



QMS

ENGLISH DEPARTMENT

COLLEGE OF ARTS & HUMANITIES

JAZAN UNIVERSITY

2021

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Preface

This manual has been prepared by the quality committee, English Department at Jazan University. The main purpose of the manual is to align with JU institutional QMS manual and to show program quality processes and cycles.

CHAPTER 1: QUALITY MANAGEMENT SYSTEM (QMS)

1.1 INTRODUCTION

Quality is the extent to which customers or users believe the product or service exceeds their needs and expectations. For example, the quality of education is the ability to acquire the knowledge in the field of educational needs and to translate this knowledge into mechanisms to meet the expectations of customers and educational services. The concern for the quality of education by universities is one of the fundamental processes that create today's market for educational services. The quality of education becomes the basis for the elaboration and implementation of the strategy for the development of educational units. Quality management means the systematic development and maintenance of quality. As a methodological unit, the quality system refers to the methods of quality management. The quality management system includes the methods of continuous improvement of education, research, management, leadership and support services. Increasing demands placed on higher education, especially from the point of view of demand in the labor market, have led to the need for universities to implement quality management systems (QMS) that are compatible with the standard ISO 9001: 2015. Jazan University aims to continuously improve the quality of all its activities through a formalized system that ensures compliance with academic standards.

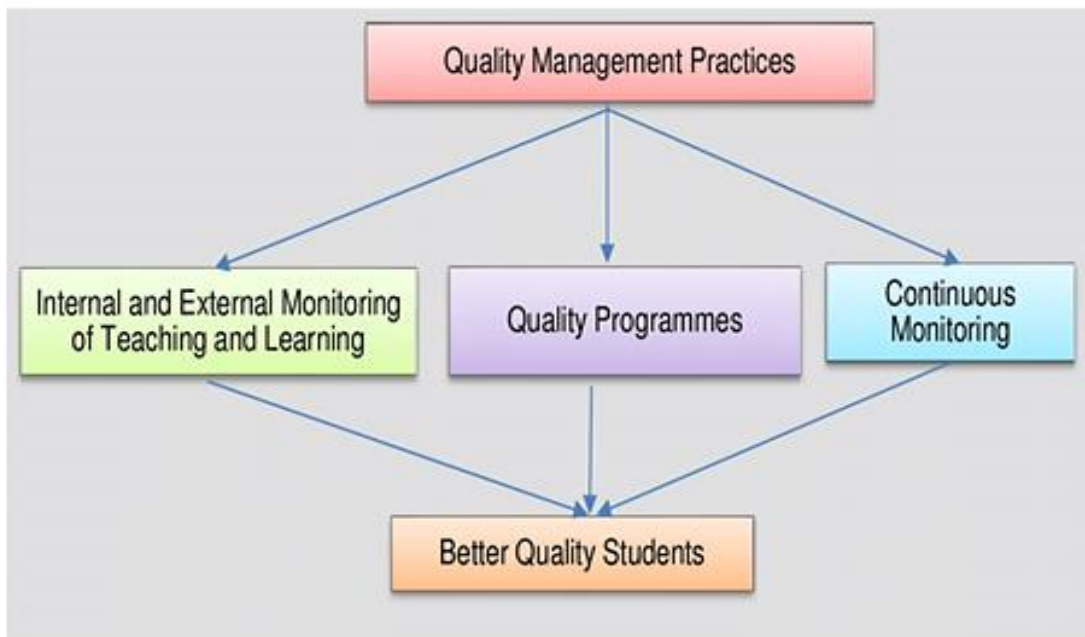


Figure-1: Quality Management practices

This QMS conforms to NCAAA Standard 2 requirement: Management of Quality Assurance and Improvement. The QMS Manual contains organizational information, quality policy,

objectives, and methodologies to achieve compliance with NCAAA standards.

1.2 QMS English Department

The quality committees of the departments and college are responsible for overseeing the development of quality procedures and processes to ensure quality provision, and for their implementation across academic, research and administrative areas of college, departments and programs. It also provides appropriate counseling and recommendations on various topics and issues related to assurance of quality in college (for details see Chapter 4).

1.3 OBJECTIVES

Quality Management System (QMS) is a management system to direct and control an organization with regard to quality. This QMS is established for the following reasons:

- To provide general information about English Department, College of Arts and Humanities and the English departments in university colleges.
- To explain briefly the compliance of Department QMS and JU QMS to NCAAA requirements which form the basic foundation for JU Quality Management;
- To lay out the policy and quality assurance for every management activities to ensure good practices of NCAAA standards are implemented at the Department and JU; and
- To describe the scope and domain of quality assurance perimeters and boundaries.

1.4 Preparation, implementation and distribution of copies

This QMS is applicable and implemented after approval of the department. This QMS will be published and also be available on the department website.

1.5 Amendment coordination

Program Quality Coordinator, is responsible to coordinate any amendments to this QMS as a mandatory procedure to Manual Control. Any parts of this QMS cannot be produced or amended without permission of the Department.

1.6 Stakeholders' involvement

The program stakeholders include students, faculty members, alumni, employers, program and college administrations, and the community. All these parties are involved, in a way or another, in all the program processes. Their inputs have great importance in program evaluation and decision making. There are three main students' surveys conducted before graduation:

- Course and teaching evaluation survey, conducted electronically at the end of each semester.
- Students' experience survey, conducted once a year for students in a half-way point, normally in level 4 or 5.
- Program evaluation survey: Conducted in the last level (8th).

A faculty satisfaction survey is conducted once every year which includes surveying their opinion in their participation in decision-making, teaching and learning, services, annual appraisal transparency, and learning resources. Two other surveys for alumni and employers are conducted mainly for the purposes of evaluating the performance and the skills of the program graduates when they join the job market.

1.7 Scope of QMS implementation

QMS scope is for quality management system for Department of English as defined in the Jazan University's main QMS manual as part of the quality system of the institution as whole.

1.8 Scope of NCAAA implementation

Department of English will implement NCAAA standard as mandatory quality system for all KSA public higher education in order to achieve JU quality policy and objectives.

1.9 General requirements

Academic Council (AC) of the department will create, document, implement, and maintain the department's QMS and will continue to improve its effectiveness in line with NCAAA requirements, stakeholders' satisfaction, and JU QMS. It will:

- a) Determine the required major processes in the QMS and their implementation throughout Department of English.
- b) Determine process sequence and related processes.
- c) Determine criteria, operational mechanism and effective process control.
- d) Ensure adequate resources and accurate data to support process excellence and process monitoring.
- e) Monitor, measure and analyze process achievement or KPIs achievement.
- f) Execute opportunities for improvements, preventive and corrective control and continuous process improvement.

All major processes will be managed by Academic Council of the Department in accordance with NCAAA and JU Strategic Plan: Vision 2025.

In case external resources or services are required, AC will ensure these external resources

meet NCAAA and QMS requirements. AC will identify the units, divisions or colleges that require external resources.

1.10 Documentation requirements

The departmental Academic Council will document the QMS for the Department of English top management to ensure it meets the QMS Document Structure.

JU QMS is being followed to ensure a good quality management system developed and implemented to guide NCAAA and JU Vision 2025 strategic planning implementation based on quality policy and objectives. All JU programs follow the JU QMS system.

1.10.1 Quality manual

Quality Manual is the main document to explain the policy and planning by the department top management. The Quality Manual is the main source of reference other than NCAAA and JU QMS documents. The scope of program Quality Manual are:

- a) Scope of implementation for QMS.
- b) Quality policy and quality objectives of the department.
- c) Reference to procedures and other support documents.
- d) Process map in the QMS.

1.10.2 Quality Processes

Quality Procedures describe all management and operational processes of the Department council will be responsible to prepare and implement the procedures in line with NCAAA, JU Vision 2025, and future international accreditation requirements. The following are the program's main quality processes:

1. Curriculum plan review process.
2. PLO Assessment process
3. KPIs and Survey processes
4. Monitoring teaching and learning
5. Closing quality cycles.

1.10.3 Document control

Documents created in QMS will be controlled. Procedures to control documents will be as following:

- a) Approval of document before circulation.
- b) Revision, updating, and approval.
- c) Ensure changes and latest documents status identified.
- d) Ensure latest version of the documents.
- e) Ensure documents can be referred when required at any time.

- f) Ensure external documents needed to be identified and verified and their circulation to be controlled; and
- g) Prohibit obsolete documents from being used and must be stamped “VOID”, if it is kept for any reason.

1.10.4 Record control

The program keeps records in the college quality room to oversee Record Control Procedures. One master list of records will be prepared to ensure identification and maintenance of all quality records. One system reference code will be established according to the categories. All program branches following the same procedure.

All records will be kept safely with easy access for quick reference. If it is kept electronically, one back-up system will be established. Top Management will take preventive action to prevent data loss and out in place a risk management plan. All records should be kept systematically for reference for FIVE years before being banished according to procedures set by the university Management.

CHAPTER 2: THE PROGRAM MISSION AND GOALS

2.0 Reasons for establishing the program

Faculty of Arts and Humanities

The Faculty of Arts and Humanities was established in 1430H (2008). It offers undergraduate degrees in Arabic Language and Literature, English, Journalism and Media, and Tourism and Archeology. It also has a supporting department of social sciences. The following are the main reasons why the program was established:

1. The importance of English as an international language in the fields of technology, media, business and sports, etc. It is evident that more and more multinational corporations and companies are mandating English as a common corporate language to facilitate communication and performance across geographically diverse functions and business units.
2. The foreseeable demand for qualified Saudi English learners due to economic growth and infrastructure development in the Kingdom.
3. The urgent need to train Saudi students and develop their English language skills in all areas of study and their cultural competence so that they can share their expertise and contribute professionally to the development of their country.
4. In addition to developing Jazan College into one of the leading Saudi universities, there is a need to train teachers for the Jazan region and neighboring regions.
5. There is also a need for Saudi nationals to prepare for higher studies in the Kingdom and abroad.
6. There is a growing need for multilingual jobs in the Jazan region, especially if we plan for the College of Jazan to participate effectively in serving the community and the country.

The Department of English, which consists of male and female students, trains people for these and other reasons. We plan to train a cadre that can contribute to the development of the country. The economic and industrial cities of Jazan are perfect examples.

2.1 Vision

The English Language Program at Jazan University will be a nationally leading program that promotes high quality education, innovative research and community service.

2.2 Mission

The English Language Program aspires to provide graduates with quality education and research skills to master theoretical knowledge and practical skills in fields of English Language and Literature to enable them contribute to community service whilst fulfilling the demands of local labor market.

2.3 Goals

The objectives of the English program are clearly defined in relevance to the major objectives of the College of Arts and Humanities. The enhancement of the English language in the Saudi Community is a national desired goal that has been nurtured by the Ministry of Education for

years now.

1. Qualify students in the fields of English Language and literature for professional employment.
2. Enhance students' abilities to develop research skills through critical and analytical thinking in the fields of Linguistics, English Literature and Literary theory.
3. Qualify students to achieve a high level of competence in both aural and written communication.
4. Involve students to participate in projects that help them serve the local community.
5. Facilitate autonomous learning to help students pursue graduate studies and careers.

2.4 How does the mission lead the program activities?

The program mission statement of the department of English, Jazan University includes an account of the broad purposes the program is aiming to achieve: the general activities the program engages in, the community and stakeholders the program is designed to serve, and the values and principles that guide the program purposes and activities. The mission statement serves as a foundation for program goals and student learning outcomes. It is consistent with the vision, values, purposes, and goals of both, the college and the university. Key elements of mission statement are reflected in the diagram below:



Figure 2.1 mission as core for program activities

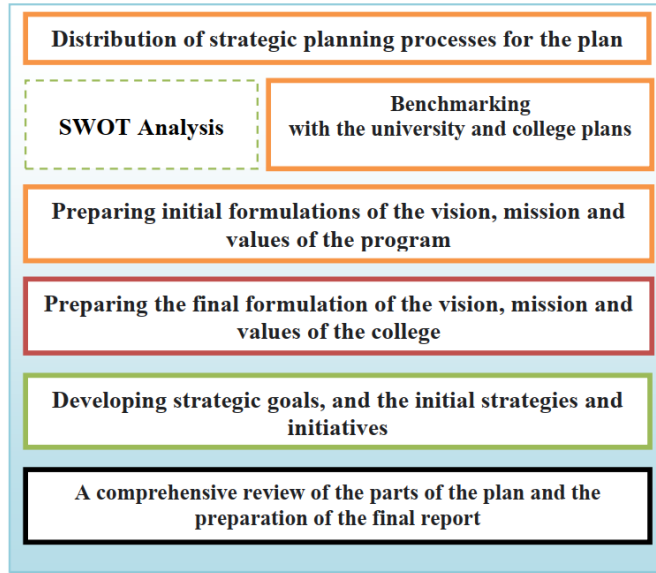
1. The mission of the program is essential in driving all educational processes. The program has translated the mission directions into educational goals which include quality education, competent graduates, research skills, and community service.
2. The program aligned its graduate attributes and program learning outcomes with the institutional ones. Thus, all teaching and learning activities are led by mission.
3. The program prepares and approves an operational plan for its goals. Responsibility of the action steps are assigned to the department committees with clear timelines to complete and KPIs to measure annual progress.
4. The program council discusses and approves operational plan reports and suggests improvement plans.

