Program Specification

Program Name: B.A. English
Qualification Level : Undergraduate
Department: Department of English
College: College of Education and Arts, Majmaah
Institution: Majmaah University

Content

A. Program Identification and General Information

1. Program Main Location:

Majmaah University, Main Campus

2. Branches Offering the Program:

Majmaah, Zulfi, Al-ghat, Hota-Sudair, Rumah (Male and female for each)

3. Reasons for Establishing the Program:
(Economic, social, cultural, and technological reasons, and national needs and development, etc.)

1.   *While the previous programme's aim was to prepare and train students to work almost solely as EFL school teachers, this programme intends to prepare them for a wide range of language-related jobs, including but not limited to: Linguists and Applied Linguists, Teachers, Translators, Journalists, Presenters, Diplomats, University Teaching Assistants, Language Counselors and Consultants, etc. This is consistent with the official developmental and educational priorities of the Kingdom of Saudi Arabia (Vision 2030).*

2.   *The need to cater for the aspirations of the new Saudi generation and youth for whom English is the key to the modern world.*

3.   *The necessity of coping with a variety of swift changes in the fields of English, Linguistics, Translation, and Literature that have swept these areas during the past few years.*

4.   *Economic, social and cultural reasons:*

a)   *The program is needed to prepare the Saudi youth to avail job opportunity in various professional fields such as English teachers, translators, coordinators, researchers, reporters, presenters, diplomats, involving all jobs that need English communication.*
b)   *Improvement of Saudi Arabian family income.*
c)   *Raising the social standard of the Saudi family.*
d)   *Raising the cultural standard of Saudi students' parents and relatives.*
e)   *Boosting cultural and scientific collaboration between different nations.*
f)   *Improvement of scientific, cultural and educational awareness among the citizens of the Kingdom of Saudi Arabia.*
g)   *Infusion of technology and the internet in developing language skills and translation skills.*
h)   *Fostering cultural and religious tolerance.*
i)   *Providing competent translators for both public and private sectors.*
j)   *Meeting the job requirements for a few new domains of applied linguistics (Forensic Linguistics, Ecolinguistics, etc.).*

4. Total Credit Hours for Completing the Program: ()

140 hours

5. Learning Hours:()
The length of time that a learner takes to complete learning activities that lead to achievement of program learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times)

215 hours

6. Professional Occupations/Jobs:

The programme prepares students for a wide range of language-related jobs:

Linguists and Applied Linguists, EFL Teachers, Translators, Journalists, Diplomats, Presenters, University Teaching Assistants, Language Counselors and Consultants, etc.

7. Major Tracks/Pathways(if any)**:**

Major track/pathway	Credit hours (For each track)	Professional Occupations/Jobs (For each track)
1. NONE		
2.		
3.		
4.		

8.Intermediate Exit Points/Awarded Degree(if any)**:**

Intermediate exit points/awarded degree	Credit hours
1. NONE	
2.	
3.	

B. Mission, Goals, and Learning Outcomes

1. Program Mission:

Providing an integrated academic and professional training programme in the domains of English Language, Literature, Linguistics, and Translation; alongside a constant endeavour to promote scientific research, community service and inter/cross-cultural communication, world peace and tolerance.

2. Program Goals:

- *Preparing and training competent graduates to cater for the job market needs in the field of English Language and Applied Linguistics, Translation and Literature (including but not limited to: Linguists and Applied Linguists, EFL Teachers, Translators, Journalists, Diplomats, University Teaching Assistants, Language Counselors and Consultants, Language Policy-makers and Planners, etc.*
- *Producing fluent speakers, good writers, thoughtful readers and critical thinkers.*
- *Enriching academic research in the domains of English language and Literature, Descriptive and Applied Linguistics, Translation and Socio-cultural Studies.*
- *Providing community services in terms of general proficiency and ESP English language courses, diplomas, public lectures, social activities, visits and tours, particular consciousness-raising campaigns, etc.*
- *Keeping both students and faculty members abreast of the latest academic and professional developments in the fields of Linguistics, Applied Linguistics, EFL, Literature and Criticism, Translation, etc.*
- *Fostering an academic and social environment in which students can develop good critical and creative skills and become autonomous and life-long learners.*

- *Providing quality education for the students enrolled in the programme.*
- *Recruiting highly experienced qualified and professionally sound faculty members for the sake of imparting quality education in a technology-ridden environment.*

3. Relationship between Program Mission and Goals and the Mission and Goals of the Institution/College.

The program mission and goals are fully compatible with the mission and g oals of the College and the Institution.

