literary Texts in EFL Classroom.	Dynamics of Language, Literature and Communication, Veda Publications, Jan 2020, ISBN: 978-93-87844-20-9.	2020
	Dr. Sobhana Nandyal Panduranga	Challenges Envisioned in Online Teaching on Outbreak of COVID-19	Advances in Social Sciences Research Journal, 7 (12), 226-235 https://doi.org/10.14738/assrj.712.8955	2021
Comment on Research and Innovation**				
The faculty should focus on research and publish articles in ISI journals.				

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

** including performance evaluation on these activities

4. Community Partnership

Activities Implemented		Brief Description*			
Workshop Title	Name of Faculty	Date, Day, Time & Duration	Platform	Target group	Number of Attendees
The Dangers of Behavioral Deviation and its negative effects on Society	1. Ms. Baida Alsubaie 2. Dr. Hana Kamal	28/03/2021, Sunday, 9:00pm–10:00pm 1hr	Zoom	English Dept. Students of all 8 levels	100
Workshop - The Dangers of Behavioral deviation and its negative effects on Society		The event aimed to educate students against delinquent behaviour and its positive effects on society. The points of discussion were: * Learn about stray thought and their causes; * Distinction and comparison between stray thought and moderate thought; * Discovering the extent of the self-influence of the owners of stray thought and its dimensions; * Discover ways to maintain intellectual security and prevent stray thought; and * Why do we single out the homeland with affiliation and love?			
Comment on Community Partnership**					
• Community service activities on varied topics such as Health Hygiene, Personal Hygiene, Electricity Safety measures, Positive Attitude, Mental Health, Moral Values, Professional Values etc., should be conducted to increase awareness among female students.					

* 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)

Students' Academic advising & Counseling
Strengths :
<ul style="list-style-type: none"> Advisors have provided their students the most needed information regarding registration matters such as course selection, freezing and withdrawals.
Areas for Improvement:
<ul style="list-style-type: none"> Academic advisors should have open conversations with their students regarding issues related to their academic performance. Advisors should consider their students' emotional needs and provide support whenever it is necessary.
Priorities for Improvement:

- Academic advisors should hold discussions regarding future plans and career goals with students to assist them to figure out what is most suitable for them.

Students' Extracurricular Activities

Strengths :

1. The extracurricular activities encouraged students' spiritual and character development.
2. The offered extracurricular activities provided students with good life and behavioral skills (such as developing critical thinking skills, positive thinking, and gaining a spirit of cooperation with the team).

Areas for Improvement:

1. Lack of adequate facilities for extracurricular activities (including sporting and recreational activities).
2. The program's deficiency is that it is not keen to invest the student's time well in providing them with all new and valuable activities.

Priorities for Improvement:

1. More facilities should be provided for the sake of improving the students' engagement in extracurricular activities.
2. Wise selection of extracurricular activities that invest both of students' time and abilities in order to enhance their participation more.

Faculty Professional Development Activities

Workshops

Strengths :

- Ample number of workshops were conducted to the faculty regarding teaching and learning process, research and documentation in quality reports.

Areas for Improvement:

- The faculty should be keen to improve their performance to meet the expected performance indicators.

Priorities for Improvement:

- The faculty should imbibe and improve the desired teaching and research skills.

Faculty Professional Development Activities

Research

Strengths :

- A number of professional development activities like workshops, seminars, webinars are being conducted to keep the faculty abreast with knowledge and help them to update technology skills useful for research.

Areas for Improvement:

- The faculty should develop their research skills by conducting action research projects.

Priorities for Improvement:

- The faculty should focus on research and publish articles in ISI journals.