2.5 Process for Developing or Revising the Mission Statement

The mission statement of the department of English is never set in stone; it can be morphed, changed, and adapted to the growing needs of the program. The existing mission and goal statement of the department is for a period of five years (2021 – 2025); however, it is alterable according to the changing needs of the time. Therefore, the program mission is reviewed periodically to ensure that there is proper alignment between the mission and current program purposes and activities. The university mission is reviewed **every 5 years** with the strategic plan cycle. All JU programs review and align their missions with the university mission. The following table details the strategic planning process in the English Program:

After the program's strategic plan was approved by the team, the committee began distributing tasks to the team and the committee started with a number of tasks:

- 1- Holding workshops and preparing an environmental analysis, benchmarking against the university and college plans.
- 2- Preparing questionnaires for the relevant authorities to determine the vision, mission and values of the program.
- 3- Multiple meetings to set strategic goals and initiatives in the plan.
- 4- The knowledge background of the members of the program's strategic plan team.
- 5- Initial formulation of the vision, mission, the elaboration of the strategic goals, strategies, and initiatives of the program.
- 6- A comprehensive review for the parts of the plan and preparing the final brief document.



2.6 Prime Focus of the Mission Statement

The mission statement describes a shared message of what the program does and why it does it. Below are the main aims of the existing mission statement:

- To describe the program purpose.
- To describe program activities.
- Serves as foundation for program learning outcomes.
- To align with the mission of the university and the college.
- To describes program values.
- To be distinctive.
- To be broad, yet specific enough.
- Clear and understandable.

2.7 The Significance of Mission Statement

Having a well-focused mission is in itself a continuous improvement process. It is important for various reasons:

- Provides a good reminder of the program's purpose.
- Converts the broad dreams of the program into specific, action-oriented terms.
- Helps prevent "mission creep".

- Brings people together to create shared focus for the work they do.
- Forms the basis for short- and long-term planning within the department.
- Receive progress updates and make room for new opportunities
- Reflect stakeholders' voices and needs in the development of system goals.

2.8 Collaborators in Mission development

It is essential to be as inclusive as possible when developing mission statements to ensure that the mission statement fully represents a range of stakeholder voices and perspectives. The stakeholders are divided into two groups: key stakeholders and auxiliary stakeholders.

Key stakeholders:

The key stakeholders in the development of the mission are: the head of the departments of the main campus as well as the branches, strategic planning representatives from every college, and the department council members. They hold a vested interest in the purpose and activities of the program.

Auxiliary stakeholders

The main auxiliary stakeholders are students, faculty, researchers, staff, community members, employers, advisory boards, etc., who are directly influenced by the program's mission and have a beneficial interest in the program.

2.9 Process of Publicizing the Mission

The undergraduate program vision, mission, and goals are reviewed, updated, and publicized, to be consistent with the vision and mission of the college & the university. The methods used for imparting mission awareness are:

- Electronically. (Department and college website)
- Posters. (Department and college vicinity)
- Notice board. (Department and college)
- Surveys. (Students, faculty & employers)
- Awareness campaign.

CHAPTER 3: JU QUALITY MANAGEMENT SYSTEM

3.1 Management commitment

JU management or top leadership is always committed to the development and implementation of QMS based on national quality standards, NCAAA. The Management will always give continuous support to all quality initiatives to ensure smooth implementation and its effectiveness by:-

- a) To ensure JU staff understand the Mission and Vision of JU Strategic Plan: Vision 2025, NCAAA requirements, meeting all the approved KPIs, and providing quality services.
- b) To continuously review JU strategic plan and JU quality management system.
- c) To conduct regular Quality Council meetings to review the progress of quality assurance, accreditation and KPI achievements.
- d) To ensure adequacy of resources and information.

3.2 Meeting stakeholders' needs

The top management of JU will ensure stakeholders' needs are identified, understood, and fulfilled in order to meet or exceed stakeholders' satisfaction level.

3.3 JU quality policy

Governing Board of JU or top leaders of JU will always ensure its Quality Policy:

- a) In accordance with the Vision and Mission of JU and JU Charter.
- b) Include JU commitment to abide by the requirements of the QMS and continuous improvements.
- c) Serve as basis to create and revise the quality objectives.
- d) Disseminate and understood by all JU staff and reviewed from time to time in line with JU Vision 2025.

3.4 JU Quality committee structures

3.4.1 Higher Standing Quality Committee of the University

The Committee for Evaluation and Accreditation is responsible for planning to ensure quality in all academic programs, and to advise the Rector regarding the policy and institutional issues related to the assessment and adoption of academic programs. The Committee endorses the operational plans of the departments and colleges based on the recommendations of the evaluation teams. More specifically, the functions of the Committee are, but not limited to, as following:

1. Approve and supervise the implementation of a comprehensive plan for the evaluation and accreditation of academic programs at the university.
2. Establish, review and adopt policies and procedures that guarantee the quality of academic programs.
3. Adoption of corrective actions and development plans based on the results of the self-assessment and the observations of accreditation teams for academic programs and monitoring their implementation.

3.4.2 Quality Assurance Committee

The Committee on Quality Assurance is to provide advice to the dean of the faculty concerned with regard to overall feedback on self-study report. The Commission should review the documents submitted and provide advice and guidance to the committees of academic programs to take action or the necessary corrections before proceeding to accreditation or self-study.

The Quality Assurance Committee's functions:

1. Follow up the plan of assessment and accreditation.
2. Review the self-study report and the documents required for accreditation of academic programs.
3. Provide feedback on the appropriate level of documentation.
4. Ensure that the documents submitted meet the accreditation body standards
5. Make recommendations for program improvement.
6. Review executive plans for academic programs.
7. Provide periodic reports to the Rector of the university on monitoring progress in the implementation of corrective actions and development plans for academic programs.

3.4.3 College Quality Committee

The Committee on College will report about the evaluation and accreditation for all matters related to academic accreditation and continuous improvement programs, according to local needs and international quality standards. The Committee shall provide support to the dean of the faculty in all matters related to accreditation bodies to meet the requirements. More specifically, the Committee's tasks are as following:

1. Develop and monitor accreditation and evaluation of academic programs in the college plan.
2. Planning and implementation of training and awareness programs with respect to the standards and requirements of the accreditation body.
3. Coordinate and facilitate the efforts of academic programs in the self-evaluation of the national adoption or International accreditation.

4. Ensure that documents submitted meet the accreditation bodies' standards and requirements.
5. Review and monitoring of academic programs within the college based on the results of self-evaluation and recommendations of the accreditation bodies implementation plans. Make recommendations for program improvement.

3.4.4 Program Quality Committee

The Program Quality Committee provides advice to the Head of the Academic department on all matters relating to the accreditation and evaluation of academic programs and related matters with a view to improving the quality of academic programs and teaching and learning methodologies.

Program Quality Committee's tasks:

1. Ensure that the program complies with the quality standards of accreditation bodies.
2. The preparation of self-study to meet the accreditation body standards report.
3. Ensuring the availability of the required documents and files, review of decisions based on the accreditation body requirements.
4. Collecting, reviewing and interpreting the program calendar or recommendations of the accreditation.
5. Recommending improvements to the programs section and propose amendments as appropriate.
6. The preparation of the implementation of the program based on the recommendations or results of the evaluation and accreditation activities plan.
7. Prepare an annual report highlighting the achievements regarding the procedures in the implementation, and propose corrective action plan if necessary.

Composition of the Committee:

Head of department concerned	Head
Quality Coordinator for the Department	Co-Head
Branch department heads	Members
Members of the department appointed by the head of the department	Members

3.4.5 Responsibility and accountability

Governing Board of JU will identify and inform the job terms and responsibility for all JU staff through JU organizational structure and list of latest job descriptions.

3.5 Program Accreditation steps

1. Standing Committee for Academic Accreditation, based on a detailed report by the Quality Assurance Committee (Deanship of Academic Development), identifies the most advanced academic programs to obtain program accreditation based on the main evaluation and accreditation plan.
2. The Dean of the College shall direct the Program Committee for Evaluation and Accreditation to prepare the self-study in accordance with the standards of the local or international accreditation body.
3. The Program Committee for Evaluation and Accreditation shall submit the eligibility documents and supporting documents through the Head of Department to the College Committee for Accreditation for review.
4. After the review, the Dean of the College shall submit the eligibility documents • and supporting documents of the Quality Assurance Committee (Deanship of Academic Development) for review within one month to ensure that they comply with the standards of the accreditation body.
5. The Quality Assurance Committee sends a report of the evaluation and the result of the review to the Dean of the College and a copy to the Standing Committee of the Academic Accreditation Committee.
6. If all requirements are completed, a team assigned by the Quality Assurance Committee shall make an initial visit to verify all requirements and submit a final report to the Standing Committee of the Academic Accreditation Committee to decide on sending the documents to an external auditor for independent opinion.
7. Communicate with the accreditation body and sign the accreditation contract.
8. The Program Committee shall provide and process all documents required for accreditation in accordance with the requirements of the accreditation body, and then send to the accreditation body to meet the requirements of its schedule.
9. In cooperation between the dean of the college and the quality assurance committee, the visit of the accreditation team is planned, and arrangements are coordinated.
10. The accreditation team site visits will be conducted. The report and results are presented at a meeting attended by the Vice President for Development and Entrepreneurship, the Dean of the College concerned, the Dean of Academic Development, the members of the Quality Assurance and Program Committee.

3.6 Self-Evaluation Scale (SES)

High quality standards can only be achieved by honest evaluation of performance and commitment to improve, and by action planned and taken throughout an institution. In recognition of this, faculty and staff responsible for various activities should evaluate their own performance in comparison with generally accepted standards of good practice. Every effort should be made to form valid and reliable judgments based on evidence. However a number of these evaluations will involve subjective judgments and to avoid an illusion of precision and discourage a misleading aggregation of total numbers in a single “quality score” it is recommended that a starring system be used for rating these quality evaluations.

It is expected that these self-evaluation scales will be used by institutions, and by those responsible for programs in their initial quality assessment, their continuing monitoring of performance, and in their more extensive periodic self-studies prior to an accreditation review by the Commission.

3.7 Self-Study Report Program(SSRP)

A Program self-study is a thorough examination of the quality of an institution. The mission and objectives of the institution and the extent to which they are being achieved are thoroughly analyzed according to the standards for quality assurance and accreditation defined by the NCAAA. A Self Study Report for the Program (SSRp) should be considered as a research report on the quality of the program. It should include sufficient profile information to inform a reader about the process of investigation and the evidence on which conclusions are based to have reasonable confidence that those conclusions are sound. Conclusions should be supported by evidence, with verification of analysis and advice from others able to offer informed and independent comments.

This SSRp should include all the necessary information for it to be read as a complete self-contained report on the quality of the program. The SSRP template includes sections, headings, and tables to assist in preparing the report. Throughout the report evidence should be presented in tables or other forms of data presentation to support conclusions, with comparative data and reference made to other reports or surveys.

3.8 Program Eligibility Form

The process for accreditation of an institution involves a rigorous self-evaluation in relation to the eleven standards specified by the NCAAA, followed by an independent external review. In that external review, a panel of experts will verify the conclusions of the program’s self-evaluation and consider the quality of performance in relation to the NCAAA standards.

Before this process begins, the NCAAA must be satisfied that certain requirements are met. These requirements relate to core elements in the standards for quality assurance and accreditation, and in compliance with the terms and conditions of its official approval or for a private institution, its license to operate (See Appendix 7).