4. Graduate Attributes:
- *Independent/Confident*
- *Committed*
- *Curious/inquisitive*
- *Creative/innovative*
- *Motivated*
- *Expert in interpersonal skills/teamwork*
- *Technologically sound*

5.Program learning Outcomes*

Knowledge :

K1	*Outline the main tenets, principles, methods and strategies in the fields of English Language and Literature, Linguistics and Translation.*
K2	*Describe the relationship among linguistic theories and the recent trends in English Language, Literature and Translation.*
K3	*Get acquainted with latest developments in the fields mentioned in (K1), research, learning and teaching strategies.*
K4	*Demonstrate workable knowledge of professional and educational norms and rules, and the way these can be developed and updated.*
K5	*Exhibit (by writing or speaking) basic knowledge of Discourse and Textual Analysis.*

Skills

S1	*Apply the principles and methods of evaluation from different resources in the domains of English language, Linguistics, Literary Criticism and Translation.*
S2	*Use critical thinking skills, problem -solving techniques and strategies in all the fields outlined in (S1).*
S3	*Write reports, response and research papers using knowledge and expertise gained from the courses of the programme.*
S4	*Utilize educational technology in the domain of all the fields outlined in (S1).*
S5	*Acquire good translation skills (from English into Arabic and vice versa)*

Competence

C1	*Act responsibly and judiciously in both professional career and personal interrelationship making use of knowledge and experience gained from programme.*
C2	*Show ability to undertake team and inter-team work and take initiatives to study relevant cases (dependent and interdependent skills).*
C3	*Demonstrate self and career development strategies in the domain of English language, Applied Linguistics, Translation, Literature and Criticism.*

C4	*Comply with academic and professional ethics both individually and collectively.*

* Add a table for each track and exit Point (if any)

C. Curriculum

1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	6	12	8.5%
	Elective			
College Requirements	Required			
	Elective			
Program Requirements	Required	43	128	91.5%
	Elective			
Capstone Course/Project	none			
Field Experience/ Internship				
Others				
Total		49	140	100%

* Add a table for each track (if any)

2. Program Study Plan

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 1	ICENG 001	General English Language			8	Dept.
Level 2	ENGL 111	English Grammar and Writing Sentences 1			3	Department
	ENGL 112	Listening and Speaking 1			3	Department
	ENGL 113	Reading and Building Vocabulary 1			3	Department
	ENGL 114	Writing 1			3	Department
	SALM 101	Introd. to Islamic Culture			2	Institution
Level 3	ENGL 121	Communicative Grammar		ENGL 111	2	Department
	ENGL 122	Practical Phonetics		ENGL 112	3	Department
	ENGL 123	Reading and Building Vocabulary 2		ENGL 113	3	Department
	ENGL 124	CALL			3	Department
	SALM 102	Islam and Society Building			2	Institution
Level 4	ENGL 211	Introduction to Literature			3	Department
	ENGL 212	Listening and Speaking 2		ENGL 112	3	Department
	ENGL 213	Reading and Building Vocabulary 3		ENGL 123	3	Department
	ENGL 214	Writing 2		ENGL 114	3	Department