F. Program Evaluation

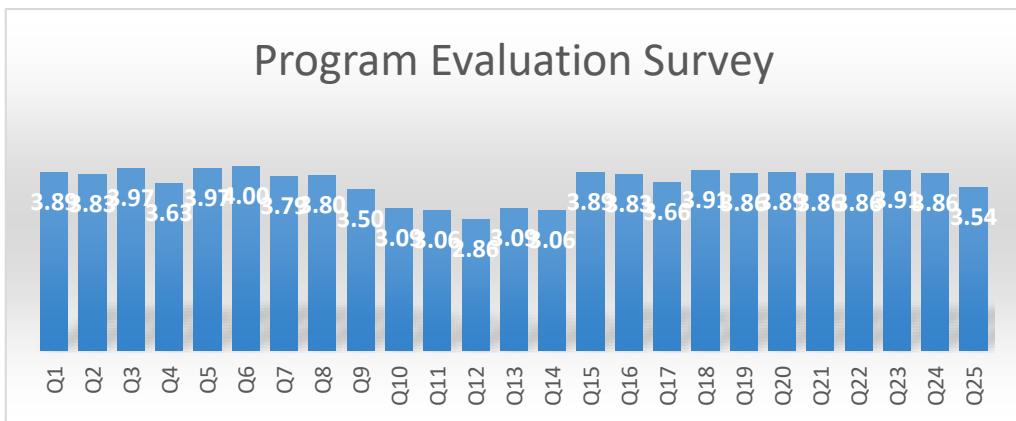
1. Evaluation of Courses

Course Code	Course Title	Student Evaluation (Yes-No)	Other Evaluations (specify)	Developmental Recommendations
211E NG	Listening & Speaking 1	YES	CLOs Survey	Students need to be given more time to practice Speaking.
212 ENG ^[SEP]	Reading 1	YES	CLOs Survey	Reading practice should be given in reading classes.
213 ENG	Writing 1	YES	CLOs Survey	Worksheets should be provided for practice
214 ENG	Grammar 1	YES	CLOs Survey	Worksheets should be provided for practice
215 ENG	Vocabulary	YES	CLOs Survey	Worksheets should be provided for practice.
221 ENG	Listening & Speaking 2	YES	CLOs Survey	Students need to be given more time to practice Speaking.
222 ENG	Reading 2	YES	CLOs Survey	There should be sufficient amount of time for students to practice unseen passages.
223 ENG	Writing 2	YES	CLOs Survey	Worksheets should be provided for practice
224 ENG	Grammar 2	YES	CLOs Survey	Worksheets should be provided for practice
235 ENG	Introduction to Literary Arts	YES	CLOs Survey	Worksheets should be provided for practice.
313 ENG	Translation 1	YES	CLOs Survey	Translation exercises should be given for practice.
314 ENG	Academic Writing	YES	CLOs Survey	Practice sheets should be provided.
315 ENG	Speaking	YES	CLOs Survey	Dialogues and role plays should be practiced.
316 ENG	Language Acquisition	YES	CLOs Survey	Worksheets should be provided for practice.
337 ENG	Poetry	YES	CLOs Survey	Critical appreciation of the poems should be encouraged.
351 ENG	English Phonetics	YES	CLOs Survey	Worksheets should be provided for practice.
352 ENG	Introduction to Linguistics	YES	CLOs Survey	Worksheets should be provided for practice.
324E NG	Discourse & Context Analysis	YES	CLOs Survey	Worksheets should be provided for practice.
331E NG	Shakespeare	YES	CLOs Survey	Revise the introduction material Reduce the annotation count
332 ENG	Short Story	YES	CLOs Survey	The habit of reading short stories should be promoted among the students.
336 ENG	Literary Criticism	YES	CLOs Survey	Worksheets should be provided for practice.