CHAPTER 4: QUALITY MANAGEMENT SYSTEM IN ENGLISH PROGRAM AND ITS BRANCHES

4.1 Program Planning and Design

All programs at JU provide a coordinated package of learning experiences within which all components contribute to the learning expected of students. A program includes all of the courses a student is required to take in order to qualify for a designated award. It is not simply a collection of separate courses taught in isolation from each other. Each course should complement and reinforce what is taught in others by accurate mapping of all the program intended learning outcomes to the courses offered. All programs need to be prepared clearly reflecting the goals and learning outcomes, ensuring that the learning is delivered by the courses included within the program. This means that each course must be planned as part of the total program package and delivered as approved. All current courses need to be reviewed to ensure the totality of the courses is mapped against the program aims and outcomes.

Program planning is important in ensuring the range of programs offered by the university matches its strategic plans and the needs of the Kingdom. Program design, development and approval are important for setting programs at an appropriate academic standard. Explicit consideration should be given to relevant external reference points and benchmarks, demonstrating comparison of standards with nationally and internationally accepted institutions and organizations. Adaptation of any international standards needs to respect the NCAAA's Standards for Quality Assurance and Accreditation of Higher Education Programs, the National Qualifications Framework and any relevant national and international professional bodies, such as societies, commissions, committees, etc.

Proposed new programs are considered within a college for planning approval in the light of both academic and planning criteria, including the consideration of the resource implications for any proposal, and the inputs of different stakeholders. The meetings need to be structured and objective to help in program improvement, with clear decisions as an outcome including any recommendations for change to the proposals. Program planning proposals need to be later presented to the higher authorities. The process of scrutiny to arrive at a decision on approval to proceed with the development of a program shall consider the University and College strategic plans and their relation to their main goals. Final program planning agreement is given by the Standing Committee for Study Plans and Curricula, which will be approved by the University Council.

Once the program design is completed by the program design team, the process of scrutiny to arrive at a decision on approving a program needs to be authorized through the cycle of Department Council (where it exists), College Study Plans and Curriculum Committee, College Council and the University Standing Committee for Study Plans before being sent to the University Council of Jazan University. This has the ultimate authority to approve any academic

provision within the University, before being sent to the Supreme Council of the Ministry of Education to give its approval.

4.2 Major changes

There are 2 types of major changes which are as following:

A. Changes to a key component of a program: This will typically, but not exclusively, involve a change to one or more of the following components of a program:

- Overall aims and program learning outcomes.
- Award designation or title(s), program duration and mode(s) of study.
- Regulations for the admission of students.
- Assessment regulations for the program and/ or regulations for progression through the program.
- A significant addition to the resources required.
- The overall scope and structure of the program, for example the addition of new pathways, interments, changes to the core/ elective mix.
- Pre-requisites and post-requisites.

B. Changes affecting more than 10 credit units in any level: This primarily relates to the approval of new courses and modifications to existing courses that do not come under the category of minor changes.

For either type of major change, appropriate documentation needs to be approved by VPAA who will present them to the University Standing Committee for Study Plans and Curriculum before being sent to the University Council of Jazan University for the final decision and approval.

4.3 Minor changes

Minor changes to course specifications are included in this category. It allows small adjustments to be made relatively easily in recognition of the dynamic nature of successful programs which develop and evolve. Minor changes that may be approved under this category include:

- Course content updating as long as aims and learning outcomes are not affected.
- Teaching and learning methods.
- Increase or modify allocated teaching and learning time to help the students.
- Assessment weighing.
- Changes in the endorsed textbooks.

To make such minor changes to courses, appropriate documentation needs to be submitted. The change proposals should have support from the external advisor associated with the program (if appointed). The documentation will comprise as a minimum:

- A paper setting out the rationale for the change(s).
- Updated course specification.

4.4 Program and Course Annual Monitoring and Reporting

Program and course annual monitoring are continuous processes by which a program and its constituent Courses are kept under review. After each semester Course Reports and Field Experience Reports will be produced and considered by College Study Plans and Curriculum Committee (C-SPCC). At the end of the academic year, the Program Report is also written for consideration by C-SPCC. Combined, these reporting processes make an overall annual program and course monitoring reporting process which underpins the effective operation of the program. Student feedback is particularly important and the University uses the NCAAA Course Evaluation Survey and Student Experience Survey to inform the monitoring processes. It is an inclusive involving the program leader and all staff teaching on the program, student feedback and independent advice (including inputs from the Program or College Advisory Committee). The following figure shows the process as follows:

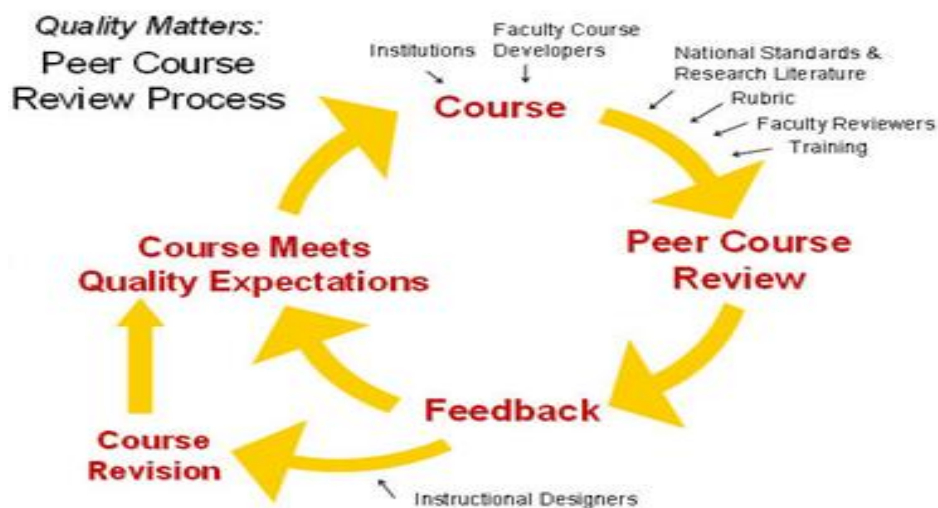


Figure 4.1: Peer Course Review Process

The figure shows the continuous quality improvement cycle and how the process is reflective by collecting evidence and looking at course reports, analyzing the issues and evidence and comparing the program performance against the key performance indicators or target benchmarks for the subject area. This should lead to program improvements. Hence, annual monitoring of programs and courses is the cornerstone of the quality assurance processes, and leads to a review of every program's currency, ensuring the continuing relevance, appropriateness and success of the award and student experience. The aims of annual program and course reporting are:

- To evaluate the statistical information on student recruitment, grades, progression and completion;

- To consider and respond to inputs and feedback from students, and if appropriate external agents such as professional and accreditation bodies;
- To reflect on the learning, teaching and assessments strategies deployed, and consider any recommendations for change;
- To review the appropriateness and effectiveness of the learning outcomes in securing the program aims and objectives;
- To recommend changes for improving the student learning experience or curriculum content.

4.5 Periodic Program Review

A Periodic Program Review (PPR) is a thorough examination of the quality and standards of a program. According to JU QMS manual, all programs will have had experience of annual monitoring and the production of annual program and course reports. The PPR examines the program in greater depth,

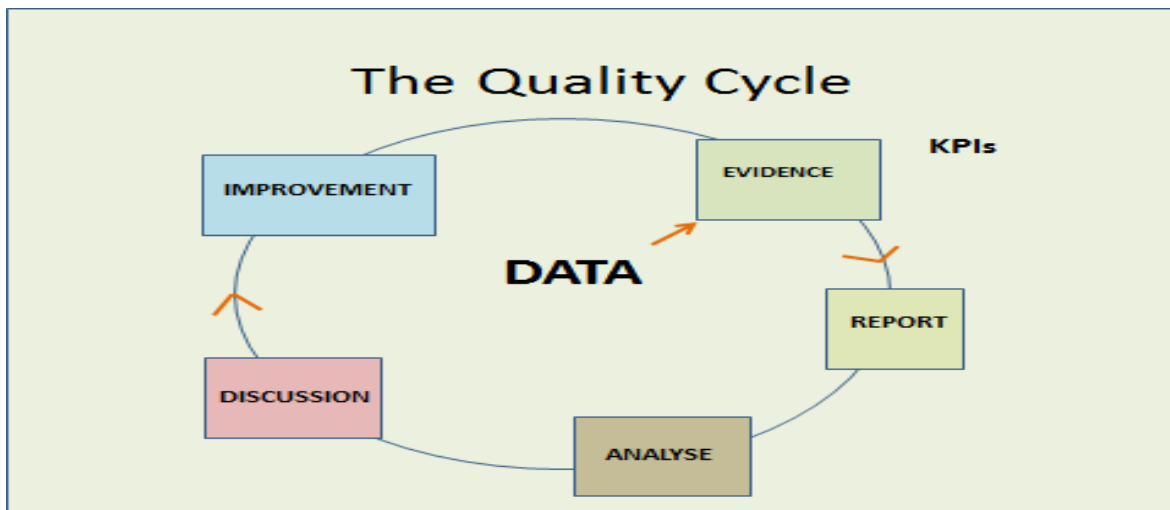


Figure 4.2 : The continuous quality improvement cycle

re-evaluating the need for it, checking on how effectively it is achieving its mission and objectives, and considering any changes which need to be made. In particular, an in-depth review of how the subject area has developed since the last program approval event provides an opportunity to update the program content, including the balance of courses offered. A PPR can be undertaken at any time but to coincide with the requirements for program re-accreditation by the NCAAA – one should be undertaken in the fourth year after its initial accreditation, and after that, on a five-year cycle. In this way the PPR report can become the basic resource for the external review for re- accreditation of a program.

A PPR report should be considered as a well-structured document on the quality of the program. It is primarily produced for the University itself as an important part of the process for quality assurance and improvement. It should include sufficient information to inform a reader who is unfamiliar with the University about the procedures followed and the evidence on which

conclusions are based to have reasonable confidence that those conclusions are sound. It should be capable of being read as a complete self-contained report on the quality of the program.

The combination of annual monitoring and PPR are designed to ensure that all programs remain current and do not become dated. Figure 4.3 is the NCAAA representation of the combined activity. A PPR should take due account of any professional standards relevant to the program as well as the standards for quality assurance and accreditation defined by the NCAAA including the National Qualifications Frameworks.

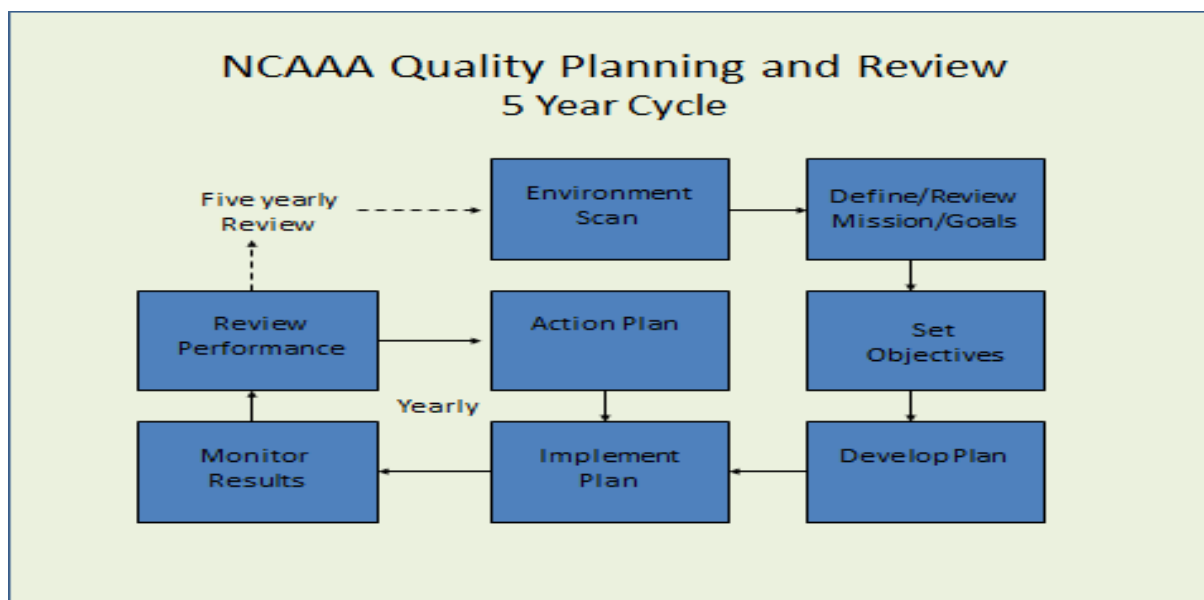


Figure 4.3: NCAAA representation of the combined annual monitoring and PPR

4.6 Content of the report

The report should follow the format provided by the NCAAA on Periodic Program Self Study. In this way the University's PPR process will mirror that being used by the regulatory authority and can be used in any subsequent accreditation. All of the templates used for annual monitoring and program specification are presented by NCAAA.