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
	ENGL 215	Introduction to Linguistics			3	Department
	SALM 103	The Islamic Economic System			2	Institution
Level 5	CS 101	Communication Skills			2	institution
	ENGL 221	Principles of Literary Criticism			3	Department
	ENGL 222	British Novel and Drama		ENGL 211	3	Department
	ENGL 223	Collaborative Writing			2	Department
	ENGL 224	Introduction to Translation		ENGL 214	2	Department
	ENGL 225	Second Language Acquisition			3	Department
Level 6	ENGL 311	American Novel and Drama		ENGL 211	3	Department
	ENGL 312	Phonetics and Phonology		ENGL 122 ENGL 212	3	Department
	ENGL 313	Applied Linguistics		ENGL 215	3	Department
	ENGL 314	Morphology		ENGL 215	3	Department
	ENGL 315	Advanced Translation		ENGL 224	3	Department
	ENGL 316	Language Learning Strategies		ENGL 225	2	Department
Level 7	ENGL 321	Survey of English Poetry		ENGL 211	3	Department
	ENGL 322	History of English Language			2	Department
	ENGL 323	Culture and Society			2	Department
	ENGL 324	Computer-aided Translation (CAT)		ENGL 215	2	Department
	ENGL 325	Sociolinguistics		ENGL 215	3	Department
	NS 101	Numerical Skills			2	Institution
Level 8	ENGL 411	Research Methods			3	Department
	ENGL 412	Semantics and Pragmatics		ENGL 215	3	Department
	ENGL 413	Syntax		ENGL 215	3	Department
	ENGL 414	Discourse Analysis		ENGL 224	3	Department
	ENGL 415	Special Topics in Translation		ENGL 215	2	Department
	ENGL 416	Ecolinguistics				Department
Level 9	ENGL 421	Advanced Literary Criticism		ENGL 221	2	Department
	ENGL 422	Historical and Comparative Linguistics		ENGL 215	3	Department
	ENGL 423	Language and Diplomacy		ENGL 215	2	Department
	ENGL 424	Language Evaluation and Assessment		ENGL 313	2	Department
	ENGL 425	Special Topics in Linguistics		ENGL 215	2	institution
	ENGL 426	Methods and Strategies of English Language Teaching		ENGL 313 ENGL 316	3	Department
	ENGL 427	Psycholinguistics		ENGL 215	2	Department
	ENGL 428	Graduation Project		ENGL 411	2	Department

* Include additional levels if needed
** Add a table for each track (if any)

3. Course Specifications
Insert hyperlink for all course specifications using NCAAA template

ENGL_NEW_COURSE_SPECS
..\OneDrive - Majma'ah University\ENGL_NEW_COURSE_SPECS

4. Program learning Outcomes Mapping Matrix

Align the program learning outcomes with program courses, according to the following desired levels of performance (**I = Introduced   P = Practiced M = Mastered**)

Course code & No.	Program Learning Outcomes												
	Knowledge					Skills				Competence			
	K1	K2	K3	K4	K5	S1	S2	S3	S4	C1	C2	C3	C4
ICENG 001	I	I	I	I		I	P	I	P	I	P	I	I
ENGL 111	I	P	I	I		P	P	I	P	P	P	P	I
ENGL 112	I	P	I	I		P	P	I	P	P	P	P	I
ENGL 113	I	P	I	I		P	P	I	P	P	P	P	I
ENGL 114	I	P	I	I		P	P	I	P	P	P	P	I
ENGL 121	I	P	I	I	I	P	P	I	P	P	P	P	I
ENGL 122	I	P	I	I	I	P	P	I	P	P	P	P	I
ENGL 123	I	P	I	I	I	P	P	I	P	P	P	P	I
ENGL 124	I	P	I	I	I	P	P	I	P	P	P	P	I
ENGL 211	I	P	I	I	I	P	P	I	P	P	P	P	I
ENGL 212	I	P	I	I	I	P	P	I	M	P	P	P	I
ENGL 213	I	P	I	I	I	P	P	I	M	P	P	P	I
ENGL 214	I	P	I	I	I	P	P	I	M	P	M	P	I
ENGL 215	I	P	I	I	I	P	P	I	M	P	M	P	I
CS 101	I	P	P	P	I	P	P	P	M	P	M	P	I
ENGL 221	I	P	P	P	I	P	P	P	M	P	M	P	P
ENGL 222	I	P	P	P	I	P	P	P	M	P	M	P	P
ENGL 223	I	P	P	P	I	P	P	P	M	P	M	P	P
ENGL 224	I	P	P	P	I	P	P	P	M	P	M	P	P
ENGL 225	I	P	P	P	I	P	P	P	M	P	M	P	P
ENGL 311	I	P	P	P	I	P	P	P	M	P	M	P	P
ENGL 312	I	P	P	P	I	P	P	P	M	P	M	P	P
ENGL 313	I	P	P	P	I	P	P	P	M	P	M	P	P
ENGL 314	I	P	P	P	I	P	P	P	M	P	M	P	P
ENGL 315	I	P	P	P	M	P	P	P	M	P	M	P	P
ENGL 316	I	P	P	P	P	P	P	P	M	P	M	P	P
ENGL 321	I	P	P	P	P	P	P	P	M	P	M	P	P
ENGL 322	I	P	P	P	P	P	P	P	M	P	M	P	P
ENGL 323	I	P	P	P	P	P	P	P	M	P	M	P	P
ENGL 324	I	P	P	P	M	P	P	P	M	P	M	P	P
ENGL 325	I	P	P	P	P	P	P	P	M	P	M	P	P
NS 101	I	P	P	M	P	P	P	M	M	P	M	P	M
ENGL 411	I	P	P	M	P	P	P	M	M	P	M	P	M
ENGL 412	I	P	P	M	P	P	P	M	M	P	M	P	M
ENGL 413	I	P	P	M	P	P	P	M	M	P	M	P	M
ENGL 414	I	P	P	M	P	P	P	M	M	P	M	P	M
ENGL 415	I	P	P	M	P	P	P	M	M	P	M	P	M
ENGL 416	I	P	P	M	P	P	P	M	M	P	M	P	M
ENGL 421	I	P	P	M	P	P	P	M	M	P	M	P	M
ENGL 422	I	P	P	M	M	P	P	M	M	P	M	P	M
ENGL 423	I	P	P	M	P	P	P	M	M	P	M	P	M

