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2020

Annual Program Report

Program Name:	Bachelor of Arts in English Language
Qualification Level:	Bachelor
Department:	English Language
College:	Farasan University College
Institution:	Jazan University
Academic Year:	1442-1443/ 2021-2022
Main Location:	Faculty of Arts & Humanities, Jazan University
Branches offering the Program:	Branch 1. Samtah University College, Samtah Branch 2. Farasan University College, Farasan Branch 3. Al-Darb University College, Al Darb Branch 4: Al Ardah University College, Al Ardah Branch 5: Al Dayer University College, Al Dayer

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A. Implementation of Previous Action Plan

Considering the recommendations of the previous year's annual report, list the planned actions andtheir status.

Planned Actions	Responsibility of Action	Planned Completion Date	Level of Completion		If Not Completed	
			Completed	Not Completed	Reasons	Proposed Actions
1. Take the opinion once a year on stakeholders' awareness ratings of the Mission Statement and Objectives.	Head of the Department / Head of Quality Assurance	29/8/1444 11/4/2023	✓		—	—
2. To raise the English usage standard of students	The faculty	Throughout the year	✓		—	—
3. To sign a contract with an external benchmark partner to compare actual results of the department with similar programs in other institutions.	Head of the Department / Head of Quality Assurance	Done by teMain Campus	✓		—	—
4. Appropriate strategies need to be carried out to overcome responders' lack of interest.	Head of the Department / Head of Quality Assurance	Till the end of the year	✓		—	—
5. Orientation to library services and resources should be provided to students of all levels instead of focusing on only freshers.	Head of the Department / Head of Quality Assurance	Till the end of the year	✓		—	—
6. Encourage teachers to attend orientation programs for skills enhancement	Head of the Department / Head of Quality Assurance	Till the end of the year	✓		—	—

B. Program Statistics

1. Students Statistics (2019)

No.	Item	Results
1	Number of students who started the program	**38**
2	Number of students who graduated	**11**
3	Number of students who completed major tracks within the program (if applicable)	**N.A.**
	a.	
	b	
	c.	
4	a. Number of students who completed the program in the minimal time	**4**
5	a. Percentage of students who completed the program in the minimal time (Completion rate)	**10. 52%**
6	Number of students who completed an intermediate award specified as an early exit point (if any)	**N.A.**
7	Percentage of students who completed an intermediate award specified as an early exit point (if any)	**N.A.**

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

∗ High number of students took longer time than the minimum to complete the program.

∗ The number of admissions is usually less.

2. Cohort Analysis of Current Graduate Batch (2021-22)

Student Categories / Years		Total cohort enrollment	Withdrawn	Retained till year end	Not passed	Passed	Passing rate
Three years ago 2019-20	M	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
	F	1st Sem = 38 2nd Sem= 35	1st Sem.= 0 2nd Sem.= 1	1st Sem = 27 2nd Sem = 27	11 14	1st Sem = 16 2ndSem= 13	42% 37%
	Total	73	1	54	25	29	39.5%
Two years ago 2020-21	M	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
	F	1st Sem= 34 2nd Sem= 28	1st Sem.= 3 2nd Sem.= 0	1st Sem= 21 2nd Sem= 19	14 12	1st Sem = 7 2nd Sem = 7	21% 25%
	Total	62	3	40	26	14	23%
Last year	M	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
	F	1st Sem.= 31 2nd Sem.=30	1st Sem.= 0 2nd Sem.= 0	1st Sem= 27 2nd Sem= 28	22 23	1st Sem= 5 2nd Sem= 5	16% 17%
	Total	61	0	55	45	10	16.6%
Current year	M	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
	F	1st Sem.= 28 2nd Sem.=28	1st Sem.= 0 2nd Sem.= 0	1st Sem= 25 2nd Sem= 20	19 15	1st Sem= 6 2nd Sem.=5	21% 18%
	Total	56	0	45	34	11	19.5%

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

Comments on the results:

* There is a gradual decrease in the success rate of the program up to 3 years.
* The result is directly proportional to the increasing levels and difficulty of the courses. However, the current year's results are better than the last year's.
* There is a significant rise in the success rate of the cohort in the final year.
* 4 students of the program graduated in the minimal time.

Based on the above result, relevant strengths and recommendations for improvement are specified as follows. Three years ago, the course completion rate of the students was around 39.5 which seems to be the best among the four years in this cohort. The total of students who withdrew from the course during the program is 4, with 1 in the first year and 3 in the second year. The success rate in the first year of the program was better compared to the successive years. In the second year of the program, the success rate of the students was 23%. In the third year, the completion rate was 16.6 % and in the current year, it is 19.5%.

In general, the courses are going to be difficult when they move to higher levels. So, the course completion rate fell with the rise in the difficulty level of the courses. Keeping the dropout rate of students in the past cohorts, the number of withdrawn and prohibited categories are controlled through motivation and academic guidance implemented by the faculty to their group of students so that they did not fall under the withheld category.

Cohort period:

Table.1 *Semester-wise Cohort*

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

Cohort Analysis:

The cohort of 2019-1 is expected to be graduated by 2022-2. Hence, the cohort analysis was done by collecting the results of the students who were at the beginning of cohort 20191, for the four years starting from 2019-1 to 2022-2. The cohort of 20191 started with 38 students in Farasan University College and the figures were retained at 16. The success rate of the cohort was 39.5% in the first year and it was 19.5% in the final year, whereas it had shown a downfall in second and third years. Concerning this, there were two issues to keep the focus on. They are:

   (i)   Low level of success rate in the cohort
   (ii)   Lower rate of success in the second and third years

To be in detail, on one hand, the success percentage is meandering from 2019 to 2021, and the downfall is in the mid-annum. On the other hand, the success rate was showing a downfall by 2022. Despite this declining tendency, 4 students completed their graduation in a minimal period. The percentage of graduated students in 2021-22 was around 20%. The remaining failed students are expected to graduate in the summer or subsequent semesters. Another is, there were fifty percent plus students who withdrew from the course during the four years of the study in the past cohort whereas it is just 7.8% in the current cohort yet, there were other cases like; discontinued, dismissed, etc. Fifty-two and sixty-three hundredths is a good percentage of satisfaction in view of retention because the Farasan islands region is sparsely populated, so even a one-digit variation shows a big difference in percentages.

Table.2 *Results of 4 consecutive years*

Academic year	Pass percentage
2018-19	39.5 %
2019-20	23%
2020-21	16.6%
2021-22	19.5%

Graphical representation:

The following are the histograms of the current cohort of students who have studied for 4 years from 20191-20222.

ANNUAL BARS OF COHORT-2022

	39.50%	23%	16.60%	19.50%
	2018-19	2019-20	2020-21	2021-22
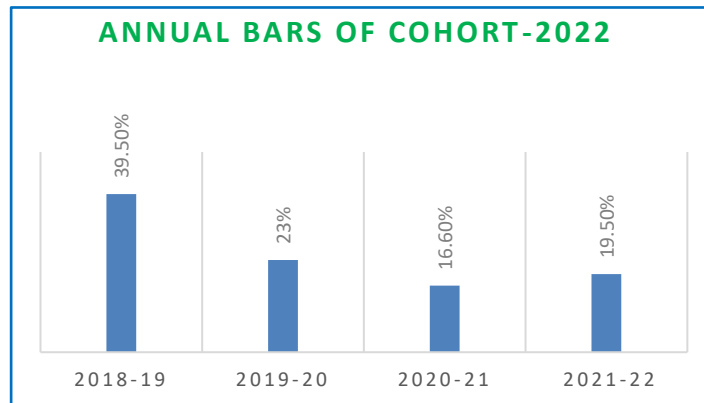
Graph.1 *2019-2022 cohort*

3.Analysis of Program Statistics
(Including strengths, areas for improvement, and priorities for improvement)

Strengths:

* Increase of minimal success rate when compared to the previous cohort.
* The department took individual care of students to enhance their language competence and to produce competent graduates.
* Students were evaluated fairly at all levels and the exams review committee adhered to the proceduresfor transparency.
* The department organized training and workshops to raise their academic performance.

Areas of Improvement:

* The department needs more focus on failing students.
* Student Advising committee and advisers should be more active with their group of students.
* Students should be given career counseling to boost their goals.
* Inclusion of Entrance test in admission criteria for those who intend to join English courses and using this test instead of filtering them for admission, aid them by providing them with basic training and material to catch up with the first-year courses.

Priorities for Improvement:

* English club was established in the college to develop students' participation in English and build confidence in them.

C. Program Learning Outcomes Assessment
Indirect Assessment through surveys

1. Employers Survey-7
2. Alumni Survey-9
3. PLO Survey-5
4. Program Evaluation Survey-19
5. Students Experience Survey-21
6. Faculty Satisfaction Survey-20

| #	Program Learning Outcomes	Survey	Statement number and text	Remarks (no. of participants)
Knowledge & Understanding				
K1	**display** considerable understanding on the principles required for English language learning	• PLO • Employer	• The average rating related to K1 • Item 4 (Graduate has good English language skills)	9 & 7
K2	**demonstrate** significant knowledge and understanding related to the texts, terminologies, theories, and practices in literature, linguistics, research methods and translation studies	• PLO • Program evaluation	• The average rating related to K2 • Item 16 (The program has helped me to develop sufficient interest to want to continue to keep up to date with new developments in my field of study.)	9 & 19
K3	**appraise** academic relevance of linguistics and literature to the current and emerging trends	• PLO	• The average rating related to K3	9
Skills				
S1	**produce** and revise texts with the help of theories and applications in English language, linguistics and literature	• PLO • Employer	• The average rating related to S1 • Item 8 (Graduate is able to orally communicate and converse in the field of work)	9 & 7
S2	**practice** established methods of enquiry, investigation, and analyze required for research in English language and literature	• PLO • Program evaluation	• The average rating related to S2 • Item 21 (I have developed the knowledge and skills required for my chosen career.)	9 & 19
S3	critically **evaluate** academic insights for problem solving	• PLO • Program evaluation	• The average rating related to S3 • Item 17 (The program has developed my ability to investigat & solve new problems)	9 & 19
S4	**utilize** the tools of learning and communication for exploring complex academic challenges of English language and its use	• PLO	• The average rating related to S4	9
Values				
V1	**adapt** positively to social challenges and take responsibility	• PLO Survey • Employer	• The average rating related to V1 • Item 19 (Graduate can efficiently undertake the tasks assigned	9 & 7
V2	**engage** in continuous, independent and collaborative learning and team work	• PLO • Program evaluation	• The average rating related to V 2 • Item 18 (The program has improved my ability to work effectively in groups.)	9 & 19
V3	**practice** professionalism, ethical behavior, and capacity building	• PLO • Employer	• The average rating related to V3 • Item 2 (Graduate understands the ethical and professional liabilities	9 & 7