The report should deal with all locations where the program is offered and the description of procedures (section B of the report) should include information about how evaluations were conducted in different locations. This is particularly important if there are different sections for male and female students. If there are significant differences between analyses or evaluations of delivery of the program in different locations including variances in the achievements of male and female students, these should be noted, explanations offered and actions taken in response recorded.

The substance of the report will provide information to populate all sections of the template. This will include:

- General information

- Process followed
- Mission and objectives
- Program context
- Program developments
- Program evaluation
- Performance in relation to the NCAAA standards
- Review of courses
- Independent evaluation
- Conclusion and action plan

A well written report will be clearly expressed and address all sections fully. It should attempt to describe, analyze, provide evidence, offer reflection and look forward in terms of actions. In this way, the report becomes a dynamic document which both reviews quality and standards and points the way for further improvements to the program.

4.7 Documentation

The Self-Study Report of the Program (SSRP) and additional information should be provided in hard copy and electronic format. A list of acronyms used in the report should be provided as an appendix. The report should be accompanied by the following information:

- The program specification.
- The most recent annual program and course reports, including any external evidence.
- Completed scales from the Self-Evaluation Scales for Higher Education Programs.
- A brief summary of the outcomes of previous accreditation processes (if any) and PPRs (if any) with recommendations and subsequent actions undertaken.
- Program handbook as provided to students.

The following documentation should be available if required:

- Course specifications.
- CVs for faculty and staff teaching on the program.
- College mission and objectives.
- Student surveys.
- Employer and alumni surveys.
- Statistical data on employment of graduates from the program.
- Representative samples of student work.

4.8 Quality management system at college and program levels

4.8.1 Higher Quality Committee at College

The quality committee of the college is responsible for overseeing the development of quality procedures and processes to ensure quality provision, and for their implementation across academic, research and administrative areas of college, departments and programs. It also provides appropriate counseling and recommendations on various topics and issues related to assurance of quality in college. The organizational structure of Quality Committee at College level (English Department) is shown in chart below:

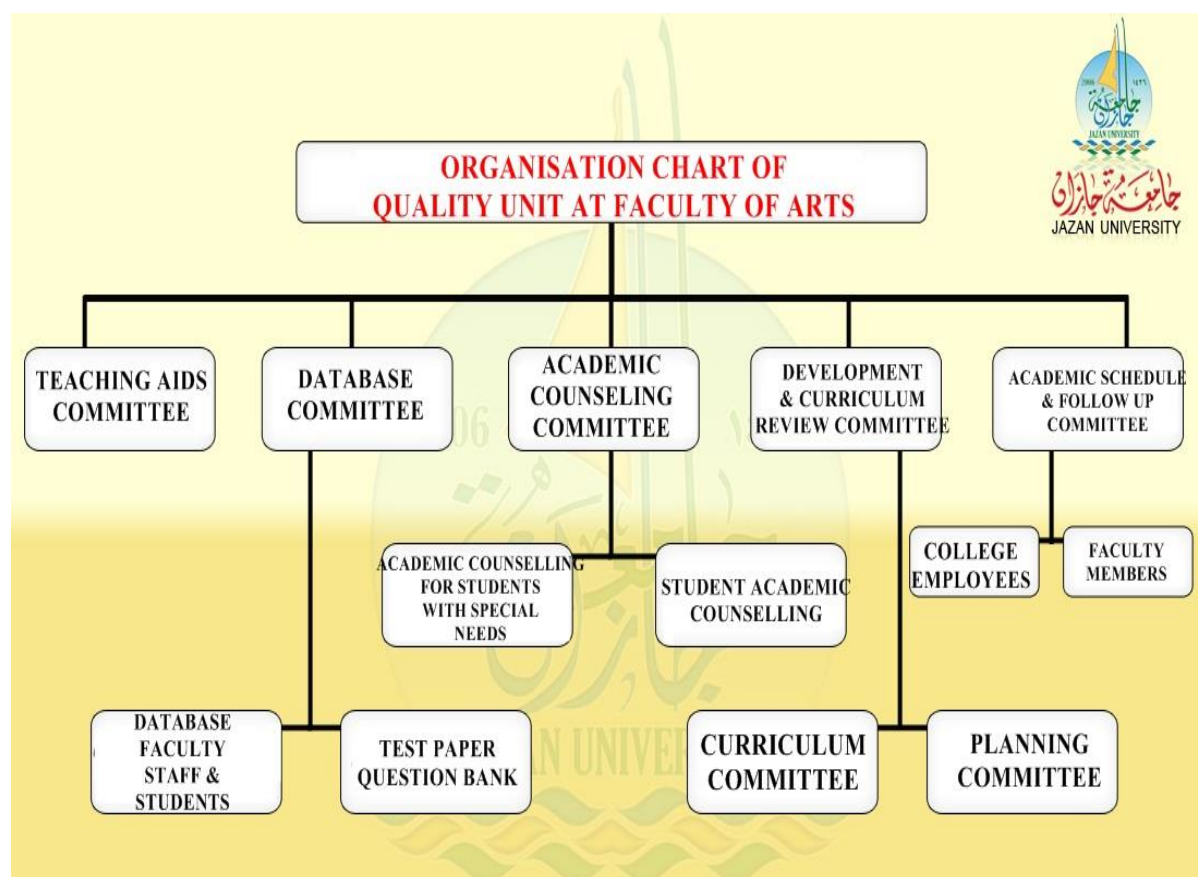


Figure 4.4 : Quality unit at Faculty of Arts

College of Arts & Humanities, Jazan University, Jazan is well organized and moving smoothly toward its expected and well determined destination. All members at all levels are committed in selfless services to achieve the college goals and the aims-mission of Jazan University. The age of Jazan University is only 15 years but has earned good reputation in the Kingdom of Saudi Arabia. The figure given below gives a clear picture of its organization:

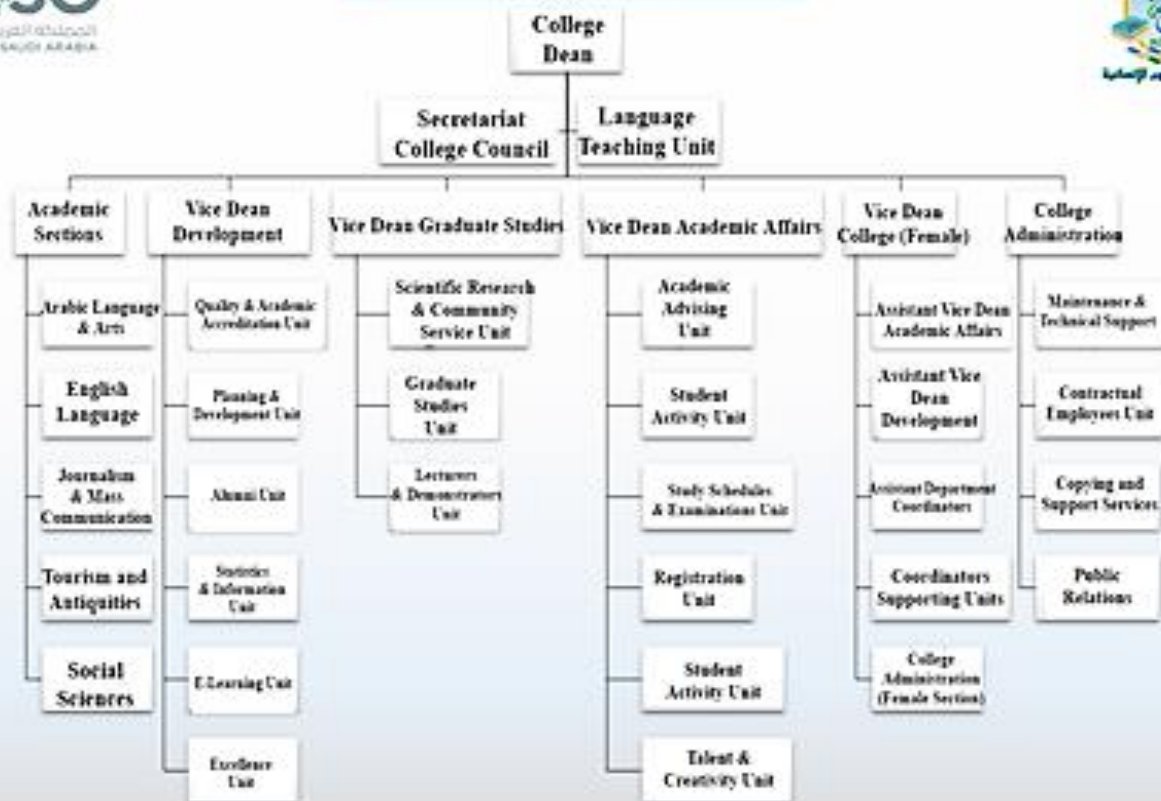


Figure 4.5 Organizational structure of Faculty of Arts & Humanities

4.8.2 Responsibility of College Dean

Basically, the Dean has responsibility for the educational and administrative business of the faculty and its departments. Accordingly, Deans are the primary accountable officer for management and delivery of teaching and learning in their college.

Dean's responsibilities include:

- Coordinating the development of and implementing the college's Vision, Mission and Goals.
- Leading college efforts towards achieving University goals.
- Developing a college budget.
- Leading and coordinating college strategic planning and curriculum development.

- Supervising, evaluating, and supporting Departments in a manner that promotes excellence in instruction, scholarly and creative productivity, and service.
- Leading and coordinating the governance of the college.
- Leading the processes of college administrator selection and overseeing the processes of faculty and staff selection and retention.
- Coordinating the professional development of college administrators and staff.
- Evaluating college administrators and staff.
- Evaluating Department Chairpersons with Departmental faculty and staff.
- Evaluating overall Departmental productivity in teaching and learning, research, and service responsibilities.
- Advising the University manager on university policies and procedures.

4.8.3 Vice Deans (Quality)

Vice Dean (Quality) is responsible for quality affairs in the college under delegated authority from the Dean. Vice Deans (Quality) have responsibilities for:

- Providing advice to the Dean on all matters relating to quality in the college.
- Monitoring the Quality Unit performance and develop communications within their faculty and entities on quality issues.

4.8.4 Responsibility of Department Head

Head of Department, as executive officers of the academic department, contributes to the achievement of the University and faculty strategic plans by providing effective management and academic leadership within the department. These responsibilities include quality assurance of all programs, maintaining documentation relating to courses, monitoring staff performance, appraisal of teaching staff, and providing opportunities for individual staff development. They are also responsible for providing appropriate resources to support all teaching undertaken by the academic department.

Specific responsibilities are:

- Responsible and accountable for setting and advancing the academic strategy of the Department in line with Faculty and University strategic plans and direction.
- Oversee, organize and develop the core activities of teaching, research, examining, advising and other service activities and knowledge transfer, consulting with all departmental colleagues.
- Refresh and develop new programs in order to attract new students and markets.

- Ensure the highest levels of quality, integrity and ethics in teaching, learning and research within the department.
- Ensure that staff performance is managed appropriately and that fair workload allocation processes are in place.
- Ensure all staff has access to the necessary support to enable them to contribute fully and develop their skills and experience.
- Ensure a safe and healthy environment for both staff and students, and full compliance with health and safety requirements.
- Ensure that University equipment/ facilities under the department's control are properly maintained and serviced as required.
- Comply with auditing, quality assurance and risk management procedures, both internal and external.
- Ensure that Program specification and report, Courses specification and report, Program self-evaluation scale and Program Self-study report are going according to the latest versions of NCAAA and in the right way.
- Enhance the quality and volume of research by encouraging and enabling demonstrable research achievement within the department.