Course code & No.	Program Learning Outcomes												
	Knowledge					Skills				Competence			
	K1	K2	K3	K4	K5	S1	S2	S3	S4	C1	C2	C3	C4
ENGL 424	I	P	P	M	P	P	P	M	M	P	M	P	M
ENGL 425	I	P	P	M	P	P	P	M	M	P	M	P	M
ENGL 426	I	P	P	M	P	P	P	M	M	P	M	P	M
ENGL 427	I	P	P	M	P	P	P	M	M	P	M	P	M
ENGL 428	I	P	P	M	P	P	P	M	M	P	M	P	M

* Add a table for each track (if any)

5. Teaching and learning strategies to achieve program learning outcomes
Describe policies, teaching and learning strategies, learning experience, and learning activities, including curricular and extra-curricular activities, to achieve the program learning outcomes.

In general, the programme encourages conducive environment in which teaching and learning should be smooth, colloborative and stress free.

1. Employing appropriate methods like PPP (Presentation-Practice-Production) PDP (Pre-During-Post) strategies.
2. Using TBL wherever necessary and beneficial
3. Presentations by teachers and students
4. Pair and share
5. Group work
6. Projects
7. Discussions
8. Assignments
9. Feedback
10. Alterations in the light of feedback
11. Debate and competitions
12. Exhibitions
13. Visits to libraries
14. Using internet resources
15. Using LMS Blackboard effectively
16. Literary societies and clubs
17. Visiting other institutions
18. Arranging conferences and seminars
19. Focus-group discussions

6. Assessment Methods for program learning outcomes.
Describe assessment methods (Direct and Indirect) that can be used to measure achievement of program learning outcomes in every domain of learning.

Assessment will generally be varied, multi-sided, context-dependent, flexible and dynamic.

1. Gather evidence
2. Review and interpret results
3. Recommend actions
4. Make changes

5. Measure effectiveness of changes
6. Employing direct and indirect methods of assessment
7. Surveys: Students, Alumni, Employers
8. Formal and informal interviews
9. Focus group discussions
10. Course evaluations
11. Exams, quizzes, tests
12. Rubrics/checklists

D. Student Admission and Support:

1. Student Admission Requirements

1- The number of enrollments yearly is determined by the Deanship of Registration and Admission according to the suggestions of the academic board at the department.
2- Selection of admitted students will be according their accumulative grade of secondary certificate and other standardized test.
3- Holders of general secondary certificate or its equivalents within last five years are admitted to a preparatory Intensive English Program (one semester).
4- Students must pass the IEP with a GPA of at least 65%. There is an opportunity to re-take the IEP for those who gain a grade if 64-55%.
5- Students must be of good conduct and physically fit.