2. Direct & Indirect Assessment of PLOs:

#	Program Learning Outcomes	Assessment Methods (Direct and Indirect)	Performance Target	Results
Knowledge and Understanding:				
K1	Display considerable understanding of the principles required for English learning.	Direct = from CLO & PLO assessment excel	65%	73%
		Indirect = PLO Survey Level (8)	3.2	4
K2	Demonstrate significant knowledge related to the text,terminologies, theories, and practices in literature, linguistics, and translation Studies	Direct = from CLO & PLO assessment excel	65%	83.9 %
		Indirect = PLO Survey Level (8)	3.2	4
K3	Appraise the academic relevance of linguistics and literature to the current and emerging trends	Direct = from CLO & PLO assessment excel	65%	82%
		Indirect = PLO Survey Level (8)	3.2	4. 08
Skills:				
S1	Produce and revise texts with the help of theories and applications in English Language, Linguistics, and Literature	Direct = from CLO & PLO assessment excel	65%	81. 2%
		Indirect = PLO Survey Level (8)	3.2	4. 08
S2	Practice established methods of inquiry, investigation, and analysis required for research in English Language and Literature	Direct = from CLO & PLO assessment excel	65%	81.1%
		Indirect = PLO Survey Level (8)	3.2	4. 08
S3	Critically evaluate academic insights for problem-solving	Direct = from CLO & PLO assessment excel	65%	80.5 %
		Indirect = PLO Survey Level (8)	3.2	4. 06
S4	Utilize the tools for exploring complex academic challenges of the English language and its use.	Direct = from CLO & PLO assessment excel	65%	76%
		Indirect = PLO Survey Level (8)	3.2	4. 04
Values:				
V1	Foster an environment of independent learning through mutual consultations	Direct = from CLO & PLO assessment excel	65%	100 %
		Indirect = PLO Survey Level (8)	3.2	3.06
V2	Display confidence, potentials for leadership and entrepreneurship	Direct = from CLO & PLO assessment excel	65%	89%
		Indirect = PLO Survey Level (8)	3	3.06
V3	Foster an environment of learning through mutual consultations	Direct = from CLO & PLO assessment excel	65%	85.8%
		Indirect = PLO Survey Level (8)	3.2	4. 08

Comments on the Program Learning Outcome Assessment results:

(i)   **Direct Assessment of PLOs:**
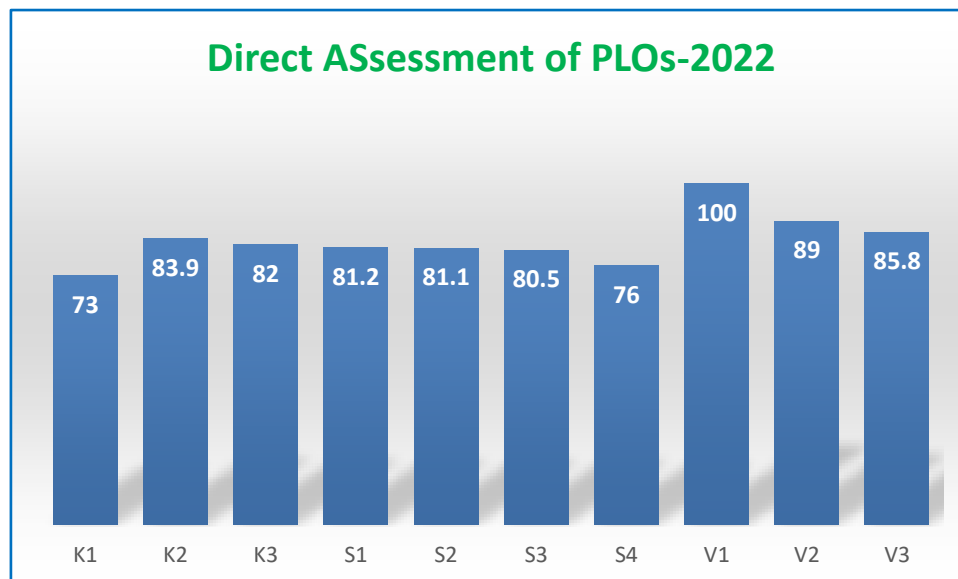
Graph.2 *PLOs direct assessment*

* All the 10 PLOs are achieved as the PLOs values are higher than the performance target of 65%.
* K1 and S4 PLO values are close to the performance target.
* V1 PLO - Foster an environment of independent learning throughmutual consultations - has been achieved cent percent.
* The first three PLOs that belong to the Skills domain crossed the target criteria proving the development of language skills among the students.
* PLOs of the Values domain and K2 PLOs show significant achievement with higher values than the target.

(ii)   **Indirect Assessment of PLOs:**
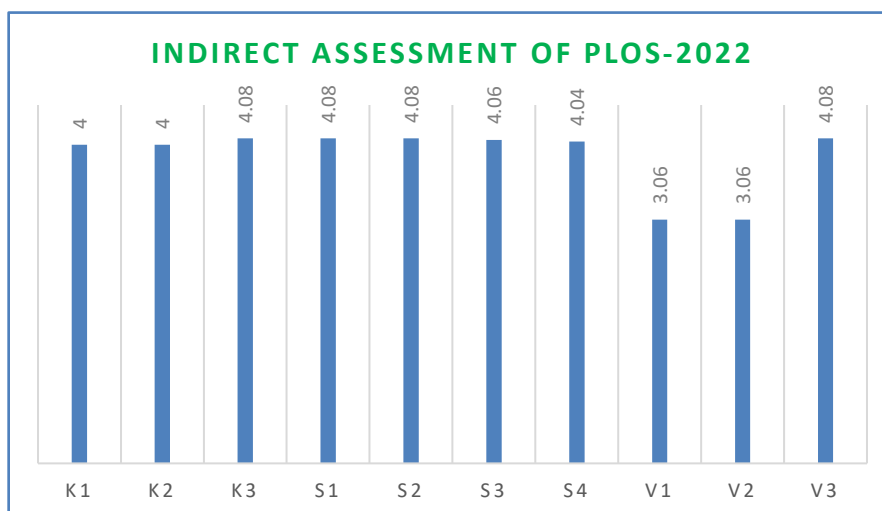
Graph.3 *PLOs indirect assessment*

* K3, S1, S2, and V3 PLOs values are more than other PLOs with a value of 4.08 on a 5-point scale.
* All other PLOs were achieved as they were around 4 points and it is more than the target value.
* The least achieved PLO value is 3.06 for V1 and V2 PLOs, i.e., adoption to social challenges and engagements in learning and teamwork.

* Include the results of measured learning outcomes during the year of the report according to the program plan for measuring learning outcomes
** Attach a separate report on the program learning outcomes assessment results for male and female sections and eachbranch (if any

1. Analysis of Program Learning Outcomes Assessment
(Including strengths, Areas for Improvement, and priorities for improvement)

Each learning outcome has been analyzed separately with a focus on direct and indirect assessments. Later, the study furthered to see the strengths and weakness areas with the PLO assessment result of 2022.

Strengths:

It has been seen that the achieved Program Learning Outcomes values are above the target level criteria in direct assessment and in indirect assessment whereas indirect assessment of V1 is exempted from this as it didn't reach the target criterion.   Here are the values of direct and indirect PLO assessment:

Table.3 *PLO Direct Assessment-2022*

PLOs	K1	K2	K3	S1	S2	S3	S4	V1	V2	V3
Direct Values	73	83.9	82	81.2	81.1	80.5	76	100	89	85.8

Table.4 *PLO Indirect Assessment-2022*

PLOs	K1	K2	K3	S1	S2	S3	S4	V1	V2	V3
Indirect values	4	4	4.08	4.08	4.08	4.06	4.04	3.06	3.06	4.08

Taking both assessments into account, all the following PLOs are witnessed to be achieved. As a result, the PLOs are given hereunder in descending order.
* Display considerable understanding of the principles required for Englishlearning.
* Demonstrate significant knowledge related to the texts, terminologies, theories, and practice in literature, linguistics, and translation studies
* Appraise academic relevance of linguistics and literature to the current and emerging trends
* Produce and revise texts with the help of theories and applications in English language, linguistics, and literature
* Practice professionalism ethical behavior, and capacity building
* Critically evaluate academicinsights for problem-solving
* Utilize the tools for exploringcomplex academic challengesof the English language and its use.
* Foster an environment of independent learning throughmutual consultations
* Display considerable understanding of the principles required for English language learning
* Foster an environment of learning through mutualconsultations

Areas for Improvement:

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

Priorities for Improvement:

* The instructors should monitor the writing process of students.
* Creating awareness of the job market and setting goals according to.
* Set out a 'career counseling cell' for graduate students to be able to apply for suitable opportunities.
* Recommended department policies to accommodate anti-plagiarism policy.