4.8.5 Responsibility of College Quality Unit Coordinator

The Quality Unit Coordinator in the college provides a comprehensive and efficient administrative support service to the Vice Dean (Quality Affairs) of the College. Main responsibilities are:

- Assist the College Dean/ Vice Dean (Quality) with planning, implementing and monitoring of quality within the college.
- Provide organizational support to the Vice Dean (Quality) to ensure the efficient implementation and monitoring of the teaching and learning observation process.
- Develop quality improvement systems and processes in order to continuously improve standards of teaching and learning, student success rates and the overall quality of the learner experience.
- Support the planning, organization and delivery of a comprehensive range of staff development activities and ensure these activities are thoroughly tracked, monitored and evaluated.
- To participate in the College's Professional Development Review process and to undertake appropriate training and development activities.

- Participate in any College staff review/ performance management processes involving the identifying and meeting of training needs for self and others.
- Support the collation and distribution of data analysis from Student Surveys, Staff Surveys, quality audits and activities and monitor follow up quality improvement actions.
- Administer the consistent implementation of NCAAA quality assurance and performance improvement systems and processes in line with JU operational and strategic objectives.
- Develop the College Strategic plan, Annual College report, ensuring that the latest NCAAA template for all quality practices in Programs and College are used in the right way.

4.8.6 Responsibility of Program Quality Coordinator

Program Quality Coordinators are responsible for facilitating the assessment of student learning in their programs.

- Develops and manages the program's/department's assessment plan and data collection including: developing program goals and student learning objectives, developing a program curriculum matrix and assessment activities matrix, developing and implementing direct and indirect assessment methods appropriate for the program, collecting data about the program and student learning.
- Providing semi-annual updates of progress and/ or achievements (at the end of each semester) to the department chair, college dean for the Assessment of Student Learning.
- Provide documents and evidence for Program accreditation based on NCAAA and/ or other related accreditation bodies (mainly, program specification, course specification, course report, program report, Self-Evaluation Scales of the Program (SESP) and the Self-Study Report of the Program (SSRP). The figure given below highlights the organization of the quality administration:

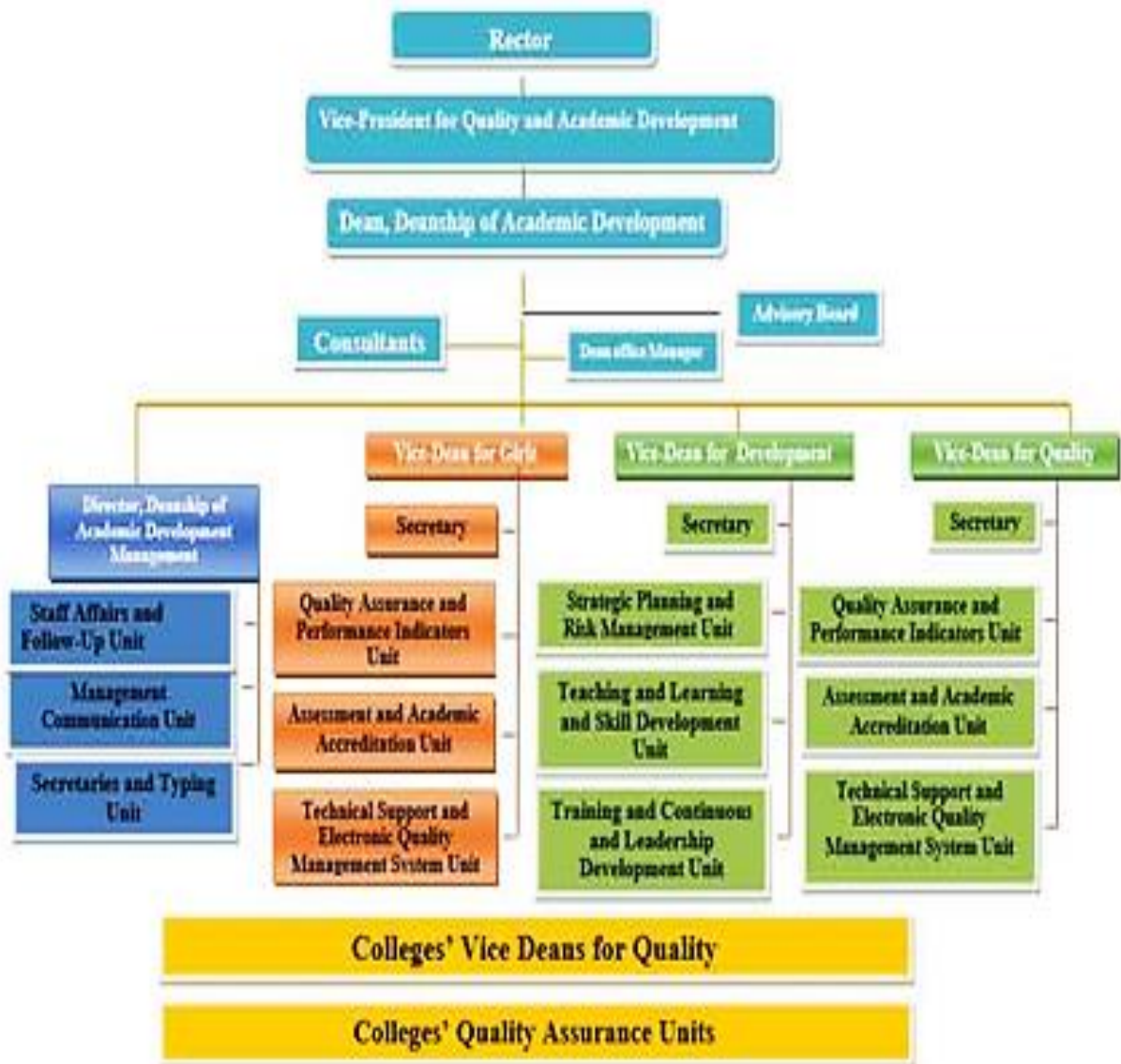


Figure 4.6: Organization of the Quality Administration

4.8.7 Program Quality Coordination Structure and Mechanism

English Program caters to the students across 7 campuses, comprising of one Main campus- Male and Female at Jazan and five branches at different locations. Faculty of all campuses represent in all the committees. Program Quality Assurance Committee Comprises of various sub- committees

1. Quality Coordinators Committee- Headed by Program Quality Coordinator and all Quality Coordinators of the branches are members. They coordinate and monitor various Quality Assurance activities of the Program.
2. Reports Committee: This Committee compiles the APR- Annual Program Report annually and SSRp-Self- Study Report of the Program by taking inputs from various committees of the Department.
3. KPI-Key Performance Indicator- Committee. This Committee comprises of members from all the branches. They measure the KPIs through various Assessment tools. They also compare the KPIs with Internal and External benchmarks. They conduct the Student surveys at level 5 and Level 8 at the end of every academic year. They also take data from various sources such as Department Academic Committees.
4. Alumni and Employer's Committee: This committee also is consisted of faculty members from all the branches. Every branch representatives are responsible in keeping the contact records of the alumni. They conduct frequent surveys with the Alumni and Employers also. They prepare a Report annually.
5. Translation Committee: This committee is constituted by members from all campuses. Most of the communication is taken place with the college and the University in Arabic. Most of the documents come from the University and College will be in Arabic. This Committee is responsible in translating those documents.
6. Self-Study Subcommittees of Standards. There are six committees for each Standard-Standard 1 to Standard 6 of the Program. These committees are responsible to conduct Self- study periodically as per the directions of the Program Management.. They gather the evidence and basing on the evidence available they rate each criterion of the Standards. They prepare Self Study Report of each Standard and submit to the Reports Committee.

4.8.8 Structure, Composition, and Responsibilities of Department Academic Committees

Program Quality Assurance Committee oversees the functioning and progress of the Academic committees of the department. It reviews their reports especially recommendations and Improvement plans. It guides these committees to prepare the action plans. The following are the Academic Committees of the department.

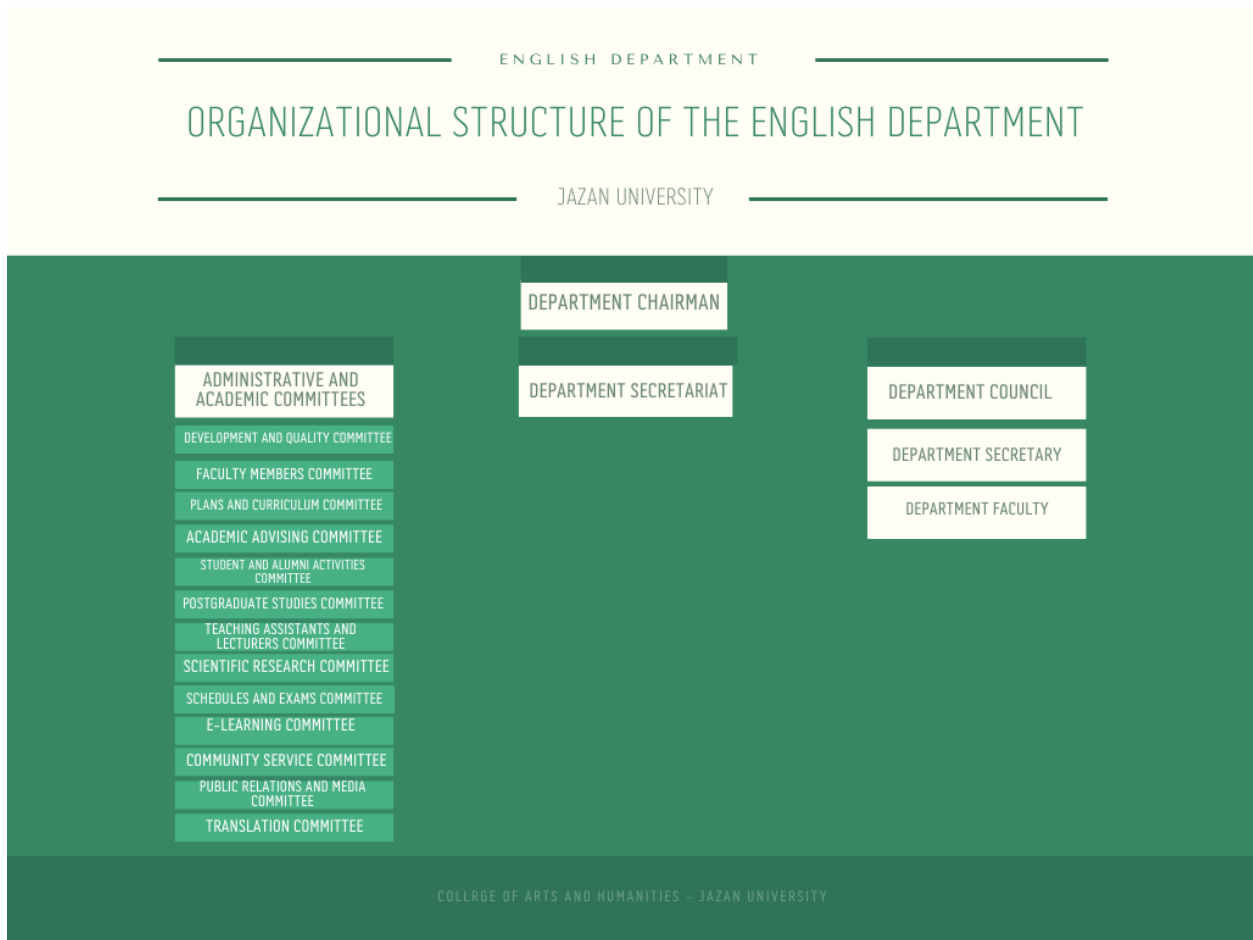


Figure 4.7 Department organizational chart

1. Planning and Curriculum Committee

Tasks of the committee are as follows:

1. Supervising the transition to the program's new study plan and resolving any emergency conflict.
2. Ensure that the study plan and curricula conform to the Saudi national framework for new qualifications.
3. Following up on updating the academic content in all courses and ensuring its validity in achieving the desired learning outcomes.
4. What the department head refers to the committee.