2. Guidance and Orientation Programs for New Students

For new students, elaborate information is available on University website. Senior students arrange a stall or information desk for the new entrants. Brochures and leaflets are distributed for the publicity of the program. A special unit for the counseling of new students has been set up in the college where the student advisor is always available to guide the students. At the commencement of the new session, a special meeting is arranged with the new students in which they are given full orientation of the new program. The rules and regulations are explained that the students have to follow for a successful completion of the program.

3. Student Counseling Services
(academic, career, psychological and social)

Students' counseling is a regular feature of the program. The students can get all information from the Students' Advisor office about the credit hours, contact hours, faculty members, course books, rules and regulations of attendance, transfer procedures. A special attention is given to students' motivation, stress management, and every help if any student is psychologically upset. The counselors have been directed to hold special meetings with the students who have any physical or psychological issues. The students who fall short of attendance are immediately informed and a message is sent by the advisor to see him. A scuffle between the students and the faculty members is amicably resolved. Besides, there is an arrangement for career counseling as well. The students are advised to pursue a career according to their aptitude. A team of the college remains in contact with the job market and the students who successfully complete the program are guides in pursuits of jobs and further education abroad. Efforts are made for the placement of graduates in public and private sectors.

4.Support for Special Need Students

(low achievers, disabled, gifted and talented)

- There is an arrangement for monitoring and helping the low achievers. The faculty members are directed to discuss the matter with such students and identify the causes for the low performance of the students. They are asked to consult the respective teacher in office hours for extra support.
- Disabled are given special privileges as admissible under rules. If there is a problem or grievance, it is resolved as early as possible.
- Gifted and talented students are given all the facilities for utilizing their talent for community service. Special awards, rewards and shield are given to encourage them to continue their extra ordinary performance.

E. Teaching and Administrative Staff

1. Needed Teaching and Administrative Staff

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professors						
Associate Professors						
Assistant Professors						
Lecturers						
Teaching Assistants						
Technicians and Laboratory Assistants						
Administrative and Supportive Staff						
Others (specify)						

2. Professional Development

2.1 Orientation of New Teaching Staff   Describe briefly the process used for orientation of new, visiting and part-time teaching staff
New Teaching Staff is provided with: o **Orientation with Saudi culture**   o **Handbook for service rules**   o **Information about the program and the courses**   o **Guidelines for teaching and learning procedures**   o **Introduction with facilities and equipment available in the Department**   o **Special training/seminar/workshop at the very outset**   o **Teaching ethics**
2.2 Professional Development for Teaching Staff   Describe briefly the plan and arrangements for academic and professional development of teaching staff (e.g., teaching and learning strategies, learning outcomes assessment, professional development, etc.)
• In-service short training courses   • Participation in workshops, symposiums, seminars and lectures.   • Availing chances to study abroad.   • Holding weekly seminars in the department devoted to discussing current issues, theories and trends in language teaching, linguistics, translation, socio-cultural studies, research, literature and literary criticism.   • Discussions/debates

- Peer interaction
- Interaction with other universities
- Encouraging research activities for more research publications

F. Learning Resources, Facilities, and Equipment

1. Learning Resources.

Mechanism for providing and quality assurance of learning resources (textbooks, references and other resource materials, including electronic and web-based resources, etc.)

At department level, a quality unit has been established to monitor all the quality documentations. For research, SDL (Saudi Digital Library) is also synched with the University website offering a huge materials in the form of books and articles throughout the world. The Central library provides a very comfortable study environment with its myriads of books and web-based materials through computers.

The University has provided high-speed internet facility to have an access to the teaching and learning materials all the world over. Recently, a new Learning Management System (LMS) – Blackboard – has been launched to enable the faculty members to upload the learning materials, tests and assignments for the students to tap from these resources.

Textbooks are available on the book stores and a special photocopy corner has been provided in the University for an easy access to reading materials and notes.

2. Facilities and Equipment

(Library, laboratories, medical facilities, classrooms, etc.).

- Department library is there to cater to immediate learning needs.
- Central library with a huge resources of books and web-based materials
- Three computer/language labs are available with all audio and visual facilities.
- A medical unit is available in the premises of the University first aid and emergencies.
- Classrooms are spacious, airy, well-lit and well-equipped with all the necessary facilities like chairs, tables, speakers, projectors etc.