3. Graduate Attributes Assessment Results:

Graduate Attribute	Method	Data Source	Target	Results
Communication skills: Effective written and communicative skills in English.	Direct	Average achievement in: PLO7 (S4)	65%	76%
	Indirect	* Employer survey (item 8): Graduate is able to orally communicate and converse in the field of work) * Program evaluation survey (item19): The program has improved my skills in communication.	3.2	4.6
Deep discipline knowledge: Acquire a good knowledge of the English language, linguistics, and literature.	Direct	Average of achievement in: PLO1 (K1), PLO2 (K2) & PLO3 (K3)	65%	79.6%
	Indirect	* Program evaluation survey (item15: What I have learned in this program will be valuable for my future.) * Employer survey (Item1: Graduate has high technical education level in the area of work)	3.2	4.7
Creative and critical thinking: Develop good problem solving, creative thinking, and interpretive skills.	Direct	Average achievement in: PLO6 (S3)	65%	80.5%
	Indirect	Employer survey (Item15: Graduate enjoys the capacity of critical thinking)	3.2	4.71
Gain ethical and intellectual research skills.	Direct	Average Achievement in: PLO10 (V3)	65%	85.8%
	Indirect	* Program evaluation survey (Item17): The program has developed my ability to investigate and solve new problems * Employer survey (item2: Graduate understands the ethical and professional liabilities in the major	3.2	4.7

Build time management skills, team work, interpersonal abilities and information and technology skills.	Direct	Average Achievement in: PLO9 (V2)	65%	89%
	Indirect	* Employer survey (Item22): Graduate respects the due dates * job discipline (Item23): Graduate is able to manage time efficiently	3.2	4.78
2. Digital awareness, tolerance and understanding of other cultures	Direct	Average achievement in: PLO8 (V1)	65%	100%
	Indirect	* Program evaluation survey (item 20): The program has helped me to develop good basic skills in using technology to investigate issues and communicate results.	3.2	4.2

4. GA Assessment Results Analyses

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

Strengths
* Students have deep discipline in acquiring good knowledge in the English language, linguistics, and literature. * Students got motivated to gain ethical and intellectual research skills.
Areas for Improvement:
* Students should be encouraged to build time management skills, teamwork, interpersonal abilities, information, and technology skills.
Priorities for Improvement:
* Communication skills would be given importance in academic activities like workshops, training, etc. * The faculty have to adopt various ICT strategies and motivate the students to develop digital awareness, tolerance, and understanding of other cultures

5. Summary of Course Report

1. Teaching of Planned Courses / Units

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

Course	Semester	Units/Topics	Reasons	Compensating Actions
Current Plan (2021-1): Third Level				
Grammar 1 (ENG-3-214)	2022-1	Units 8, 10, 94	Mutual consent of course partners considering time constraints and students' level	Focused more on Units 7, 9, and 92 which have the same topics.
Vocabulary (ENG-3-215)	2022-1	Unit 70 (prefixes) Unit 77 (abbreviations and acronyms)	The unanimous decision of the course-sharing teachers considering the time constraint	Unit 69 (Suffixes) CLO5 was included in the assignment.
Fifth Level				
Poetry (337-ENG)	2022-1	On his Blindness by John Milton	Final exam earlier	------
New Plan (2022-1): Two Level				

Grammar - 2 (132-ENG-3)	2022-1	Unit: Future Will… (unit was covered in teaching only) Mutual consent of course partners considering time constraints and students' level	Unit: Future Will… (unit was covered in teaching only) Mutual consent of course partners considering time constraints and students' level	The unit was covered by teaching and doing exercises for the final exam.
Listening & Speaking-3 (273-ENG)	2022-1	Chapter10: How we Communicate	As suggested and approved by the team through the approval of the course coordinator due to the late reporting of many faculty members from their home countries due to the pandemic	All CLOs were covered by the other chapters
Current Plan Courses (2022-2)				
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New Plan Courses (2022-2)				
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2. Courses with Variations

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

Course Name & Code	Variation	Reasons for variation	Actions taken
Current Plan 2022-1*: Three Level*			
Vocabulary (215-ENG-3)	The result was below 50%	The textbook needs to be reviewed. The problem of low attendance of students should be solved.	A re-evaluation of the answer scripts was done and it was found that the students are very weak and they should better repeat the course.
Current Plan 2022-1*: Fourth Level*			
Reading 2 (222-ENG-3)	The result was below 50%	Some of those who failed missed their quiz. One or two are repeated failures. Most of the students were below average. The result reflects the standard of the students fairly.	A re-evaluation of the answer scripts was done and it was found that the students are very weak and they should better repeat the course.

Grammar- 2 (224-ENG-3)	The result was below 50%	The English standard of most students is appalling. Apart from 3-4 students, there was poor participation in terms of answering or getting involved in the class online. Most students complained of weak /no internet as their inability to attend the classes as they were on the ferry to Jazan at that time. Around 3-4 students were absent for the quiz (10M) and despite many.	A re-evaluation of the answer scripts was done and it was found that the students are very weak and they should better repeat the course.
		reminders they did not turn up to take the quiz. For the arrangement of 5 classes on campus in order to help them, no weak student attended those classes.	
Introduction to Literary Arts (314ENG-3)	The result wasbelow 50%	The level of the students is below average. The final question paper was balanced. The achievement in the objective section is good while in the subjective is very poor which indicates their writing skill inability.	A re-evaluation of the answer scripts was done and it was found that the students are very weak and they should better repeat the course.
Current Plan (2022-1): Fifth Level			
Introduction to Linguistics (352-ENG-3)	The result was below 50%	Most of the syllabi are included with linguistics terminology and it was very difficult for them. They were unable to perform well in most parts. Some students never came to class regularly, which was hard for them to understand the lessons.	Notes had been prepared in simple language for the chapters for better comprehension and study. Despite that, the students didn't prepare well because they couldn't attempt the questions which were already practiced in assignment activities. The students were given revisions for every chapter and had a chance to practice some questions during the assignments, but they didn't write the same questions that were given in the assignment in the final exam. A re-evaluation of the answer scripts was done and it was found that the students are very weak and they should better repeat the course.

Translation-1 (313-ENG-3)	The result wasbelow 50%		A re-evaluation of the answer scripts was done and it was found that the students are very weak and they should better repeat the course.
New Plan (2022-1): Second Level			
Grammar-2 (132-ENG-2)	The result was below 50%	Students need to be regular in the class. Students need motivation for self-study and attendance.	A re-evaluation of the answer scripts was done and it was found that the students are very weak and they should better repeat the course.
New Plan (2022-1): Fifth Level			
Sociolinguistics (385-ENG-2)	The result was below 50%	Some of the students must try for a higher grade. They must be able to answer the subjective paper well. The language proficiency level of some of the learners is below average compared to the content and expected outcomes.	They must be given the practice to write the long answers. A re-evaluation of the answer scripts was done and it was found that the students are very weak and they should better repeat the course.
Current Plan (2022-2): Fourth Level			
Introduction to Linguistics (253-ENG-3)	The result wasbelow 50%	Most of the syllabi are included with linguistics terminology and it is very new to the students of Level-3 and they are unable to perform well writing textual terms. Notes have been prepared in simple language for the chapters for better comprehension and study. Despite that, the students didn't prepare well because they couldn't attempt the questions which were already practiced in assignment activities. Some students belong to Level-1. They practiced solving and writing during assignments but they didn't write the same questions in the final exam.	The students have to maintain punctuality in attending classes and pay attention to the subject.
New Plan (2022-2): Sixth Level			
Introduction to Applied Linguistics (356 ENG-3)	The result was below 50%	The students were good somehow, they couldn't work on the final exam	Take care of the students to work hard at home. A re-evaluation of the answer scripts was done and it was found that the students are very weak and they should better repeat the course.

3. Result Analysis of Course Reports
(Including strengths, Areas for Improvement, and priorities for improvement)

Strengths:
* The result of the academic year is good.
* Most of the learning outcomes are achieved by the students.
* After the transition to e-learning, students' grades are high. It might be due to mutual sharing of information among them or the students sought help from other parties to complete the tasks.
* The lectures are in the lecture halls for the students which brought them back to face-to-face education.
* f2f interaction helped some courses like Speaking.
* Smooth coordination went well among all course-sharing teachers, coursecoordinators, and administrative staff.
* Workshops are through digital tools and communication applications that made the communication process easy.
* Some applied linguistics courses like language acquisition and translation courses were given three hours a semester for better comprehension and syllabus coverage.
* Eight levels in the current curriculum are increased to 12.

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

Priorities for Improvement:
* Course curriculum committee needs to modify the learning outcomes of new plan courses when they were taught in lower levels.
* As the trimester courses are going to be implemented, the time-schedules task will be given priority.
* Level-wise, in a broad spectrum, ascending coordination between the course learning outcomes of the courses should be monitored to see the progress that leads the students to step up.
* Self-motivation and self-study strategies need to be developed in the students.

E. Program Activities
1. Student Counseling and Support

Activities Implemented	Brief Description*
Orientation week	The Students' Guidance Unit at the University College of Farasan organized a counseling week for the new college students at the theater. As part of that, starting from Tuesday to Wednesday i.e., 30/8/2022 to 31/8/2022 explained the students about academic guidance. The college welcomed new students to the auditorium to attend various programs conducted during the first week. PowerPoint presentations were explaining all the locations of campus such as the Library, Cafeteria, workshop room, Male lecture halls, Gym, etc., and administrative procedures. The campus tour had been arranged for them to experience the smartness of the classroom. Some information was spread through a show of textbooks, handbooks, and the distribution of pamphlets. They would be given an outline of knowledge about the nature of courses, requirements, authentic learning material, supporting references, and the functioning of the academic guidance unit.

Academic Guidance and Counseling Unit	The time-tables of each teaching staff are provided with 2 academic guidance hours per week to conduct meetings or discuss the issues that arise in their study. Each faculty will be allotted 15-20 students to guide and counsel them in case of need. The general guidance includes the provision of information they need about registration, course selection, deletion, etc. Also, the problems that arise during the study are going to be clarified by checking them with the administration department. Notwithstanding that, the issues like attendance, irregularity, reasons for the course difficulty, transfer to other colleges, etc. will be sorted out during academic guidance. Further, the faculty listen and discuss individual issues such as psychological and social problems that fall under academic jurisdiction. Given discipline, the students are well informed to go on par with the college regulations. Moreover, the students are encouraged to maintain cleanliness in the college premises.
	 The head of the Academic Guidance Unit, Ms.Afaf Arishi conducted a meeting with the students on 19/1/2022.
	 The agenda of the meeting was here as follows:
	     1. The process to register for the courses.
	     2. How to deal with pressure during the study?
	     3. How to benefit from the sources of the university?
	     4. The ways to overcome the challenges in studying.
	     5. Identify the academic procedures such as internal transfer and inter-college transfers etc.
	 The students were provided with the academic advisors' contact number and email ID to be in touch in any case.