2. Faculty members Committee:

Tasks of the committee are as follows:

1. Searching for CVs for distinguished faculty members in all disciplines, attracting them, and creating a database for that.
2. Receiving applications from applicants for academic positions in the department, studying them and submitting their recommendations to head of the department.
3. Doing reference studies and comparisons of the scientific programs in the department with their counterparts in distinguished international universities and submitting proposals for improvement and development of these programs.
4. Registration of the scientific department in the specialized scientific periodicals and conferences around the world.
5. Providing data and sources related to scientific activities, conferences and scientific symposia internationally to members of the department's in the faculty.
6. Create scientific and research partnerships with leading international scientific institutions.
7. Issuing a specialized periodical in the field.
8. What the department head refers to the committee.

3. Community service committee

The tasks of the committee are as follows:

1. Planning and supervising the department's activities to serve the community.
2. Involving faculty members and students in various societal work to achieve university's mission.
3. Preparing a quarterly and annual report on the community work presented by the department and submitting it to the community service unit in the college.
4. Study the needs of the surrounding community.

5. Encouraging private institutions and companies to cooperate with the department to provide their services to the community.
6. Conducting volunteer courses and following up the implementation of the programs and training courses provided to serve the community.

4. Public Relations Committee

The tasks of the committee are as follows:

1. Assigning fixed dates to receive students and respond to their inquiries.
2. Allocating fixed appointments for auditors and beneficiaries, responding to their inquiries, and solving their problems according to the system, each according to his specialization.
3. Communicating with the coordinators of the department branches in the subsidiary colleges.
4. Receiving the problems of the English language departments in the branches and presenting them to the department.
5. Representing the department in academic and social events .
6. Contribute to organizing conferences, forums, exhibitions, workshops and various scientific courses.
7. Coordination with the Public Relations Unit at the college to highlight the activities of the academic department.
8. Conducting the department's introductory campaigns targeting the community.
9. Issuing a periodic newsletter with the most prominent activities and events in the department, to be accessible to the various departments of the college.
10. What the department head refers to the committee.

5. Schedules and Tests Committee

Tasks of the committee are as follows:

1. Work schedules and exam schedules for male and female students in the male and female sections.
2. Creating a unified schedule for the final exams in all branches and making sure that the tests are standardized in all branches.
3. Making a future plan for the study schedules in the department that includes all branches of the department in the governorates.
4. Review test questions for all subjects in all branches of the English Language Department and ensure that they comply with quality standards.
5. Distribution of examination committees and direct supervision.
6. Distribution of observers to faculty members.
7. Daily supervision of the progress of the tests.
8. Reviewing monitoring statements and approving them before submitting them to the department.

6. Academic Advising Committee:

Tasks of the committee are as follows:

1. Training of faculty members on psychological and academic counseling processes.
2. Distribution of department students to faculty members, according to the organization approved by the department council.
3. Organizing group counseling programs in the college.
4. Carrying out the tasks of student registration and handling exceptional cases and stumbling blocks.
5. Receiving students' excuses, studying them, and completing the necessary system.
6. What the department head refers to the committee.

7. Graduates Affairs Committee:

Tasks of the committee are as follows:

1. Communicating with graduates before graduation and setting up a mechanism for communicating with them after graduation.
2. Helping graduates to enter the labor market.
3. Building a comprehensive information base for department graduates that includes their data and means of communicating with them and knowing who got a job opportunity from them and who did not, and constantly updating their data.
4. What the department head refers to the committee.

8. Student Activities Committee:

Tasks of the committee are as follows:

1. Supervising the extra-curricular activities for male and female students.
2. Qualifying male and female students to participate in sports, cultural and social events and activities at the university and outside the university.
3. Limiting the number of graduates from the programs and establishing communication networks with them and continuous communication with them in what serves the interests of the department and improves its academic outputs.
4. Submit quarterly and annual reports to head the department.
5. What the department head refers to the committee.

9. E-Learning and Education Resources Committee:

Tasks of the committee are as follows:

1. View e-learning projects.

2. Holding training programs, seminars and lectures related to spreading the culture of learning.
3. Continuous evaluation of the reality of e-learning in the department.
4. Providing technical support and support services in the field of e-learning for faculty members in the department.
5. Update the data for the English language department on the college website.
6. Instructing and guiding faculty members to use smart boards in classrooms.
7. What the department head refers to the committee.

10. Quality and Academic Accreditation Committee

Tasks of the committee are as follows:

1. Coordinate and supervise the quality and academic accreditation requirements of the program and ensure that the program is consistent with the academic evaluation and accreditation plan.
2. Preparing the self-study report according to the standards of the Academic Accreditation Authority.
3. Provide the required documents and review course files based on the requirements of the Academic Accreditation Authority.
4. Collecting, reviewing and interpreting the program evaluation and the recommendations of the Academic Accreditation Authority.
5. Recommending improvements to the department's programs and suggesting modifications as needed.
6. Registration of the department in all local and international bodies for academic accreditation.
7. Preparing an annual report that includes the achievements made in terms of quality, academic accreditation, challenges resulting, and proposing corrective actions if necessary.
8. Review reports and course descriptions on an annual basis in accordance with the requirements of the Academic Accreditation Commission and provide comments or improvement suggestions.
9. Communicating the results of the academic evaluation to all members of the program.
10. What the department head refers to the committee.

11. Planning and Development Committee:

Tasks of the committee are as follows:

1. Follow up the implementation of the department's strategic plans.

2. Follow-up on the initiatives of the various committees, collecting evidence of achievement and entering it into the strategic planning system.
3. Setting an annual progress plan with the most important tasks and priorities that the department should implement and approve in the department council.
4. Submitting to the department council with the tasks and initiatives that require approval
5. Documenting the progress of all initiatives and submitting evidence documents on the department and college strategic plan system.
6. Preparing a quarterly report on what has been accomplished in terms of actions and initiatives.
7. What the department head refers to the committee.

12. Statistics and Information Committee:

Tasks of the committee are as follows:

1. Providing accurate information and data about students and faculty members in the academic, administrative and research aspects and participating in seminars and lectures.
2. Monitor the department's activities.
3. Building an integrated database for the department and updating it constantly.
4. Contribute to the analysis of student evaluation questionnaires for the course, program and experience.
5. Preparing a detailed quarterly report on the department and its various activities in line with the annual report of the college.
6. What the department head refers to the committee

13. Innovation and Entrepreneurship Committee:

Tasks of the committee are as follows:

1. Organizing scientific lectures, workshops and courses to develop students' side of knowledge innovation.
2. Allocating an annual award to be presented during the closing ceremony of the college for distinguished faculty members and students, and determining the evaluation criteria accurately.
3. Establishing a list of relevant local and international awards and updating it constantly, and providing the college departments and departments with new ones.
4. Providing information sources and databases for the innovator.
5. Assisting the innovator in providing the necessary needs to achieve his innovation to the highest level.
6. Motivating creative students and inventors from among students and faculty members.

7. What the department head refers to the committee.

14. Teaching and Learning Committee:

Tasks of the committee are as follows:

1. Examining the criteria for registering programs in the Saudi Qualifications Framework (SQF) and registering in it and submitting all documents and evidence on it.
2. Preparing and periodically reviewing the program and course description, working to improve them and implementing the recommendations of the academic accreditation bodies.
3. Preparing lists of course coordinators in all branches and their data, creating communication channels between them and addressing potential problems.
4. Training faculty members to analyze learning outcomes and include them in course descriptions after each semester.
5. Follow up the implementation of learning outcomes and school curricula and measure them periodically.
6. What the department head refers to the committee.

15. Scientific Research Committee:

Tasks of the committee are as follows:

1. Follows up and encourages research production in the department.
2. Counting the published works and participations in conferences and communicating with the scientific research unit in the faculty in this regard.
3. Preparing a list of refereed scientific publishing journals at the local and international levels, according to specialization.
4. Conducting periodic courses, workshops and conferences for the members of the department.
5. Encouraging faculty members to obtain research funding.
6. Supervising the development of scientific cooperation agreements and protocols with local, regional and international research institutions.
7. What the department head refers to the committee.

16. Teaching assistants and Lecturers Committee

Tasks of the committee are as follows:

1. Studying the applications of graduate students from the department for scholarships, extensions and others, and submitting recommendations to the department head.

2. Update the data of scholarship students who study abroad and their specializations and submit the scholarship plan to the head of the department according to the required specializations.
3. Following up on the performance of the scholarship and trainees and submitting reports to the head of the department on the faltering scholarship after half the period has passed.
4. Follow-up of the procedures of the scholarship students through the academic reports received.
5. Assisting the teaching assistants and lecturers in obtaining academic admissions.
6. Providing the necessary training in preparing research in coordination with the Scientific Research Committee.
7. Writing a detailed annual report on the status of scholarships and training at the department level and submitting it to the head of the department.
8. What the department head refers to the committee.

4.8.9 Communication System Between Main Campus and Branches

The bachelor of Arts in English Language is offered in the college of Arts and Humanities in Jazan city for male and female students. It is also offered in 5 university colleges. The university colleges have their own administrative systems including deans, vice deans, head departments, and faculty members. However, when a program is offered in more than one campus in Jazan university, it is considered administratively independent but academically, as related to teaching and learning, assessment, and quality supervision, its is run by the department in the main campus and supervised in those areas.

Every course has a single coordinator who supervises all the course teaching, learning, assessment, and reporting operations. Course partners produce their course reports at the end of each semester. A comprehensive course report is produced at the end of the semester with clear improvement plans. These plans are taken into action the next semester or the next academic year.

When there is anything to be communicated, academically, the department head conveys the message to the concerned committees, the committees convey the message to the course coordinators who deliver and discuss the matter with their course sharers in all the campuses. This guarantees a quick and feasible communication. The administrations are also officially notified through the university communication system.

FLOWCHART OF COMMUNICATION BETWEEN CAMPUSES OFFERING THE BACHELOR'S PROGRAM IN ENGLISH

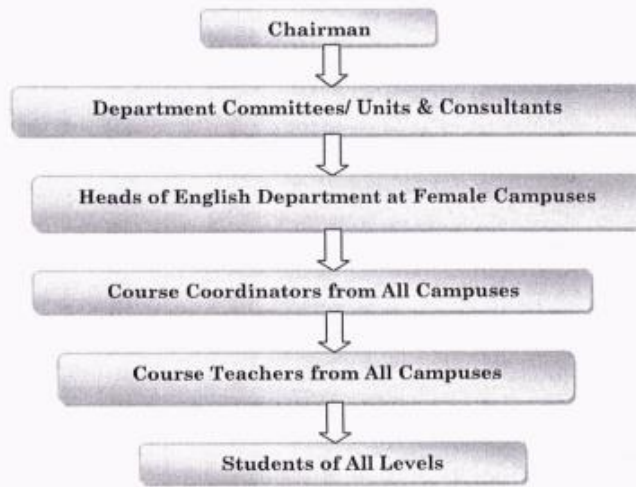


Figure 4.8 Communication System between main campus and branches.

CHAPTER 5 PROGRAM QUALITY PROCEDURES AND CYCLES

5.1 Benchmarking

5.1.1 Basic benchmarking methodology (PLAN - ANALYZE - ACT)

PLAN:

1. What to benchmark?

- Identify critical processes.
- Collect internal data for comparison (how measure performance; Understand strengths and weaknesses of current process).

2. Who to benchmark?

- Internal Units (comparison within an institution).
- Other Colleges and Universities (comparison across institutions).
- Functional Comparisons (across diverse settings - higher education, corporate, industry, etc.).
- Best in Class (compare with exceptional performers).

ANALYZE:

3. Collect data

- Collect comparative data (qualitative/ quantitative).
- Calls, surveys, site visits, interviews, review of websites.
- Systematic collection.

4. Analyze data

- Gap between performance (Are others better? Why are they better?).
- New strategies/ practices for adoption (What practices could we adapt and adopt?).

ACT:

5. Implement improvements

- Action plan for change.
- Implement changes.
- Measure results for effectiveness.

5.1.2 Program plan for benchmarking

Program has visited a few top universities in the Kingdom to learn and imitate best practices and accelerate Program's progress towards accreditation. The English programs at Imam Abul

Rahman bin Faisal and Tabuk universities have signed cooperation memos and therefore were selected for benchmarking.