3. Arrangements to Maintain a Healthy and Safe Environment(According to the nature of the program)
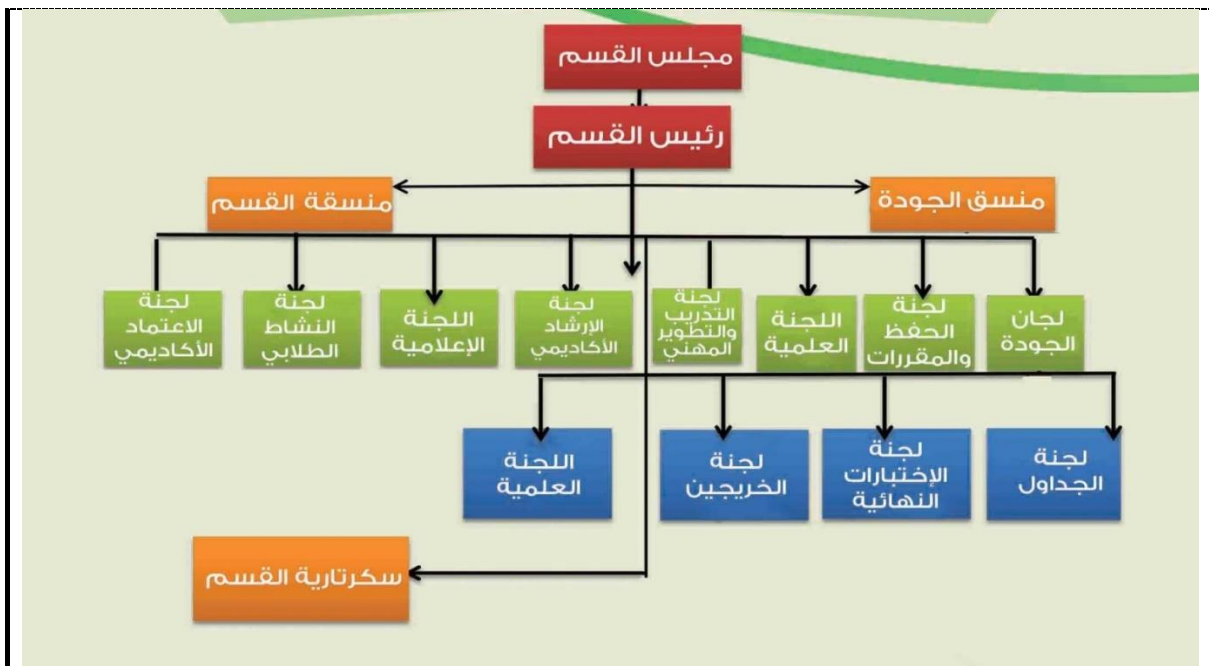
The college is located in the new building with all the arrangement for a healthy and safe environment for teaching and learning.

G. Program Management and Regulations

1. Program Management
1.1ProgramStructure
(Including boards, councils, units, committees, etc.)

1.2 Stakeholders Involvement

Describe the representation and involvement of stake-holders in the program planning and development. (students, professional bodies, scientific societies, alumni, employers, etc.)

During the programme renewal and assessment processes, various stakeholders including students, faculty, alumni, employers (companies/firms/businesses, translation centres, education directorates, banks, some relevant government and private-sector institutions, journalistic and media institutions, etc.,) have been involved via surveys, questionnaires, interviews, etc., to collect and analyse their needs, opinions, complaints and all other relevant information about the programme.

2. Program Regulations

Provide a list of related program regulations, including their link to online version: admission, study and exams, recruitment, appeals and complaint regulations, etc.)