English Language Exams (IELTS, STEP, TOEFL)	The Graduates unit of the Farasan Department of English organized a training program to familiarize the students with the ETS (English testing services) for the English language exams with the objective of a master's program abroad. This training program was conducted on Sunday, 3rd of the Shahan month, 1443 in the University College of Farasan auditorium. This training was organized under the leadership of The Head of the Alumni Unit, Ms. Afaf Arishi in the English Department. This unit conducted a workshop with tips and specific guidance to score the maximum band. A special session was dedicated to speaking skills to explain the distribution of scores and note-taking skills for the given cue card questions. Writing assignments worksheets are distributed after incorporating the related vocabulary for the graphic illustrations. Listening ability got improved among students with the repeated listening strategies and by making them recognize the listening markers.
National Day Celebration	Saudi National day remembers the unification of the various tribes, sultanates, and minor kingdoms across a large area stretching from the Red Sea to the Persian Gulf. We celebrated September 23, 2021, as the 91st National Day of Saudi Arabia, with safe and healthy conditions, under the kind governance of our king **Salman** bin Abdulaziz Al Saud. As the prevailing situation of Covid-19, the arrangements are done with utmost care in the college auditorium. The Dean, Vice Deans, and HODs delivered messages about the national day as part of the celebration. Level-8 students took a major role in organizing the cultural activities on the dais. As security and tranquillity spread all over the country, the national day is a proud moment for all the Saudis and residents. Hoping we celebrate the forthcoming National Days with more happiness and without fear of Corona in the future. Celebration date: 20/ 2 / 1443 (27 / 9 /2021)
Research activities	I. Workshop name: How to write a Scientific Research Presenter: Ms. Afaf Arishi This workshop activity was organized on 26/8/1443, the Tuesday, at .10:00 a.m. in the college auditorium. The important objectives are as follows: 1. To conceptualize the idea of research design 2. To explore how to write scientific research The presentation focused on explaining the steps of a research methodology. The workshop discerned writing from Research writing and explained how writing can be improved. Further, the role of research in the university, and the skills needed to improve to conduct research are conspicuously described using a well-designed PowerPoint presentation. It is going to benefit the students and other attendees to initiate their research in different fields of English language and literature.

	II. Workshop name: MLA style citation versus APA style citation Presenters: Dr. Vandana Sharma and Dr. Sara Almalky (The Vice Dean) This workshop activity was organized on 3/11/2021, Wednesday, at .10:00 a.m. in the college auditorium. This workshop is mainly about who has to follow which style of citation. **WHO SHOULD USE APA?** • APA Style describes rules for the preparation of manuscripts for writers and students in: • Social Sciences, such as Psychology, Linguistics, Sociology, Economics, and Criminology • Business • Nursing **WHO SHOULD USE MLA?** • MLA Style is typically reserved for writers and students preparing manuscripts in various humanities disciplines such as: • English Studies - Language and Literature • Foreign Languages and Literatures • Literary Criticism • Comparative Literature • Cultural Studies

	Activity Title	*Details of the activity*
Other activities	A day of entertainment to honor the outstanding students and participate in activities	Student Activity Committee Date: On Wednesday, 27 / 8 / 1443
	Sports Competition	Presenter: Ms. Fatima Sharaf and Ms. Rawan Assili Date: on Thursday, 22/3/1443
	The Holy Quran Kareem and the Biography of the Prophet Competition	Presenter: Student Activity Committee Date: Sunday 7/26/1443
	How to choose the research problem and the methodology of writing scientific research	Presenter: Dr. Amira Refaat / Dr. Santi Mutiboina Date: Sunday, 9/19/2021 AD - from 11:00 am to 12:00 pm.
Research workshop	How to write a scientific research paper	Presenter: Ms. Afaf Arishi Date: Tuesday, 26/8/1443
Students' Unit Workshop	The title of the workshop: The way to the Job market Day: Thursday Date: 29/8/1443 This workshop has been headed by Ms.Afaf Arishi explaining the importance of jobs for females and the competition around the Kingdom of Saudi Arabia. The main objectives discussed are as follows: 1. Importance of job 2. Competition in the field 3. Requirement of English Communication skills 4. The ways to achieve the goal 5. How to step out of obstacles that came across	

CLO –PLO training	**Topic**: **A hands-on experience with the CLO -PLO Excel Sheet** Presenter: Ms.Aliya Sultana On 28/03/2022 (Sunday) from 12:00-1:00 PM, this training was for the faculty. The objective of the workshop: To make users more independent and better at using the CLO-PLO excel sheet The points covered are as follows: 1) All the tabs on the excel 2) Adding names after importing the data of students from Edugate 3) Mapping of PLOs from the Blueprint or Course Specification 4) Adding details of the Direct Assessment Tools 5) Mapping the mark allotment on various sheets (Tool 1, 2, and 16), etc., according to the marks allotted on Blueprint 6) Steps for entering the data on the CES SURVEY (from Edugate) CLO SURVEY (google forms) 7 Review of the Assessment Summary
English Club Activities	These are the most noticeable achievements of the English Club for the academic year 2021-2022 at Jazan UNIVERSITY. 1- Using technology in acquiring the English language 2- Writing debate 3- Animated 4- Workshop on writing university email 5- English speaking café 6- Memorable quote competition 7- My inspirational story 8- Celebrating the National Day and Translational Day 9- Participation in the winter festival, fair in English book, acting chorus, etc.
Infographic presentation	<u>Infographic English Literature Competition</u> Organizer: Ms.Ameera Dafallah Kabashi The competition program was implemented in the college where the students' oral presentations were examined and ranked. Later, the selective students' presentations were sent to participate in the university-level competition.
Research competition in English	<u>University-Level Research Competition</u> It's been conducted on the campus of Farasan University College on 29/03/2021, Monday, at 8.00 p.m. All the parallel colleges of the University students participated with enthusiasm to present their research results. The objectives of the presentation are as follows: 1. Brief summary of what was implemented by students in English research. 2. Literary competitions contribute to encouraging students to continue in the process of research and pursuit of knowledge and perception, and to gain more important information. Student Activities Unit at Farasan University College on Tuesday 26/3/1443 AH 3. There were interesting presentations, questions, and answer sessions, and prizes were announced to benefit the participants. The Judges' team was supervised by Dr.Cheeli Bhagya in marking,

	collecting the data, and announcing the names of the winners.

* Including action time, number of participants, results, and any other statistics.
** including performance evaluation on these activities

2. Professional Development Activities for Faculty and Other Staff

(i). List of Blackboard activities uploaded for faculty members in the year 2021-2022

Activities Implemented	Date
Creating question pools, grade centers, export, etc.	On 11th October 2021
E-Just training for the Faculty by Ms.Ameera and Ms.Poonam	On 23/1/2022
E-learning and its role in the education process & learning	On October 22, 2021
Workshop on the Culture of the English Language by Dr.Elgoot Salim	On 22/11/2022
Conducting Zoom sessions effectively	On 16th November 2021
Symposium on Citizenship Values and Behavioral Deviations among Female Students by Dr.Aisha Zekri and team	On Monday, 18/8/1443
Charitable Forum-Knights of goodness by Students Unit	On Tuesday, 19/8/1443
A course on time management and how to organize it for a university student by the Dean Dr.Afaf Babair	On Sunday, 3/8/1443 at the college training hall
The Poetry Evening by the Poet, Ibrahim Muftah	On 24t 202/4/1443 at Cultural Centre
An open meeting with a University Official, Dr.Hanan Basli	On 29/6/1443 at the theatre from 10: 00 a.m.
International Day for the Elimination of Violence against Women	On Sunday, 08/05/1443 AH 12/12/2022 AD by the external guest: Dr. Sarah Al-Sayed Yousry Ahmed Al-Rifai

(ii)   In-house professional activities (2021-22):

Activities Implemented	Brief Description*
Orientation of New Teaching Staff	∗ A clear orientation and road map with the department manual were provided to the newly appointed faculty members. ∗ Orientation meeting was conducted by campus coordinators. ∗ Senior staff were assigned the responsibility of guiding new staff during the beginning of the term. ∗ New faculty were welcomed to attend lectures of senior faculty members on mutual consent to gain experience and techniques of classroom management. ∗ Mentors were allotted to each new teacher to lead them in academic dealing

Professional Development for Teaching Staff	* Quality Assurance Unit in the College of Arts and Humanities organized many workshops regarding faculty professional development. * DAD (Deanship of Academic Development) organized several training programs for the staff members to enhance their teaching skills and proficiency. * Curricula, Examinations, and Quality Committees of the English Department held many meetings with the teaching staff to develop their teaching strategies and assessment methods and provided guidelines for preparingquestion papers for final exams. * On the other hand, faculty were working on their research andpresented the results at conferences. * In-House seminars were conducted by faculty members to share knowledge and experiences. * Staff members were also availing opportunities of online training on Saudi Digital Library, Oxford University Press webinar online workshops, and seminars shared by the female section, Jazan. https://elt.oup.com/feature/global/webinars/?cc=sa&selLanguage=en * https://bc.jazanu.edu.sa/bc/ * The Training Unit at the University College of Farasan has organized several activities to educate the facultymember in various aspects other than teaching, in cooperation with the college committees and units.

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

* Professional development workshops, seminars, and webinars keep the faculty members up to date.
* Helpful in brushing up the skills using new technology for teaching.