Course Code	Course Title	Student Evaluation (Yes-No)	Other Evaluations (specify)	Developmental Recommendations
353 ENG	Morphology and Syntax	YES	CLOs Survey	Students' linguistic proficiency and analysis competence inconvenience them to read the whole concepts in the required textbooks
355 ENG	Applied Linguistics	YES	CLOs Survey	Involve students in more self-learning activities.
415 ENG	Translation 2	YES	CLOs Survey	Translation exercises should be provided to the students.
416 ENG	Preparation for International Tests	YES	CLOs Survey	Students should be given practice in all the skills.
433 ENG	Prose and Stylistics	YES	CLOs Survey	Practice worksheets should be given to the students.
434 ENG	Drama	YES	CLOs Survey	Reading should be encouraged among students to develop vocabulary.
461 ENG	Phonology	YES	CLOs Survey	Practice should be given in different varieties of English pronunciation.
462 ENG	Sociolinguistics	YES	CLOs Survey	Practice worksheets should be given.
421 ENG	Computer Assisted Language	YES	CLOs Survey	Practice worksheets should be given.
422 ENG	Culture Dialogue	YES	CLOs Survey	Exposure towards different cultures.
426 ENG	Graduation Research Project	YES	PLOs & CLOs Surveys	Mock viva-voce should be conducted.
443 ENG	Modern Novel	YES	CLOs Survey	Reading novels should be encouraged among the students.
444 ENG	Victorian Literature	YES	CLOs Survey	Reading material should be provided to develop reading novels, drama.
455 ENG	Seminar on Applied Linguistics	YES	CLOs Survey	Practice worksheets should be given.
New Plan Courses:				
ENG-111	Listening & Speaking 1	YES	CLOs Survey	Course distribution needs to be revised to focus on topics and exercises related to the CLOs.
ENG-121	Writing 1	YES	CLOs Survey	Writing practice exercises should be given.
ENG-131	Grammar 1	YES	CLOs Survey	Worksheets should be provided for practice.

Course Code	Course Title	Student Evaluation (Yes-No)	Other Evaluations (specify)	Developmental Recommendations
ENG-141	Reading 1	YES	CLOs Survey	The students need to do more extensive reading.
ENG-112	Listening & Speaking 2	YES	CLOs Survey	Students need to be given more time to practice Speaking.
ENG-122	Writing 2	YES	CLOs Survey	Proper distribution of domains / skills in the coming semester Course material.
ENG-132	Grammar 2	YES	CLOs Survey	Worksheets should be provided for practice.
ENG-142	Reading 2	YES	CLOs Survey	There should be sufficient amount of time for students to practice unseen passages.

2. Students Evaluation of Program Quality

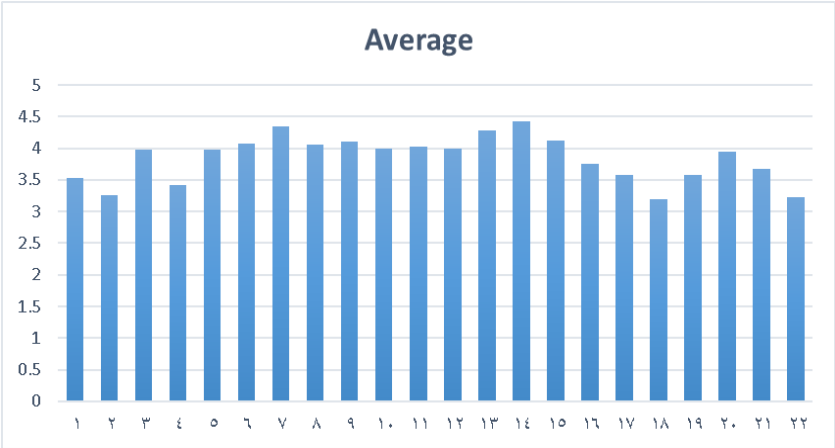
Evaluation Date :		Number of Participants: 35/90
Program Evaluation Survey		
		
Students Feedback		Program Response
Strengths: <ol style="list-style-type: none"> 1. Majority of the students are aware of the program goals. 2. The students acquire Knowledge-based skills (e.g., computer skills, courses, and instructors) and Transferable skills (communication skills and teamwork) from education and experience. 3. The program helps the students to develop sufficient interest and enthusiasm towards language learning. 		<p>The students should be aware of the program's vision, mission and objectives.</p> <p>The academic advisors conduct weekly meetings with their students to help them improve their academic performance.</p>

<p>Areas for Improvement:</p> <ol style="list-style-type: none"> 1. The ratio between the advisors and the students should be reasonable to provide individual guidance and counseling. 2. Academic advising & counseling in the department should provide more support and assistance to the students who have academic or personal concern which hinder their academic success. 3. The students should be made aware of their roles and responsibilities toward themselves and their society. 4. Teachers should give extra knowledge in the subject matter and extend beyond the specific topics of their curriculum. 5. The students should develop a sense of belonging and teamwork. 6. The students should know how to benefit from library sources. 7. The students should have sufficient number of computing devices to meet digital learning. 8. Internship, practicum, cooperative training are needed to develop the students' skills. 9. Prior information about the workshops should be given to the students at the beginning of each semester. 	<p>A full-fledged library should be established with all the reference books in the library.</p> <p>The faculty members should develop problem solving skills, team building and team spirit among the students.</p>
<p>Suggestions for Improvement:</p> <ol style="list-style-type: none"> 1. The ratio between the advisors and the students should be reasonable to provide individual guidance and counseling. 2. Internship, practicum, cooperative training are needed to develop the students' skills. 3. The number of online student activities should be increased to improve learning abilities among the students. 	<p>All practical experiences should be provided to the students to develop the required skills.</p>