H. Program Quality Assurance

1. Program Quality Assurance System

Provide online link to quality assurance manual

2. Program Quality Monitoring Procedures

The English department is committed to submitting quality files by NCAAA to the Deanship of Development and Quality. The quality and professional development unit is responsible for assuring that the department meets quality requirements. As part of the collective responsibility of the faculty members is to complete course specifications, course reports,

course portofolios documents and send them to the Deanship of Development and Quality. This part is essential for providing information for the Deanship and the department on the performance of student, teachers, and the program. The course specifications are prepared collaboratively with the other English branches, while course reports and protopolios are completed by individual faculty members in consultations with Academic Board and Quality and Development Unit. The Deanship of Development and Quality supplied faculty members with course evaluation surveys and student surveys of lecturing skills on which students grade the performance of their teachers each semester for the courses they taught. The results of these surveys helps the teachers to reveal their strengths and weakness and find ways of improving their performance. A program annual report is prepared at the end of each after considerations of course reports and other information about the delivery of the program. This report describes how what happen in the program compared with what was intended to happen and indicate any changes that should be made for future delivery as a result of one-year experience of functioning.

3. Arrangements to Monitor Quality of Courses Taught by other Departments.

4.Arrangements Used to Ensure the Consistency between Main Campus and Branches(including male and female sections)

All the branches of the English Department (Zulfi, Houtat Sudair, Ghat, and Rumah along with their female sections) follow a unified Study Plan, Course specifications, course reports, admission regulations and complete the same quality forms. An annual report is submitted by each branch to the main department at the main campus.

5. Arrangements to Apply the Institutional Regulations Governing the Educational and Research Partnerships(if any).

None

6.Assessment Plan for Program Learning Outcomes (PLOs), and Mechanisms of Using its Results in the Development Processes

PLOs will generally be used in the development processes according to the quality assurance principles and procedures.

7. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Leadership	Faculty, students, alumni, employers, etc.	Surveys, interviews, visits, etc.	End of academic year, etc.
Teaching Effectiveness and Assessment	Students, faculty, programme leaders, etc.	Surveys, interviews, visits, etc.	End of semesters, etc.
Learning Resources	Students, faculty, programme leaders, etc.	Surveys, interviews, visits, etc.	End of academic year, etc.

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Partnership	Faculty, employers, etc.	Surveys, interviews, visits, etc.	End of academic year, etc.

Evaluation Areas/Aspects(e.g., leadership, effectiveness of teaching &assessment, learning resources, partnerships, etc.)

Evaluation Sources (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others (specify)

Evaluation Methods (e.g., Surveys, interviews, visits, etc.)

Evaluation Time (e.g., beginning of semesters, end of academic year, etc.)

8.Program KPIs*

The period to achieve the target (4) years (starting from 2018).

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
1	KPI-P-01	Percentage achieved Indicators of the program operational plan objectives	70-90%		2022
2	KPI-P-02	Students' Evaluation of quality of learning experience in the program			2022
3	KPI-P-03	Students' evaluation of the quality of the courses			2022
4	KPI-P-04	Completion rate			2022
5	KPI-P-05	First-year students retention rate	95%	Final exam evaluation report	2019
6	KPI-P-06	Students' performance in the professional and/or national examinations	70-90%	Surveys and interviews	2024
7	KPI-P-07	Graduates' employability and enrolment in postgraduate programs	50%	Counseling and Interviews	2023
8	KPI-P-08	Average number of students in the class	25	Official group lists (edugate)	2018-2022
9	KPI-P-09	Employers' evaluation of the program graduates proficiency	pending		
10	KPI-P-10	Students' satisfaction with the offered services	80-90%	Surveys/Interviews	2018-2022
11	KPI-P-11	Ratio of students to teaching staff	1:25	Official documents	2018-2022
12	KPI-P-12	Percentage of teaching staff distribution			
13	KPI-P-13	Proportion of teaching staff leaving the program	5%	Official documents	2018-2022
14	KPI-P-14	Percentage of publications of faculty members	50-70%	Interviews, documents, Google scholar, WhatsApp, etc.	2018-2022

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
15	KPI-P-15	Rate of published research per faculty member	1-2 papers per faculty member	Interviews, documents, Google scholar, WhatsApp, etc.	2018-2022
16	KPI-P-16	Citations rate in refereed journals per faculty member	1-2 citations per faculty member	Google scholar, WhatsApp, etc.	2018-2022
17	KPI-P-17	Satisfaction of beneficiaries with the learning resources	70-80%	Interviews/Surveys	2018-2022

* including KPIs required by NCAAA

I. Specification Approval Data

Council / Committee	
Reference No.	
Date	