(iii)   List of attended Deanship workshops 2021-2022

Sl. No.	Title of the Workshop	Duration	No. of faculty attended
1	Techniques of organizing material and preparing for Accreditation Interviews	2 hours	5
2.	Process of Curriculum & Academic Plan Development	3 hours	6
3.	Workshops for mock interviews	3 hours	9
4.	Learning Outcomes Assessment Plan (Academic Prog.)	3 hours	12
5.	Standard-wise mock interviews	12 hours	12
6.	Measuring Key performance indicators	3 hours	7
7.	Building an internal quality system for academic program	2 hours	9
8.	Study of the program self-study report	3 hours	10
9.	Academic accreditation requirements	3 hours	11
10.	Program KPI Measurement	3 hours	12
11.	Our children and the digital world by the psychiatrist Dr.Zkaria Al Senussi	2 hours	12
12.	Center (Day Care) for children with autism, delayed speech,	2 hours	12

	and people with special needs 13/7/2022		

* including action time, number of participants, results, and any other statistics.
** including performance evaluation on these activities

3. Research and Innovation

Activities Implemented	Brief Description*
Dr. Bhagya Prabhashini C	Title: A Study on Classroom Discourse in Enhancing Metacognition to Develop Writing Skills in Saudi EFL Students Date of publication: September 2021, Volume 12, Number 3 Place of publication: Arabic World English Journal Pp. 450 -463 ISSN 2550-1542 Saudi Arabia
Dr. Vandana Sharma (Assistant Professor English Literature)	Title: Motivational Role of Teaching English Literature in Language Learning Date of publication: 28-May-2021 Place of publication: International Journal of English, Literature and Social Science (IJELS) ISSN: (ISSN: 2456-7620)
Comment on Research**	
∗ Faculty should involve in research-oriented programs to inculcate themselves in writing research papers. ∗ It is necessary to allocate research hours to the faculty schedules. ∗ Lecturers and teaching assistants who are interested in the research were engaged in works other than teaching, resulting in no scope for research. ∗ The faculty need to focus on ISI publication of research papers.	

* including action time, number of participants, results, and any other statistics.
  ** including performance evaluation on these activities

4. Community Partnership

Activities Implemented	Brief Description*
A recreational trip to Jizan bowling center	On Monday, 7/20/1443, the University College of Farasan was carried out by the college community unit.
The College Bazaar-A Charity Program	The Student Activities Unit at the University College, Farasan, was carried out under the patronage of the Dean of the College, The charity was hosted by the college students on Tuesday, 28/7 / 1443.
A tour to the monuments of Farasan	Al-Qassar village tour by the community unit on Wednesday, 22/2/1443.
Comment on Community Partnership **	
∗ The members of the Department of English participated in a Community Service Program organized by the coordinator Dr. Eman Efyfy. ∗ The community service allowed reaching out to the local communityand understanding them closely. ∗ The interaction between the college departments with local people increased the scope of communication in English. ∗ The community workshops should be limited to the useful topics of the community.	

* including action time, number of participants, results, and any other statistics.
** including performance evaluation on these activities

5. Analysis of Program Activities
(Including strengths, Areas for Improvement, and priorities for improvement)

Strengths:

* Some of the teachers had explored beyond teaching and helping students to acknowledge the power of their intelligence to perform better in their studies.

* Activates outside the classrooms and strengthened teacher-student relationships.

* The topics of workshops and seminars are the most recent and are in demand of hour.

* Research work done by faculty members was published in international journals.

* Community service done by some members of the department was quite satisfactory.

* Academic guidance given by the teachers made the students disciplined and helped them to develop an interest in their studies.

Areas for Improvement:

* Department should provide support in organizing events and workshops and encourage the faculty who are active in it.

* Rising the number of research papers or projects and innovation can be done.

* A need-based analysis can be done to select topics for activities for students and faculty.

* Longer duration workshops should be planned or workshops can be conductedexplicitly for audience satisfaction.

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

Priorities for Improvement:

* Allotment of all kinds of assistance for activities from the Department of English.

* Classroom action research will be given more importance.

* More professional development programs, to cater to the required skills neededfor the upliftment of the current program with quality tasks.

Relativization:

Alignment of PLOs to the adopted goals

Considering the improvement and quality procedures, the department planned some workshops in collaboration with the department & college committees. Program

learning outcomes are evaluated on a regular basis to estimate how far the efforts of the staff and the students are reaching the goals of the program at the college level and to achieve the desired goal of the Ministry of Education at the national level in enhancing the English language among the Saudi community through Jazan university's mission. By these directives, an action plan was prepared for the activities of quality education, research, community and conducted.

There are some activities like training and workshops were conducted for the staff and students on regular basis to achieve the adopted goals. One such activity that strives for English language enhancement is the English Language Club, which is established by Jazan University at Farasan University College. The college English club organizes semester-wise activities for the students and inspires the audience with students' participation. After the pandemic, the conditions allowed the program to cheer up to start in-campus activities. All the students are encouraged to participate in student competitions i.e., Infographic competitions, student research competitions, and online workshops. To enhance students' research on 'How to write a scientific paper', a workshop was conducted for the students to inculcate the importance of the value of originality in research. This workshop aimed to make students aware of the fundamental ethics of research. Further, the graduate affairs committee organized a training program to coach the final year students in the IELTS/TOEFL examinations to improve the opportunities to study abroad, so that they can serve the country when they are back. In addition, one of the essential encouragements from the department is motivating Saudi Teaching Assistants to study abroad by providing scholarships through university funding. Another is, there is a provision for the students, they are going to be allowed to choose their interesting area from elective subjects from the new plan. Therefore, it opens career paths with a preferred specialization in the field of English. The department uses several surveys for transparency where the quality of the courses, services, etc. are measured. The surveys questions were unified and based on teaching, learning, services, etc., and are administered on campus.

Alignment in view of research

Enhancing the scientific research skills of the faculty through their publications in high-index journals is the basic ground of research recognition in the institution. Nevertheless, the program also encourages the participation of faculty members in

conferences and scientific meetings at national and international levels. The department also attempts to create an impressive environment to attract faculty and researchers by equipping Excellency awards and promotions to the distinguished members of the faculty. Moreover, to further the knowledge of research into students using some activities were organized on campus. One such workshop was MLA and APA styles in research writing. It trained the attendees on how to use references while writing research papers.

Alignment in view of Community Service

Community participation is one of the major objectives of the department through workshops and need-based training. The college owns a 'community cell' which includes members from all the departments. After COVID-19 disruption, we are back to regular activities in the college, the community programs went well through training sessions in online and offline modes, i.e., through zoom or Google Meet, etc., and in the college training hall and auditorium. Alongside the presenters, it is important to appreciate the impeccable participation of the community. Since the participants are Arabic speakers, the department is wary about a translator in every workshop/training while it is being provided to the community, as a result, the message reaches the community quickly and the aim behind the workshops will be fulfilled.

After the implementation of all the activities of the action plan, they are assessed using feedback forms, questionnaires, or in-person after the activity. Provided the feedback, KPI values are calculated. Later, after writing the self-study report, the future activities of the program are going to be strengthened with an improvement plan where the contents improvement plan are going to be incorporated in the action plan of the forthcoming academic year.

Alignment in view of quality

In view of accreditation interviews, numerous quality-related workshops, training, seminars, and mock interviews are conducted on the campus at the college level, department level, and university levels. WhatsApp groups for all the standards, members, graduate students, and alumni students were created and basic training was given to them. Vice Dean of Quality, Dr.Sara Almalky took charge to train the faculty for the interviews. Vice Dean of

Quality and the Quality Coordinator clarified the questions of the team through Q and A sessions by reviewing the SSRP in the college.

F. Program Evaluation
1. Evaluation of Course

Course Code	Course Title	Student Evaluation (Yes-No)	Other Evaluations (specify)	Developmental Recommendations
LEVEL 3				
212 ENG	Reading 1	YES	CLOs Survey	—
214 ENG	Grammar 1	YES	CLOs Survey	—
215 ENG	Vocabulary	YES	CLOs Survey	Language laboratory with well-equipped audio-visual facilities
LEVEL 4				
221 ENG	Listening & Speaking 2	YES	CLOs Survey	—
222 ENG	Reading 2	YES	CLOs Survey	There should be a sufficient amount of time for students to practice unseen passages.
223 ENG	Writing 2	YES	CLOs Survey	Students need to practice writing skills and develop related vocabulary
224 ENG	Grammar 2	YES	CLOs Survey	There should be a sufficient amount of time to improve students' knowledge, basically in terms of tenses.
235 ENG	Introduction to Literary Arts	YES	CLOs Survey	—
LEVEL 5				
313 ENG	Translation 1	YES	CLOs Survey	—
314 ENG	Academic Writing	YES	CLOs Survey	—
315 ENG	Speaking	YES	CLOs Survey	Speaking courses should be taught face to face to enhance communication.
316 ENG	Language Acquisition	YES	CLOs Survey	—
337 ENG	Poetry	YES	CLOs Survey	—
351 ENG	English Phonetics	YES	CLOs Survey	—
352 ENG	Introduction to Linguistics	YES	CLOs Survey	—
Level 6				
324 ENG	Discourse & Context Analysis	YES	CLOs Survey	—
331 ENG	Shakespeare	YES	CLOs Survey	—