* Attach report on the students evaluation of program quality

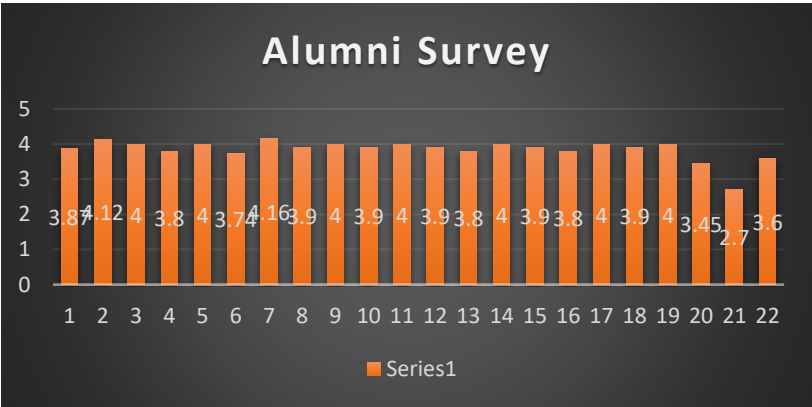
3. Other Evaluations

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

Evaluation method :	Date:	Number of Participants : 31/80																																														
Summary of Evaluator Review		Program Response																																														
University Experience Survey																																																
<div><div>Average</div><table><thead><tr><th>Item</th><th>Average Score</th></tr></thead><tbody><tr><td>1</td><td>3.5</td></tr><tr><td>2</td><td>3.2</td></tr><tr><td>3</td><td>4.0</td></tr><tr><td>4</td><td>3.4</td></tr><tr><td>5</td><td>4.0</td></tr><tr><td>6</td><td>4.1</td></tr><tr><td>7</td><td>4.4</td></tr><tr><td>8</td><td>4.1</td></tr><tr><td>9</td><td>4.1</td></tr><tr><td>10</td><td>4.0</td></tr><tr><td>11</td><td>4.0</td></tr><tr><td>12</td><td>4.0</td></tr><tr><td>13</td><td>4.3</td></tr><tr><td>14</td><td>4.4</td></tr><tr><td>15</td><td>4.1</td></tr><tr><td>16</td><td>3.7</td></tr><tr><td>17</td><td>3.5</td></tr><tr><td>18</td><td>3.2</td></tr><tr><td>19</td><td>3.5</td></tr><tr><td>20</td><td>3.9</td></tr><tr><td>21</td><td>3.6</td></tr><tr><td>22</td><td>3.2</td></tr></tbody></table></div>			Item	Average Score	1	3.5	2	3.2	3	4.0	4	3.4	5	4.0	6	4.1	7	4.4	8	4.1	9	4.1	10	4.0	11	4.0	12	4.0	13	4.3	14	4.4	15	4.1	16	3.7	17	3.5	18	3.2	19	3.5	20	3.9	21	3.6	22	3.2
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22	3.2																																															
Strengths: 1. The program helped to develop sufficient interest toward language learning . 2. The students have interest to work on new ideas and desire to participate in activities.		The program is striving to motivate and sustain students’ interest towards language learning.																																														
Points for Improvement: 1. Rules regarding food and clothes should be flexible. 2. Academic advising & counseling in the department should provide much support and assistance to the students who have academic or personal concerns which hinder their academic success. 3. The problems regarding maintenance should be fixed as soon as possible. 4. The facilities in the classrooms should be improved to increase learning potential among the students. 5. The students should be made aware of their roles and responsibilities toward themselves and their society. 6. The students should develop sense of belonging and teamwork. 7. The students should know how to benefit from library sources.		Academic advising & counseling in the department should provide more support and assistance to the students who have academic or personal concern which hinder their academic success.																																														

8. The students should improve their communications skills in English	
Suggestions for Improvement: 1. Classrooms should be upgraded to suit students' needs. 2. Self-registration of courses and the academic guides must ensure that they have registered successfully. 3. The college facilities should be improved to facilitate teaching and learning process. 4. Medical service facility should be provided to all students.	The administration should improve the facilities in the classrooms, library and medical service in the campus.