5.2 Evaluation and assessment tools

5.2.1 Explanation of PDCA Definition as used in the Evaluation of the Process Factor

The Deming Cycle was first developed by Dr. Walter Shewart (1891-1967) and initially implemented in manufacturing but also has broad applicability in business. It is called the Shewart Cycle but it is commonly referred to as the Deming cycle in Japan where it was popularized by Edwards Deming. It is a set of activities (Plan, Do, Check, and Act) designed to drive continuous improvement. The Plan-Do-Check-Act (PDCA) cycle applies the scientific method to problem solving. The key is to use this as a cyclical process. However, most often it is not. Often the only action is to decide on a modification and to do it (PD). It is a systematic process management methodology that assures that processes are maintained at the best performance level achievable, given the present design of the process. As such, PDCA is used to manage a process (NCAAA, 2008, NIST, 2008 and NIST, 2009) as follows: Plan (P), Do (D), Check (C) and Act (A).

Plan (P):

Definition: Plan refers to the establishing of the objectives and processes necessary to deliver results in accordance with the expected output. It determines what needs to be done, when, how, and by whom. It signifies a set of intended actions, through which one expects to achieve a goal affecting the output which is the focus. By making the expected output as the main focus, it emphasizes on the completeness and accuracy of the specification which is also part of the improvement. In the plan phase, the problem-solving team analyzes data to identify possible causes for the problem and then proposes a solution. Plan the process management system by linking the daily work to the institution, college, program or administrative unit strategy and stakeholders' requirements; determine and document the best steps for completing the work, what will be checked, how to check, how often, etc.

Do (D):

Definition: Do refer to implementing the new processes or Do the actions as specified in the plan.

Check (C):

Definition: Check refers to the analysis of the results of carrying out the plan and the measuring of the new processes and compares the results against the expected results to ascertain any differences. Check actual performance against the Process Management Plan (PMP) by

measuring and reviewing the process outcomes (Y's) and key input and process variables (X's) on a regular, timely basis.

Act (A):

Definition: Act refers to analyzing the differences to determine their cause. Act when there is a gap between the "as-is" of do and the "should-be" of plan and take appropriate steps to close the gap between planned and actual results. This may require normal control activities to identify and fix what went wrong. Each will be part of either one or more of the P-D-C-A steps. Determine where to apply changes that will include improvement. After passing through these four steps does not result in the need to improve, refine the scope to which PDCA is applied until there is a plan that involves improvement. The quality cycle is as follows:



Figure 5.1: Quality Cycle

5.3 PLO Assessment Policy and Quality Cycles

Program uses various methods and evaluation tools for assessment. The following are the Policy documents and quality cycles.

5.3.1 Policy Document of PLO Assessment Cycle

1. Policy Description:

A program is initiated with designing of PLOs and culminates with the assessment of “Program Learning Outcomes. English Program has ten learning outcomes that are classified into three learning domains of Knowledge and Understanding, Skills and Values.

2. Program Learning Outcomes

<i>By end the program, students will be able to.....</i>	
Knowledge and Understanding	
K1	demonstrate considerable knowledge of the basic concepts and terminology of linguistic theory, English language, translation, and research methods.
K2	display considerable knowledge of the main areas of English Literature and linguistics.
K3	relate cultural differences between Arab and English-speaking nations within a global context.
Skills	
S1	utilize high competency levels in the four language skills: listening, speaking, reading, and writing as required in both academic setting and working place.
S2	apply established methods of enquiry, investigation, and analysis required for research in English language and literature.
S3	critically evaluate academic insights to produce analytical and argumentative writing.
S4	use computational tools of learning and communication for exploring complex academic challenges of English language and its use.
Values	
V1	Engage effectively in different contexts within teams to accomplish common goals and exercise leadership.
V2	Use their knowledge and training to contribute to community service and become lifelong critical thinkers and learners in all their endeavors.
V3	demonstrate professionalism and ethical behavior in their learning contexts.

3. Plan:

PLOs assessment is carried out in two ways- direct and indirect methods.

3.1 Direct method:

PLOs are assessed through assessment of CLOs. Every course has around 6 to 8 course learning outcomes. They are designed in such a way they are aligned to PLOs. By calculating the achievement of CLOs, PLOs achievement is calculated through Excel sheets. For every PLO, at least, one course from advanced mastery level is chosen. The CLO results of that course are taken for the purpose of the measuring the correspondent PLO. If more than one course contributes to a PLO at mastery level, then data collection for PLOs shall be planned to include those courses alternatively in the cycle period of two years.

3.2. Indirect Method:

PLOs are assessed indirectly through surveys taken by students. Mainly the program evaluation survey (PES) which is conducted at level 8. The second survey is for the alumni who graduated from the program and after pursuing their jobs. The third survey is the employers survey which is annually conducted for companies and corporations where the program graduates work. Survey items include information about the knowledge, skills, and values students and graduates have after completion of the program. Data is collected from items that relate to each PLO. So PLOs about critical thinking, teamwork, leadership, for example, all have items that relate to them in those surveys. A special survey for CLOs related to advanced mastery level courses is also conducted for the purpose of PLO data collection.

4. Implementation:

PLOs are assessed through the Capstone courses of the program in two-year cycle. Program has about 12 capstone courses. 6 courses each are used annually at the end of every second semester. One group of 7 courses are used for assessment at the end of year 1 and another group of 7 courses are used at the end of year 2 and thereafter the cycle continues.

4.1. Cycle of Capstone courses used for PLO assessment in direct method.

S. No.	Year 1	Year 2
Current plan		
1	Academic Writing	Speaking
2	Language Acquisition	Applied Linguistics
3	Phonology	Translation
4	Sociolinguistics	CALL
5	Seminar on Applied Linguistics	Drama
6	Literary Criticism	Research
7	Prose & Stylistics	Modern Novel
New Plan		

1	Translation 2	Morphology & Syntax
2	Language Acquisition	CALL
3	Literary Criticism	Discourse Analysis
4	Drama	Shakespeare
5	Seminar on Applied Linguistics	Post-Colonial Literature
6	Poetry	Graduation Project
7	18 th Century Novel	20 th Century Literature

5. Review:

PLO assessment scores are calculated through CLO assessment score as they are aligned to one another. PLO assessment is done branch wise.

5.1 Analysis:

It is assessed in various perspectives such as main campus vs. branches, male vs. female campuses etc.

5.2. Strengths and weaknesses are analyzed.

6. Improvement Plan:

6.1.Recommendation:

Basing on the recommendation received from the Teaching and learning committee.

6.2.Action Plan:

Teaching and learning committee of the program proposes a target-oriented action plan to improve the achievement of the PLOs. The program management ensures its implementation through various academic committees of the program.

5.4 Mechanisms to Monitor the Commitment of Faculty members to Teaching/ Learning Strategies and Assessment Methods.

The program uses several mechanisms to monitor the adherence to the learning and teaching strategies and the associated assessment methods based on two models: Value Added Model and Classroom Observation Model. While value added model includes students' achievement on standardized tests, assignments, exams etc. and their result analysis, Classroom Observation Model includes, peer observation, demo teaching sessions and feedback etc. The program also applies other mechanisms like conducting surveys, students – teachers meetings etc. to ensure teacher effectiveness.

Commitment of teaching staff to teaching and learning strategies and assessment methods takes place in four stages.



Stage 1: Planning for teaching, learning and assessment

Planning for teaching and learning in addition to assessment strategies start by preparing the course specification. The specification includes:

- **General information** about the course such as type (university, college, or department requirement), credit hours, prerequisites and corequisites if available, mode of instruction, and contact hours.
- Course Objectives and Learning Outcomes.
- Course content including list of topics to be covered and the number of hours required.

- Teaching strategies and assessment methods related to each learning outcome. These have been graded from simple knowledge to more complex higher thinking skills requirements based on the level of the course in the plan and complexity of the learning domain.
- Student Academic Counselling and Support
- Learning Resources and Facilities, and
- Course Quality Evaluation

The program lists a group of teaching strategies for each learning domain. Individual courses align with these strategies based on CLO-PLO alignment. The following are sample teaching strategies described for the use of faculty members:

	<i>Teaching strategy</i>	<i>Description</i>
1	<i>Group teaching (Lectures)</i>	<i>Give lectures to students accompanied by tutorials</i>
2	<i>Active learning (group-work case study, problem-solving exercises)</i>	<i>Explore teaching and learning methods that put students in charge of their own learning through meaningful activities</i>
3	<i>Problem based learning (assignments, projects)</i>	<i>Students learn about a subject through understanding and solving problems</i>
4	<i>Virtual sessions</i>	<i>Online learning and independent study</i>
5	<i>Class Discussion</i>	<i>Support a lesson with a group discussion to refresh students, memories about the assigned readings, or generate a set of questions stemming from the assigned readings</i>
6	<i>Work based learning</i>	<i>Provide students the opportunity to learn through real-life work experiences. Examples: internships, job shadowing or field trips</i>
7	<i>Demonstrating in practical classes</i>	<i>Explore the key learning aims of practical classes and how to get learners to effectively engage with them. Examples: undertake experiments; tackle problem-solving exercises; carry out survey and project work and experience at first-hand how the theory and principles of their discipline are applied</i>
8	<i>Student-led learning</i>	<i>Students work together to support each other's learning</i>
9	<i>Cooperative Learning</i>	<i>Small groups of students to work together for the achievement of a common goal. Examples: developing learning communities, stimulating student/faculty discussions</i>
10	<i>Integrating Technology</i>	<i>Use electronic mail or on-line notes in learning</i>
11	<i>Lab Teaching</i>	<i>A class in lab</i>
12	<i>Experiential Learning</i>	<i>Learn by doing</i>
13	<i>Service Learning or Community-based learning</i>	<i>Combine classroom instruction, engaged student learning, meaningful service in the community, and personal reflection</i>

14	<i>Inquiry-Based Instruction</i>	<i>Students learn by asking questions, investigating, exploring, and reporting what they see</i>
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PLO Domains	Teaching Strategies	Assessment Method
15	<i>Role playing and simulations</i>	<i>Using a model of behavior to gain a better understanding of that behavior, or the spontaneous acting out of situations, without costumes or scripts. Example, a mock job interview, engage students in a simple simulation of specialization and division of labor</i>
16	<i>Just-in-time teaching</i>	<i>Learning through two-steps. Step 1: students complete a focused set of activities outside of class and submit their work to the instructor. Step 2: the instructor (often just hours before the next lecture) collects the students' responses and identifies areas of understanding and misunderstanding to adjust the next lesson so that students can receive specific "just-in-time" feedback on those particular areas</i>
17	<i>Flipped classroom</i>	<i>Consider a 'flipped' approach by asking learners to watch video content before the class session, and devote in-class time to exercises, projects and discussions</i>

Table showing sample teaching and learning strategies.

Assessment methods, in the other hand, include a variety of direct and indirect methods. Among the indirect methods the program uses a group of surveys.

- Course and teaching evaluation survey which is a survey structured by NCAAA. It is a very comprehensive survey that is carried out every semester. It is mandatory for every student completing the course. The survey includes items related to beginning of the course, during the course, teaching and learning strategies, suitability of assessment methods, resources, etc.
- A second survey, the student experience survey, which is conducted halfway in the program. It evaluates the experiences of students with the university life so far including teaching and learning, resources, assessment, etc.
- The program evaluation survey is a comprehensive survey which is conducted in the last level. It provides the chance for students to evaluate the program as a whole including attributes, skills, and values they have learned through the program.