332 ENG	Short Story	YES	CLOs Survey	—
336 ENG	Literary Criticism	YES	CLOs Survey	—
353 ENG	Morphology & Syntax	YES	CLOs Survey	—
355 ENG	Applied Linguistics	YES	CLOs Survey	—
Level 7				
415 ENG	Translation 2	YES	CLOs Survey	—
416 ENG	TOEFL	YES	CLOs Survey	—
433 ENG	Prose and Stylistics	YES	CLOs Survey	—
434 ENG	Drama	YES	CLOs Survey	—
461 ENG	Phonology	YES	CLOs Survey	—
462 ENG	Sociolinguistics	YES	CLOs Survey	—
Level 8				
421 ENG	CALL	YES	CLOs Survey	—
422 ENG	Culture Dialogue	YES	CLOs Survey	—
426 ENG	Research Project	YES	CLOs Survey	—
443 ENG	Modern Novel	YES	CLOs Survey	—
444 ENG	Victorian Literature	YES	CLOs Survey	—
455 ENG	Seminar on Applied Linguistics	YES	CLOs Survey	—
New Plan: *Level 1*				
111 ENG	Listening & Speaking 1	YES	CLOs Survey	—
121 ENG	Writing 1	YES	CLOs Survey	—
131 ENG	Grammar 1	YES	CLOs Survey	—
141 ENG	Reading 1	YES	CLOs Survey	The students need to do the extensive reading; hence this course needs more than two hours of classes.
Level 2				
112 ENG	Listening & Speaking 2	YES	CLOs Survey	—
122 ENG	Writing 2	YES	CLOs Survey	—
132 ENG	Grammar 2	YES	CLOs Survey	—
142 ENG	Reading 2	YES	CLOs Survey	The students need to do the extensive reading; hence this course needs more than two hours of classes.
Level 3				
233ENG	Grammar 3	YES	CLOs Survey	—

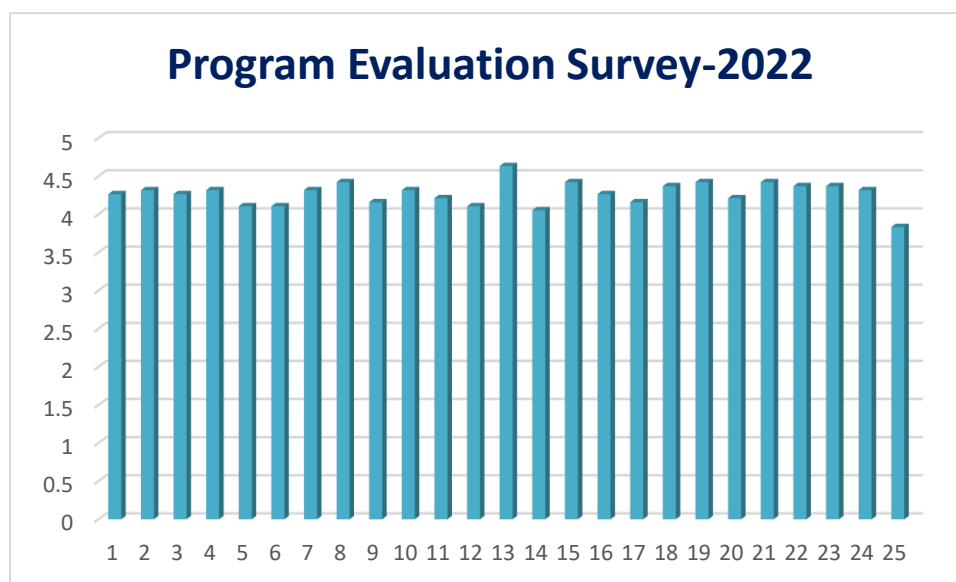|				
243ENG	Reading 3	YES	CLOs Survey	The students needto do the extensive reading; hence this course needs more than two hours of classes.
253ENG	Introduction to linguistics	YES	CLOs Survey	—
273ENG	Listening & Speaking 3	YES	CLOs Survey	—
283ENG	Writing 3	YES	CLOs Survey	—
Level 4				
234ENG	Introduction to Literature	YES	CLOs Survey	—
244ENG	Phonetics	YES	CLOs Survey	—
274ENG	Reading 4	YES	CLOs Survey	The students needto do the extensive reading; hence this course needs more than two hours of classes.
284ENG	Translation 1	YES	CLOs Survey	—
Level 5				
325ENG	Phonology	YES	CLOs Survey	
335ENG	Translation 2	YES	CLOs Survey	
345ENG	Academic Writing	YES	CLOs Survey	
375ENG	Short Story	YES	CLOs Survey	
385ENG	Sociolinguistics	YES	CLOs Survey	
Level 6				
326ENG	Literary Criticism	YES	CLOs Survey	
346ENG	18th Century Novel	YES	CLOs Survey	
356ENG	Introduction to Applied Linguistics	YES	CLOs Survey	
376ENG	Morphology and Syntax	YES	CLOs Survey	
386ENG	CALL	YES	CLOs Survey	

2. Student Evaluation of Program Quality
Program Evaluation Survey:

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

Evaluation method:	Semester-1 Date: 09/11/2021 to 05/12/2021	Number of students: 08
Online survey	Semester-2 Date: 06/04/2022 to 17/04/2022	Number of students: 11 **Total: 19**

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

Graph.4 *Program Evaluation Survey*

	Program Response
Strengths: ∗ Adequate facilities were available for religious observances. ∗ Adequate academic and career counseling was available for me throughout the program. ∗ The instructors were available for consultation and advice when I needed to speak with them. ∗ The instructors in the program inspired me to do my best. ∗ The instructors in the program gave me helpful feedback on my work. ∗ The instructors cared about the progress of their students. ∗ Study materials in courses were up to date and useful. ∗ Student computing facilities were	∗ There are facilities for religious activities and the college takes care of them. ∗ The program works effectively through academic guidance. Each faculty member organizes meetings with students. In addition to the deletion and addition activities carried out by faculty members, they support the students through academic guidance to improve their academic level. ∗ All faculty members are keen to assist their groups of students and encourage them in every academic aspect. ∗ All faculty members had the competence and ability to provide scientific materials to enrich their teaching. ∗ The program was in cooperation with the Graduate Unit in the department, provided

	necessary advice to students, also the department communicated with them to achieve progress to get an appropriate job.
sufficient for my needs. ∗ What I have learned in this program will be valuable for my future. ∗ The program has improved my ability to work effectively in groups. ∗ The program has improved my skills in communication. ∗ I have developed the knowledge and skills required for my chosen career.	∗ The faculty certainly take care of the students' attendance and their performance in exams. ∗ The program and faculty members are concerned about their students by helping them improve their abilities to solve problems, work in teams and develop their skills in using technology. Consequently, it contributes to the development of their scientific and practical skills.
Areas for Improvement: ∗ Overall, I am pleased with the performance of the administrative staff.	∗ The steps have to be taken to complete the administrative tasks in time. ∗ Steps to involve the Head of the Department and Vice Dean of Academic Affairs and Vice Dean of Quality Research to solve the delay.
Suggestions for improvement: ∗ Working on increasing the performance of administrative works.	∗ In general, the department is keen to provide good services for its students.

Attach report on the student's evaluation of program quality

3. Other Evaluations
(e.g., Evaluations by independent reviewer, program advisory committee, and stakeholders (e.g., faculty members, alumni, and employers)
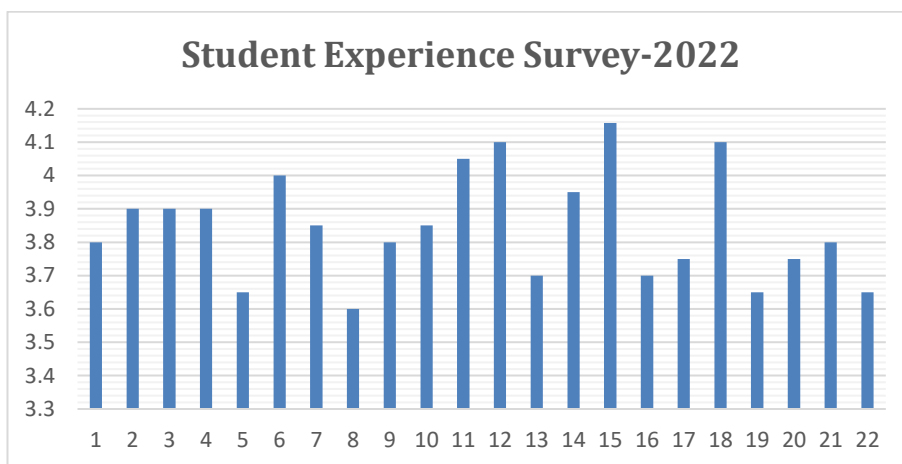
(i)   Students Experience Survey:

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

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

Evaluation method:	Date: 17/11/2021	Number of students: 17
Online survey:	Date: 18/04/2022	Number of students: 04 **Total:21**

Student Experience Survey-2022

Graph.5 *University experience survey*

Summary of Evaluator Review	Program Response
Strengths: The students' responses data is between 3.6 to 4.2 points witnessing their satisfaction with the university experience. * Student computing facilities are sufficient for my needs * Adequate Facilities are available at this institution for religious observances. * Most of the faculty with whom I work at this institution are genuinely interested in my progress. * As a result of my studies my ability to investigate and solve new and unusual problems is increasing. * The knowledge and skills I am learning will be valuable for my future career. .	* The department is providing English labs for the students to teach practical courses. The students can improve their computing skills by using the computers in English labs. * The students were provided with a peaceful prayer hall to perform religious practices. * The faculty works at their best by giving good advice to the students' problems. Also, they provide a few necessary techniques fortheir academic development. * The students are keen to understand and research the things explained by the faculty. Because the department is always in cooperation with its Academic Guidance Unit in guiding the new students and clarifying all issues and answering all questions that a student enquires. Each student is provided with an academic advisor who is keen to provide the necessary advice and support.
Points for Improvements: * Classrooms (including lecture rooms, laboratories, etc.) are attractive and comfortable. * I am satisfied with the quality and extent of materials available for me in the library	* In reality the lecture rooms and labs are attractive and comfortable. * The library provides books but the material is not that suitable for the English students to practice on. * The faculty in this institution is fair in the treatment of students. Anyhow, the

* Faculty at this institution are fair in their treatment of students * I am learning to work effectively in group activities * I am satisfied with the other services (restaurants, transport, sports facilities, etc.)	academic * Course specifications are showing that group work is mandatory for some courses. The faculty should start working in groups where there is scope for group work to encourage their enthusiasm. E.g., Project work, classroom tasks, etc.
Suggestions for improvement: * As the library is small and doesn't have sufficient reference books for the students, the students should be encouraged to use the Saudi Digital Library.	* With the great digital transformation, readers are no longer dependent on college libraries, as the students get access to the Saudi digital library for an enormous number of references that can contribute to their academic and research development.