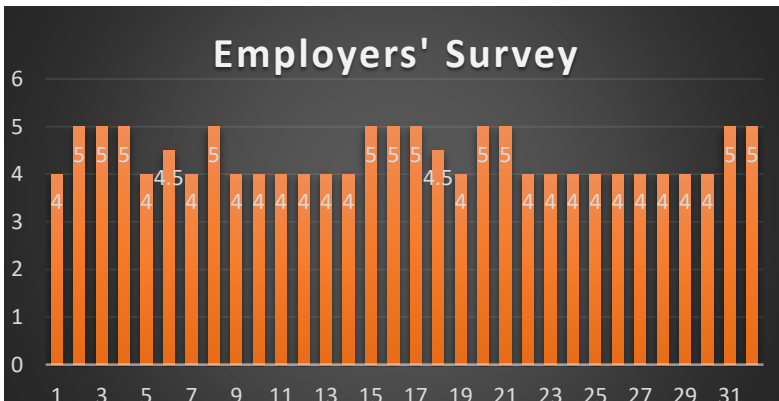
* Attach independent reviewer's report and stakeholders' survey reports (if any)

Evaluation method :	Date:	Number of Participants :																																														
Summary of Evaluator Review		Program Response																																														
Alumni Survey																																																
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22	3.6																																															
Strengths: <ul style="list-style-type: none">1. The program emphasized the importance of continuous long-life learning.2. The alumni students were aware of the program policies.3. The students were provided with a program manual containing all conduct codes that determine their rights and liabilities.		<p>The graduates’ feedback is taken into consideration whether program prepares them for job market or not.</p>																																														
Points for Improvement: <ul style="list-style-type: none">1. Lack of facilities for special needs students.2. Lack of appropriate facilities for extracurricular activities. For example, cultural, social, and sporting.		<p>Academic advisors should give proper guidance to the students regarding registration and how to improve their academic performance.</p>																																														

Suggestions for Improvement:

1. The program should consider students who need special attention and needs such as those with physical disabilities.
2. The program should aim at providing more appropriate facilities for extra-curricular activities.

Alumni meetings should be conducted to keep in touch with graduated students for suggestions to take into consideration in future plans.

Evaluation method :	Date:	Number of Participants :
Summary of Evaluator Review		Program Response
Employers' Survey		
		
Strengths: <ol style="list-style-type: none"> 1. The employers emphasized that the program graduates have good English language skills (if demanded by employment), and they are able to communicate and converse in the field of work. 2. The employers agreed that the graduates have the skills of understanding in the domain of work. 3. Regarding overall satisfaction, the employers are satisfied with JU graduates' performance and will employ graduates from this institution again. 		
Points for Improvement: <ol style="list-style-type: none"> 1. The graduates should learn to prepare reports at work. 2. The students should be briefed about the university mission, which goes well with its activities. 3. The institution should consider the graduates' feedback regarding future university plans. 		<p>The program should take proper measures to develop graduate abilities which help them to compete in professional and/or national exams.</p>