As for direct methods, the program specifies a number of assessment methods such as those described in the program specifications. The following are examples of the methods for different learning domains:

	Skill courses	Linguistic courses	Literature courses	Skill courses	Linguistic courses	Literature courses
Knowledge	presentations, explanations, Active learning Collaborative Learning Jigsaw activities Test taking teams Dictation Story telling Think-pair-share Interview Using videos and audios Vocabulary building Problem-based learning Scenarios debates Group Discussion Presentations Project Design Seminars Peer learning Role play	Lecturers, presentations , explanations, Active learning Collaborative Learning Test taking teams Interview Vocabulary building Problem-based learning debates Group Discussion Presentations Project Design Seminars Peer learning	Lecturers, presentations , explanations, Active learning Collaborative Learning Story telling Acting Interview Problem-based learning debates Group Discussion Project Design Seminars Peer learning Role play	Objective tests (multiple choice, true / false, complete blanks, pairing) Matching questions, Open ended questions Oral Examination Essay tests (using Rubrics) Short / Long articles Writing paragraphs, Reports writing Presentations	Multiple choice questions, subjective questions/essays Fill in the blank, Matching, True/False, assignments short/essays Individual and collective observation Presentations Group discussions Project evaluation Assessment of problem solving Case Study Evaluation of Research Portfolio Peer assessment Oral Examination Observation	Essay questions, Presentations Assignments Multiple choice questions, subjective questions/essays Fill in the blank, Matching, True/False, Subjective answers short/essays Individual and collective observation Presentations Group discussions Project evaluation Assessment of problem solving Case Study Evaluation of Research Portfolio Peer assessment Oral Examination Observation

Skills	Simulation Lecturers' presentations, explanations, Active learning Collaborative Learning Jigsaw activities Test taking teams Interview Vocabulary building Story telling Think-pair-share Interview Using videos and audios Vocabulary building Problem-based learning Scenarios debates Group Discussion Presentations Project Design Seminars Peer learning Role play	Lecturers' presentations, explanations, Active learning Collaborative Learning Test taking teams Interview Vocabulary building Problem-based learning debates Group Discussion Project Design Seminars Peer learning	Lecturers' presentations, explanations, Active learning Collaborative Learning Story telling Acting Interview Problem-based learning debates Group Discussion Project Design Seminars Peer learning Role play	Multiple choice questions, subjective questions/essays Fill in the blank, Matching, True/False, Subjective answers short/essays Individual and collective observation Presentations Group discussions Project evaluation Assessment of problem solving Case Study Evaluation of Research Portfolio Peer assessment Oral Examination Observation	Multiple choice questions, subjective questions/essays Fill in the blank, Matching, True/False, Subjective answers short/essays Individual and collective observation Presentations Group discussions Project evaluation Assessment of problem solving Case Study Evaluation of Research Portfolio Peer assessment Oral Examination Observation	Essay questions, Presentations Assignments Multiple choice questions, subjective questions/essays Fill in the blank, Matching, True/False, Subjective answers short/essays Individual and collective observation Presentations Group discussions Project evaluation Assessment of problem solving Case Study Evaluation of Research Portfolio Peer assessment Oral Examination Observation
Values	Role play Cooperative learning Collaborative learning Group discussion Debates Independent learning Continuous learning Presentations	Group discussion Presentations Cooperative learning Collaborative learning Debates Independent learning Continuous learning Seminars	Presentations Group discussion Cooperative learning Collaborative learning Debates Independent learning Continuous learning Seminars	<u>Using Rubrics/checklist:</u> Individual Presentations Group presentations Individual and group assignments, Observation,	<u>Using Rubrics/checklist:</u> Individual Presentations Group presentations Individual Assignments Group assignments,	<u>Using Rubrics/checklist:</u> Individual Presentations Group presentations, Individual and group assignments, Observation Group project

				Group project research Scenarios/role play, classroom participation/ Discipline	Observation Group project research Scenarios/role play, classroom participation /discipline	research Scenarios/role play, classroom participation/ discipline
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Table 5.1 The program teaching/ learning strategies and assessment methods according to domains

Stage 2: Implementation

In this stage the faculty member uses the teaching/ learning strategies described in the course specifications. Each course has one coordinator and a group of course sharers from all campuses. The course coordinators distribute the course description including syllabus distribution, course learning outcomes, teaching/ learning strategies, assessment methods, and other course information. This process takes place in the beginning of each semester. Course sharers are reminded to distribute the short description to their students in the first lecture (usually electronically). Faculty members are also reminded to stick to the teaching/ learning strategies and assessment methods listed in the description. Because it is language study, during the lessons, faculty members are advised to:

- Focus student attention
- Inform students of objective of the lesson
- Relate the lesson to previous and future lessons
- Present new material clearly and logically
- Model, demonstrate and provide examples
- Monitor student learning continuously
- Provide feedback and re-teaches when necessary
- Provide opportunities for students to practice under direct supervision of the teacher
- Provide opportunities for students to practice independently
- Conduct smooth transition from one activity to the next

Stage 3: Evaluation

Commitment of faculty members to the teaching/ learning strategies and assessment methods are evaluated in a number of ways which include:

1. Evaluation by students
2. Self-evaluation
3. Peer evaluation
4. Department evaluation

Student evaluation for teaching/learning and assessment methods

By the end of each semester, students are given a link through the academic system (student portal) to evaluate the course and teaching. There are many items that address teaching/ learning strategies, and assessment methods. These include:

1. The course outline (including the knowledge and skills the course was designed to develop) was made clear to me.
2. The things I had to do to succeed in the course, including assessment tasks and criteria for assessment, were made clear to me.
3. The conduct of the course and the things I was asked to do were consistent with the course outline.
4. My instructor(s) were fully committed to the delivery of the course. (Eg. classes started on time, instructor always present, material well prepared, etc)
5. My instructor(s) had thorough knowledge of the content of the course.
6. Course materials were of up to date and useful. (texts, handouts, references etc.)
7. In this course I was encouraged to ask questions and develop my own ideas
8. The things I had to do in this course (class activities, assignments, laboratories etc) were helpful for developing the knowledge and skills the course was intended to teach.
9. Marks for assignments and tests in this course were given to me within reasonable time.
10. What I learned in this course is important and will be useful to me.
11. This course helped me to improve my ability to think and solve problems rather than just memorize information.
12. This course helped me to develop my skills in working as a member of a team.
13. This course improved my ability to communicate effectively.

By the end of the semester, each faculty member accesses his/her student evaluations through the portal. Results are used in the course report, monitored through performance indicator which is subject to improvement plans from semester to another.

Classroom Peer Observation

A classroom observation is a formal or informal observation of teaching while it is taking place in a classroom or other learning environment. It is typically conducted by fellow teachers, administrators, or instructional specialists, classroom observations are often used to provide teachers with constructive critical feedback aimed at improving their classroom management and instructional techniques.

The English department encourages peer observation (see appendices). Colleagues attend classes with each other. A special form is used for the purpose. After the class, feedback is given to the host in order to improve and see suggestions by peers. The form include evaluation about items such as punctuality, objectives, preparedness, clarity, expertise, teaching strategies,

responsiveness, and classroom management. The observations are also reported in the course report.

Self-Evaluation

The course report template has a section related to course delivery. In this section, the faculty member lists the planned teaching strategies he/she used during the semester. These should match the ones described in the course specification. Faculty member fill-in the self-appraisal whether they used the strategies or not. They also list the difficulties that faced them suggesting some solutions for next semester. The same mechanism applies for activities and assessment methods.

Department Evaluation

JU mandates for departments to apply faculty profile evaluation system. There is a template (see appendices) prepared for the purpose. Each faculty member fills in the form and then the department verifies the documents and evidence provided. As score is given for each criterion. The criteria include, among other things, commitment to teaching/ learning strategies and assessment methods. Feedback is given to faculty members to improve their performance.

Stage 4: Improvement

By end of each course, class teachers prepare their course reports. Section E in the course report is about quality evaluation. In this section results of all, or some of the used evaluation results, are summarized. Improvement plans are prepared. Improvement plans are turned into action plans which are implemented in the following semester or the following year.

In this way the quality cycle is closed for commitment of faculty members with the four stages.

5.5 Policy for Surveys Cycle

1. Policy Description:

Surveys are very essential for a program. They help the program management to assess and evaluate the program and thereby give a scope for constant improvisation.

English Program carries out various surveys with a time bound schedule. Some of them carried out semester wise and some annually.

2. Plan:

2.1 . Types of Surveys Conducted:

2.2. Faculty Survey

A. Faculty Satisfaction Survey

2.3. Students Survey

- A. Students' University Experience Survey
- B. Students' Program Satisfaction Survey
- C. Students' Course Evaluation Survey

2.4. Alumni Survey

A. Alumni Satisfaction Survey

2.5. Employer Survey

A. Employer Satisfaction Survey

Data collection plan:

S. No	Name of the Survey	Responsible Committee	Frequency of Survey	Proposed time/week of conduct	Accountable body for Implementation
1	Faculty Satisfaction Survey Survey link: https://webs.jazanu.edu.sa/JU_surveyWeb/SurveyInfo.aspx?Survey_Id=1	Department Administration	Annually	End of the 2 nd Semester	HODs
2.	Program evaluation survey Survey link: https://webs.jazanu.edu.sa/JU_surveyWeb/SurveyInfo.aspx?Survey_Id=9	Quality committee	Annually	2 nd semester week 7	HODs
3.	Course and teaching evaluation survey; (via academic portal)	Teaching and learning committee	Biannual	By end of each semester	HODs
4.	Student experience survey Survey link: https://webs.jazanu.edu.sa/JU_surveyWeb/SurveyInfo.aspx?Survey_Id=10	Quality committee	Once a year for students at level 5	2 nd semester Week 5	HODs
5.	Alumni Survey Survey link: https://webs.jazanu.edu.sa/JU	Alumni Committee	Once a year, at least six	2 nd semester week 9	HODs

	surveyWeb/SurveyInfo.aspx?Survey_Id=7		months after graduation		
6.	Employer survey Link: https://webs.jazanu.edu.sa/JU/surveyWeb/TakeSurvey.aspx	Alumni committee	Once a year.	2 nd semester week 11	HODs

4. Review:

These surveys are used by different committees for the indirect assessment of PLOs. KPI benchmarking is calculated through various surveys. An annual KPI for each item is set within certain targets. Items shall be reviewed based on the achievement of targets.

4.1 Analysis:

It is assessed in various perspectives such as main campus vs. branches, male vs. female campuses etc.

4.2. Strengths and weaknesses are analyzed.

5. Improvement Plan:

5.1 Recommendation:

Different committees prepare improvement plans for survey items especially those which do not meet their annual performance target.

5.2. Action Plan:

Committees propose a target oriented action plan to improve the program. The program management ensures its implementation through various academic committees of the program.

5.6 Policy of Program Leadership Evaluation

1. Policy Description

English Program of Jazan University is committed for providing ‘good quality’ education to the students by following all ‘good practices’ of teaching and learning. Encouraging the faculty to actively participate in improvement of the program is the prime objective. Indeed, it is a continuous process. Evaluation of program leadership is carried out annually and appropriate steps are taken to implement the recommendations that arise from the evaluation.

2. Plan

2.1. Target of the Evaluation

- A. Heads of the Department
- B. Heads of the Various Committees of the Program
- C. Course Coordinators of the Program

2.2. Frequency of the Evaluation:

All Evaluations are carried out annually. Evaluations are done at the end of second semester of the academic year.

2.3. Responsible for Evaluation:

Heads of the Department are evaluated by the Dean of the College. Heads of the Academic Committees evaluated by Chairman of the department. Course coordinators evaluation is carried out by Head of the Teaching and Learning Committee.

3. Implementation:

Usually at the end of the second semester, persons responsible for the evaluation provide templates for reports. A detailed report needs to be annexed to the template.

The following are the templates for the evaluation.

3.2 Template for Program Leadership Evaluation

Name of the Committee:

Academic Year/ Semester:

S. No.	Planned Activity with proposed date/period	Activity Conducted with date	Type of Evidence Available (Attach as pdf.)	Remarks/Recommendations (if needed use Annexures)	Action Suggested and Responsible body
1					
2					
3					
4					
5					

Note: Attach a detailed Report

Responsibilities of Course Coordinators

1. Course planning
2. Course design and development
3. Course delivery
4. Selection of course resources
5. Preparation of Course Specification
6. Assessment
7. Preparation of Course Report
8. Course File including all Campuses
9. Students' learning outcomes
10. Course evaluation
11. Recommendations for Course Improvement
12. Action plan for course improvement
13. Course coordination with Course sharers

Template for Course Coordinators Evaluation

Semester:

S. No.	Course Title, Code	Name of Course	Course Specifications	Course Distribution	Blue Print	Course Report	Course File	Course Coordination workshop/	Peer Reviewed	Implementation of Previous Recommendation	Recommendations for the next Semester

Head of T and L Committee

Head of the Department

4. Review:

PLO assessment scores are calculated through CLO assessment score as they are aligned to one another. PLO assessment is done branch wise.

4.1 Analysis:

It is assessed in various perspectives such as main campus vs. branches, male vs. female campuses etc.

4.2 Strengths and weaknesses are analyzed.

5. Improvement Plan:

5.1 Recommendation:

Basing on the recommendation received from the Teaching and learning committee.

5.2 Action Plan:

Teaching and learning committee of the program proposes a target-oriented action plan to improve the achievement of the PLOs. The program management ensures its implementation through various academic committees of the program.

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