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

(ii)   Employers' survey:

An employer's survey is one of the most essential surveys as it is similar to a self-study of institutional procedures and results. Employer survey for the year 2021-22 has been conducted as given below.

Evaluation method: Online survey	Date:07/04/2022 to 03/06/2022	Number of Participants:7

Graph.6 *Graduate proficiency survey by the employers*

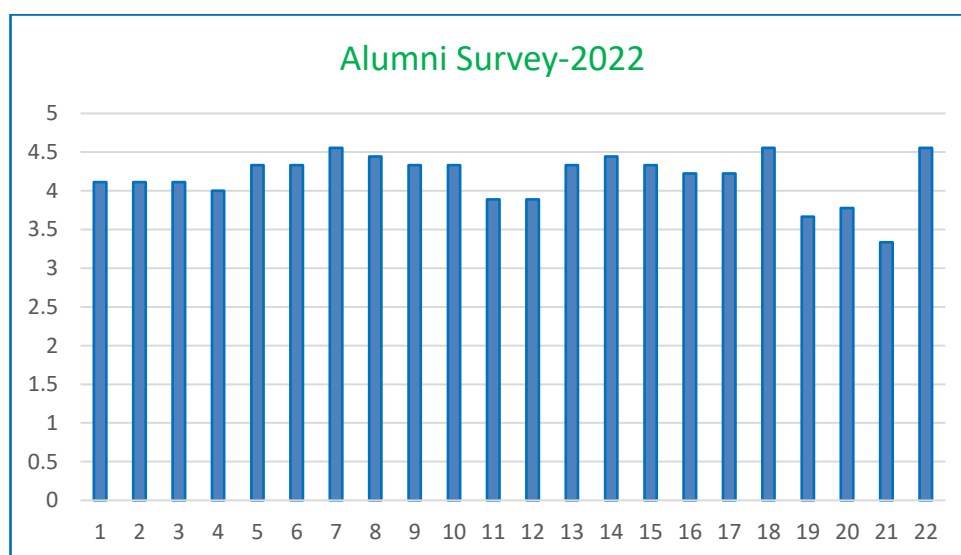| Summary of Evaluator Review	Program Response
Strengths: * Graduates can adapt to modern technology * Students' services and university resources are consistent with the university's mission	* Graduates are good at using technology so they can use those abilities for educational tasks. e.g., Project work of CALL course is evidence of this. * They agreed that the resources provided by the institution are well enough to enhance

* I am satisfied with the performance of JU graduates and will employ graduates from this institution again.	their performance levels.
Points for Improvement: * Graduate can prepare reports in the field of work * The institution takes the graduates' feedback regarding university plans	* The ability to produce original writing is the main criterion for the first two points, hence, the SafeAssign software should be prioritized in the evaluation. * The program should take proper measures to develop graduate abilities to compete in professional and/or national exams.
Suggestions for Improvement: * The institution takes the graduates feedback regarding university plans * Graduate accepts the duty for overtimes	* The program should conduct semi-structured interviews with the graduated students and implement the possible feedback. Further, inculcate them to do hard work to compete in the job market.

iii. Alumni Survey:

An Alumni survey has been taken once a semester to see the previous students' thoughts and ideas about the English program development of the department.

Evaluation method: Online survey	Date: from 21/11/2021	Number of students: 07
	Date: to 05/04/2022	Number of students: 02 **Total=09**

The following is the graphical representation of the faculty satisfaction survey for the year 2022.
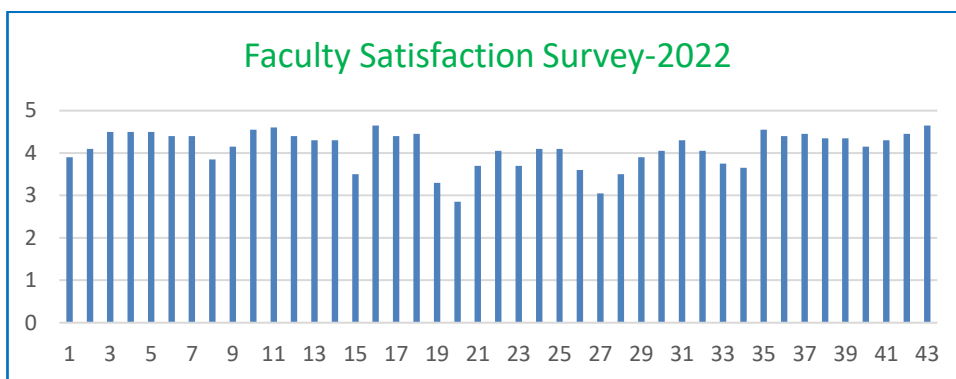

Graph.7 *Alumni survey*

Summary of Evaluator Review	Program Response
Strengths: ∗ The program emphasized the importance of continuous long-life learning. ∗ The program has helped me in developing the knowledge and skills necessary for my profession. ∗ Guidance were available for me (if needed) ∗ Classrooms were fit for learning ∗ In general, what is your overall evaluation for the program	∗ The importance of continuous lifelong learning importance is explained to the students during CALL class teaching and the other examples are e-learning and distance education, so they are continuing their education somewhere. ∗ The students got expertized in LSRW and other sub-skills. ∗ The students got guidance from the teaching faculty and academic advisor. ∗ Classrooms are well-quipped for learning. ∗ The alumni are satisfied with the program.
Points for Improvement: ∗ Complaining students are not subject to punishment or injustice or discrimination against them because of their grievance ∗ Evaluation of the student by the staff members is fairly done ∗ Appropriate restaurants were available	∗ There is a grievance cell under the Head of the Department to see the students they come up with issues. ∗ The alumni are not satisfied with the evaluation process done by the faculty. ∗ The restaurant was with minimum items in the beginning.
Suggestions for Improvement: ∗ Facilities for special needs students were available ∗ Available health services were meeting my needs	∗ There are special needs facilities now like wheelchair and special needs committee. ∗ Now there is a clinic in the college which run under the Head of the Department of Nursing.

iv. Faculty Satisfaction Survey:

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

Evaluation method: Online	Date: 16/11/2021	Number of Participants:12
Evaluation method: Online	Date: 15/05/2022	Number of Participants:08 **Total=20**

Here is the graphic representation of the responses received:

Graph.8 *satisfaction survey done by e faculty*

Summary of Evaluator Review	Program Response
Strengths: * Overall, I am pleased with the performance of the department administration. * Overall, I am pleased with the performance of college and university administrative staff. * Classrooms are equipped with teaching aids such as smart boards and projectors. * I am satisfied with the useful information and services provided by the university website. * Overall, I am satisfied with my job.	* The performance of the department administration is good at providing information and in resolving their issues. * The performance of the university administration is perfect and in time in providing information and in resolving their issues. * Each classroom is provided with Projector and there are English labs for practical courses. * The university provides information about the students' services which is very useful to them. * As all the services to the staff are good, the faculty evaluated that they are satisfied with the job provided by the university.
Points for Improvement: * Students understand English well enough to follow my lectures and to write papers. * Physical resources for research are sufficient. * Students are well prepared for my courses in terms of pre-requisite subject knowledge.	* The standard of students is low hence the faculty said that they don't do well in comprehending the English language. * The library in the college not big enough to provide research resources. As there is availability of online library, there are no physical resources for the department. * Some students are not preparing well for the exams as they lack the linguistic knowledge required to complete the course.
Suggestions for improvement: * The library gives students enough access to textbooks and other references.	* There is availability of Saudi digital library but access is not enough for research.

		* The references provided by the digital library are not enough for language research
* Digital libraries are available and useful for research and teaching purposes.		

4. Key Performance Indicators (KPIs)

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

KPI No.	KPI	KPI Results						
		Actual Benchmark			Target Benchmark	Internal Benchmark	External Benchmark	New Target Benchmark
		2020	2021	2022				
KPI-P-1	Percentage of achieved indicators of the program operational plan objectives	M: F: Average: 56%	M: F: Average: 50%	M: F: Average: 56%	58%	56.5%	78.05%	58%
KPI-1 target value is higher than the achieved value. It is evident that efforts are needed to make the mission clear.								
KPI-P-2	Students' Evaluation of quality of learning experience in the program.	M: N.A F: 3.3 Average:	M: N.A F: 4 Average:	M: N.A F: 4.36 Average:	3.4	3.32	3.7	4.5
The target value of KPI-2 is 3.4 whereas the actual value is 4.36, hence KPI-2 is also achieved.✓								
KPI-P-3	Students' evaluation of the quality of the courses.	M: N.A F:3.4 Average:	M: N.A F:4.13 Average:	M: N.A F:4.43 Average	3.6	3.44	3.6	4.45
The actual value of KPI-3 is 4.43 which is higher than the target value, i.e., 3.6, hence KPI-3 is achieved. ✓								
KPI-P-4	Completion rate	M: 0 F: 25% Average:	M: 0 F:10% Average:	M: 0 F:10.52% Average	40%	37.9%	17%	45%
The completion rate is lower than the target and internal benchmarks show the need to put more effort to achieve KPI-4.								
KPI-P-5	First-year students' retention rate	M: N.A F: 37% Average:	M: N.A F: 50% Average:	M: N.A F: 58.8% Average:	55%	55.32%	73%	65%
The retention rate of the first-year students is 58.8 % which is higher than the target 55%, hence it is achieved. ✓								
KPI-P-6	Students' performance in the professional and/or national examinations	M: F: Average: DNA	M: F: Average: DNA	M: F: Average: DNA	DNA	DNA	Teachers: Mean:32.9 Pass: 9% *High Ed: Mean=NA*	DNA
This KPI needs immediate attention as the required data is unavailable.								
KPI-P-7	Graduates' employability and enrolment in postgraduate	M: NA F: NA Average: NA	M: NA F: NA Average: NA	M: NA F: NA Average: NA	35%	DNA	Employed= 39.73% Postgrad= 13.01%	35%