Suggestions for Improvement: <ol style="list-style-type: none"> 1. More focus should be given to the development of a graduate's abilities. 2. Keeping in touch with graduated students for more suggestions to consider for future plans. 3. Discuss the program's weaknesses with respective authorities, including graduates' unit, to address them in the future. 	The program should take proper steps to develop graduate abilities for job market.
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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	External Benchmark	Analysis	New Target Benchmark
1	Percentage of achieved indicators of the program operational plan objectives.	-	23.7 %	-	78.05%	The table indicates that the stakeholder's evaluation of the English department's mission is close to the target and it is higher than the internal bench mark. This means that the students of the English department have good knowledge and they are aware of the program's mission and vision.	30%
2	Students' Evaluation of quality of learning experience in the program.	3.5	3.2	3.5	3.5	Based on the table this indicator requires more effort from the English faculty to reach the performance level of internal and external benchmarks.	3.7%
3	Students' evaluation of the quality of the courses.	3.5	3.3	3.5	4	Based on the table it is indicated that the students responded positively.	3.7%
4	Completion rate	35%	64%	18%	64%	64% is the actual benchmark of the full-time students commencing undergraduate program who completed their programs in minimum time.	38%
5	First-year students' retention rate	60%	58%	34%	79.5%	It has been observed from the above table that the percentage of the students in English department who successfully completed the first year is more than internal benchmark and external benchmarks.	62%
6	Students' performance in the professional and/or national examinations	DNA	3.6%	DNA	Tea.s: mean = 32.9 pass = 9% High Ed.: mean = NA	It is evident that the program has to develop the competence among the graduates to compete in the professional / national exams.	DNA
7	Graduates' employability and enrolment in postgraduate programs	DNA	48.4%	39.5%	Employed- 39.73% Post grad- 13.01% 56%	It is quite obvious that the students need to be motivated to pursue their higher studies.	50%
8	Average number of students in the class	30	43	31	24	The number of students to the number of the sections. Based on the table above the actual benchmark is more than the target benchmark, but less than internal benchmark.	25%
9	Employers' evaluation of the program graduates proficiency.	3.1	3.1	3.4	4	It is evident that the employers' feedback is valuable as it would help the program to prepare the students suitable for job market.	3.3

10	<i>Students' satisfaction with the offered services</i>	3.5	3.4	3.6	3.7	The actual benchmark is less than internal and external benchmark, this means that the dept. has to improve the offered services for higher satisfaction of students.	4
11	<i>Ratio of students to teaching staff</i>	25:1	33:1	22:1	18:1	This is to notify that the ratio of students to teaching staff in English department of Samtah University College is higher than ratio of the internal and external benchmark. This should be taken into consideration to improve the quality of teaching learning process.	22:1
12	<i>Percentage of teaching staff distribution</i>	M: 0 F :26 Percent :26% Rank PHD:6 Percent: 23% BA. MA M: 0 F :20 Percent : 76%	Gender: M: 0 F: 22 Average: 22% Rank PHD: 2 Average: 9.09% BA. MA F: 20 Average: 90.9	M: 25% F :75% BA. MA 50% Rank PHD: 50%	Prof: 1.53% Assoc.P 3.82% Assi P. 29.01% Lecturer 49.62% TA 16.03%	It is observed that the number of Ph. D holders is very less in the department which indicates that the actual benchmark is far behind the internal and external benchmarks.	M: 0 F :26 Percent: 26% Rank PHD: 6 Percent: 23% BA. MA M: 0 F :20 Percent: 76%
13	<i>Proportion of teaching staff leaving the program</i>	0%	16%	0%	2.86%	The proportion of teaching staff leaving the program in UC Samtah is higher than the external and internal benchmark. It is evident that necessary steps should be taken to retain the staff.	0%
14	<i>Percentage of publications of faculty members</i>	30%	9%	83%	22.22%	The data calculation showed that the number of publications is very low as compared to internal and external benchmarks.	35%
15	<i>Rate of published research per faculty member</i>	1	DNA	1	0.19	Data calculation showed that number of published researches is not available.	1
16	<i>Citations rate in refereed journals per faculty member.</i>	DNA	DNA	DNA	2.31	It is visible that the citation rate in referred journals per faculty member does not exist. The following reasons are: Citations can be found out only from paid sites like Academia.edu or free sites like Google Scholar. But sites like Google Scholar expect researchers to register with their institutional email id. An OTP is sent to the registered institutional email ID. Since Jazan University's firewall is very strong, it doesn't allow any emails from Google Scholar. As a result, Google Scholar does not provide citations for unverified profiles. A solution to this would be to make the administrative personnel aware of the fact that Google Scholar is not a spam site and that they can allow emails from Google Scholar	DNA
17	<i>Satisfaction of beneficiaries with the learning resources</i>	4	3.7	3.8	3.37	It has been observed from the table that the actual benchmark is less than the internal and less than the external benchmarks.	4

Comments on the Program KPIs and Benchmarks results :

KPIs demonstrating good standards:

- 1- KPI-P-04
- 2- KPI-P-05

KPIs needing urgent improvement:

- 1- KPI-P-02
- 2- KPI-P-06
- 3- KPI-P-07
- 4- KPI-P-08
- 5- KPI-P-09

6- KPI-P-10

7- KPI-P-11

KPIs showing positive trend:

1- KPI-P-03

2- KPI-P-04

3- KPI-P-05

KPIs showing negative trend:

1- KPI-P-10

2- KPI-P-13

3- KPI-P-14

4- KPI-P-15

5- KPI-P-16

6- KPI-P-17

KPIs showing discerning gap:

1- KPI-P-01

2- KPI-P-02

3- KPI-P-12

4- KPI-P-06

5- KPI-P-07

5. Analysis of Program Evaluation

(including Strengths, Areas for improvement:, and Priorities for improvement)

Strengths:

1. The teachers and students had clear mission and vision of the English program.
2. Good number of training programs were conducted for teachers and students.

Areas for Improvement:

1. The class size should be reduced.
2. The faculty should increase their publications.
3. More number of extracurricular activities should be extended to the students.
4. Community service activities should be increased for the students.
5. Workshops should be organized for Alumni.

Priorities for Improvement:

1. Facilities like projectors, English lab, Library, smart board etc should be taken care by the administration.
2. Reducing the strength of the class will facilitate the faculty member to enable her/him work closely with students.
3. Community services should be supported under the criterion of students' activities.
4. A full-fledged library should be established with all the reference books, journals and resources.
5. Photocopiers, laptops and printer ink should be supplied well in advance for smooth flow of work.
6. Samtah University College needs to improve the quality of learning experience provided to the students based on the overall rating of the students,.
7. The program should improve the facilities of classrooms, laboratories, library etc., as the students expressed extreme dissatisfaction in terms of the facilities.
8. The students need to have a fixed break-time for lunch so that they can avoid being late for lectures, also concentrate during the lecture time, which can enhance the learning ability of the students.

G. Difficulties and Challenges Faced Program Management

Difficulties and Challenges	Implications on the Program	Actions Taken
Lack of printer ink in advance is a hindrance for smooth conduct of work in the department.	The necessary equipment should be procured in advance in order to avoid inconvenience.	Department addressed the issue to the deanship.
Wi-fi Internet facility is not being provided in the department by the university.	The university should provide Wi-fi Internet facility in the department.	Department addressed the issue to the deanship.
Lack of full-fledged library does not facilitate students to access books and develop reading habits.	The university should take immediate steps to provide library facility to the students.	Department addressed the issue to the deanship.

*Internal and external difficulties and challenges

H. Program Improvement Plan

#	Priorities for Improvement	Actions	Action Responsibility	Date		Achievement Indicators	Target Benchmark
				Start	End		
1	To revamp the PLOs, CLOs, teaching materials, teaching strategies and assessment methods.	PLOs and CLOs alignment should be done before the start of the academic year	Quality Assurance Committee / Head Dept.	Upcoming semester	2 weeks	PLOs & CLOs of the English Program	60%
2	To take up action research projects by the faculty which in turn will help them to publish in ISI journals.	Action research projects	Research committee / Head Dept.	Upcoming sem.	End of the sem.	Faculty Evaluation performance	60%
3	To encourage students' to share their personal problems with their academic advisors to guide them properly.	Academic advising	Students' Academic advising Committee / Head Dept.	Upcoming sem.	End of the sem.	Student satisfaction Survey on Academic advising	60%
4	To provide field experience to the students.	Internship/Practicum in the program	Deanship/ Head Dept	Upcoming sem.	End of the sem.	Award Credit hours	60%
5	To conduct a greater number of extracurricular activities and community service activities for the students.	Extracurricular activities	Extracurricular activities Committee / Head Dept.	Upcoming sem.	End of the sem.	Student satisfaction Survey on Extracurricular activities	60%

I. Report Approving Authority

Council / Committee	
Reference No.	
Date	

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)