	programs							
This KPI 7 also needs immediate attention as the required data is unavailable.								
KPI-P-8	The average number of students in the class	M: 0 F:13 Average:	M: 0 F: 17 Average:	M: 0 F: 8.5 Average:	30	37	24	27
The average number of students is less than the target as Farasan is meagerly populated								
KPI-P-9	Employers' evaluation of the program graduates" proficiency	M: F: 3.1 Average:	M: F:4 Average:	M: F:4.71 Average:	3.2	3.19	4	4.8
KPI-9 has been achieved as it crossed the target value. ✓								
KPI-P-10	Students' satisfaction with the offered services	M: --- F: 3.2 Average:	M: --- F: 3.83 Average:	M: --- F: 4.71 Average:	3.3	3.13	3.3	3.5
KPI value of students' satisfaction about the services provided, overtook the target value, hence it is achieved. ✓								
KPI-P-11	The ratio of students to teaching staff	M: F: 6:1 Average:	M: F: 7:1 Average	M: F: 9. 25 Average	25:1	33:1	20:1	25:1
As mentioned above, the no. of admissions is less, so the ratio couldn't reach the target.								
KPI-P-12	Percentage of teaching staff distribution	Prof.: Assoc. P: Assi P.: 3 Lecturer:4 Instructor:7 TA: 4	Prof.: 0 Assoc.P:0 Assi P.: 3 Lecturer:2 Instructor:6 TA: 8	Prof.: 0 Assoc.P:0 Assi P.: 3 Lecturer:3 Instructors: 4 TA: 2	Prof.: (2%) Assoc. P: (3%) Assi P.: (20%) Lecturer: (30%) Instructor: (25%) TA: 26 (10%)	Prof.: (0.83%) Assoc. P: (1.65%) Assi P.: (24.79%) Lecturer: (42.98%) Instructor: (20.66%) TA: (7.44%)	Prof:1.53% Assoc. P 3.82% Assi P. 29.01% Lecturer 49.62% TA 16.03%	Prof.: (2%) Assoc. P: (3%) Assi P.: (30%) Lecturer: (35%) Instructor: (20%) TA: (10%)
Percentage of staff distribution is without professors and less no. of assistant professors, lecturers and instructors yet with many TAs, among them many are studying abroad.								
KPI-P-13	The proportion of teaching staff leaving the program	M: 7.3% F:14.3% Average:21.6%	M: 0% F:11.11% Average:	M: 0% F: 0% Average:	3%	1.24%	0.06%	3%
The staff leaving the program was directly proportional to the recruitment and study abroad plans of the department.								
KPI-P-14	Percentage of publications of faculty members	M: 0% F: 27 % Average:	M: 0% F: 16.66% Average:	M: 0% F: 16.66% Average:	20%	10.23%	67%	20%
The publications value of the faculty isn't higher than the target, hence this area needs faculty efforts.								
KPI-P-15	Rate of published research per faculty member	M: F: 0.41 Average:	M: F: 0.16 Average:	M: F: 0.16 Average:	.3	.19	1.52	0.4
The rate of published research per faculty is not higher than the target, hence KPI-15 hasn't been achieved.								

KPI-P-16	Citations rate in refereed journals per faculty member	M: 0 F: 0 Average:0	M: 0 F: 0 Average : 0	M: 0 F: 0 Average: 0	DNA	DNA	3.42	DNA
As the required data is not available, it needs immediate attention and an action plan to get the value.								
KPI-P-17	Satisfaction of beneficiaries with the learning resources	M: F:3.3 Average:	M: F:3.5 Average:	M: F:4.15 Average:	3.4	3.3	3.8	3.6
The teaching materials used during teaching brought satisfaction among students, hence KPI-17 is achieved. ✓								

Strategic Plan KPIs								
Code	Indicator	2020	2021	Current value 2022	Target (Last year)	Internal benchmark	External benchmark	New Target (For next year)
KPI-P-18	Occupation time of classrooms and laboratories	54%	50%	57%	57%	59%	-	55%
KPI-P-19	Satisfaction of faculty and staff with support services	4	4	4.45	3.4	3.1	-	3.5
KPI-P-20	Beneficiary satisfaction about IT services	2	4.11	4.45	3.3	3.1	-	3.4
KPI-P-21	Percentage of awareness of rights and duties	5	4.44	4.4	3.9	3.85	-	4
KPI-P-22	Satisfaction of faculty members about professional development.	3.8	4.22	4.15	3.6	3.54	-	3.8
KPI-P-23	Satisfaction of beneficiaries with administrative services.	3	4.22	4.6	3.5	3.29	-	3.8
KPI-P-24	An average number of professional development activities completed by the faculty.	4	5	3.5	3.5	3.5	-	4
KPI-P-25	A total number of volunteer hours performed by university students.	5	10	8.9	40	22	-	30
KPI-P-26	Students dropout rate from the program	12.65	4.29	3.72	3.4%	3.37%	-	4%

1. A SUMMARY AND ANALYSIS OF THE INSTITUTIONAL *KPI* OUTCOMES:

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

KPIs demonstrating good standards:
1. KPI-P-02
2. KPI-P-03
3. KPI-P-05
4. KPI-P-09
5. KPI-P-10
6. KPI-P-17
7. KPI-P-18
8. KPI-P-19
9. KPI-P-20
10. KPI-P-21
11. KPI-P-22
12. KPI-P-23
13. KPI-P-25
14. KPI-P-26

KPIs showing a positive trend:
17. KPI-P-01

KPIs showing a negative trend:
18. KPI-P-24
19. KPI-P-04
20. KPI-P-15
21. KPI-P-08
22. KPI-P-11
23. KPI-P-13
24. KPI-P-14

KPIs needing urgent improvement:
15. KPI-P-06
16. KPI-P-07
17. KPI-P-16
18. KPI-P-01

KPIs showing discerning gap:
26. KPI-P-12

Comments on the Program KPIs and Benchmarks results:

Strengths:

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

* Students' evaluation of the quality of the learning experience in the program.
* Students' evaluation of the quality of the courses
* First-year students retention rate
* Employers' evaluation of the program graduates" proficiency
* Students' satisfaction with the offered services
* Faculty satisfaction with the IT services
* Faculty satisfaction with the support services
* Faculty satisfaction with administrative services
* Satisfaction of beneficiaries with the learning resources
* Students' satisfaction with the library services

Weaknesses:

Weakness: There are a few weaknesses that have to be mended.

Irrespective of the reasons, experienced faculty are leaving the program every year. despite the publication of research papers, the average, and percentage of faculty research declined by this year, whereas, the number of citations too zero. Therefore, a need-based action plan should be designed to encourage citations among the faculty. The university needs to provide some facilities to researchers such as free plagiarism checks, digital library access, recent publications, encouragement to action research, etc.

Areas of Improvement:

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

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

Recommendations:

The feedback from the student surveys should be analyzed and action should be taken to incorporate them into the improvement plans. Precisely, there are some campus-specific default circumstances that have been existing for a long and can't be changed. These should be taken into account instead of the achievement of the values. The target benchmark is not independent and not always the same as other branches. There are some specific reasons such as isolated areas, sparsely populated, availability of interesting branches during graduation admission, etc. that couldn't let the department reach the set criterion of the target value. So, it is recommended to change such criteria as it blurs the actual result.

5. Analysis of Program Evaluation
(Including strengths, Areas for Improvement, and priorities for improvement)

Strengths:

* Team spirit is the great essence of quality work and program implementation.
* Provision of good facilities including both infrastructural and academics is one of the important strengths.
* Alumni students are recruited on the campus after their graduation and some of them were sent to study masters abroad.
* Research participation is one of the assets of the program, so the university started encouraging the faculty to go for Scopus publications.
* Some students are working in different fields such as schools, banks, translation, and administration, etc.
* Perfect administration is one of the assets in running the program in the islandic area.

Areas for Improvement:

* Book reading habits should be encouraged among the student circles by creating reading spaces for them.

∗	The students with minimum knowledge of English can complete the course in minimum time. Conducting an entrance test before the admissions would go well to choose the students with good English knowledge for the department but Farasan islands is sparsely populated area to implement this.
∗	Students' English research projects should be given more priority and encouraged.
∗	Faculty publications should be recognized as the program belongs to humanities.
∗	Published faculty should be encouraged by providing research hours in the time schedules.

Priorities for Improvement:

∗	Recognize the students and faculty research, credentials, and quality works and promotes them to the next levels.
∗	A foundation course for new students with basic requirements is made as a prerequisite to start English courses.

G. Difficulties and Challenges Faced in Program Management

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

*Internal and external difficulties and challenges

H. Program Improvement Plan

No.	Priorities for Improvement	Actions	Action Responsibility	Date Start	Date End	Achievement Indicators	Target Bench mark
1.	Encourage teachers to present in orientation programs	Organizing workshops and seminars.	Head of the Department/ Head of the quality assurance.	2023	2024	Faculty evaluation performance indicator	60%
2.	Encourage research publications	Allot exclusive research hours in the schedules to enhance research skills.	College / Head of the Department	2023	2024	Faculty evaluation performance indicator	60%
3.	Design and implement strategies that aid low achievers.	Preparing an action plan in coordination with the teaching and learning unit and academic advising unit.	Head of the Department / Head of quality assurance.	2023	2024	Individual consultation	60%

4.	Improving teaching materials and making use of appropriate resources using technology	Faculty should update their skills and knowledge with the trend.	Course coordinator, course leaders	2023	2024	Student evaluation and surveys	75%
5.	Availability of resources like reference materials	Provide materials like books, CDs etc. to students.	Head of the Department /Librarian/ College	2023	2024	Key Performance Indicator 17	4.5

I. Report Approving Authority

Council / Committee	
Reference No.	
Date	

J. Attachments:

* [Course reports-2022](#)

* [Program Activities-2022](#)

* [Surveys -2022](#)

* [KPI Report-2022](#)

* [PLOs-2022](#)

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