

Kingdom of Saudi Arabia  
Ministry of Higher Education  
AL-Majma'ah University  
Faculty of Education - Zilfi  
English Language Dept.



المملكة العربية السعودية  
وزارة التعليم العالي  
جامعة المجمعة  
كلية التربية بالزلفي  
قسم اللغة الانجليزية

# **Self-Study Report for Programs (SSRP)**

**English Language Department  
Al-Zulfi College of Education  
1435 - 1436 H**

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## Introductory Comments

A program self-study is a thorough examination of the quality of a program. The mission and objectives of the program and the extent to which they are being achieved are thoroughly analyzed according to the standards for quality assurance and accreditation defined by the NCAAA.

A Self Study Report for Programs (SSRP) should be considered as a research report on the quality of the program. It should include sufficient information to inform a reader who is unfamiliar with the program about the process of investigation and the evidence on which conclusions are based to have reasonable confidence that those conclusions are sound.

Conclusions should be supported by evidence, with verification of analysis and advice from others able to offer informed and independent comments.

This SSRP should include all the necessary information for it to be read as a complete self-contained report on the quality of the program.

The main branch/location campus must complete the entire SSRP together with the required information from all branch/location campuses that offer the program.

Each branch/location campus must complete an abridged, short version, of the SSRP; including the *Periodic Program Profile*, Profile sections (A-H) and standards 3, 4, and 11. After analysis and inclusion of required information, the main branch campus will submit the complete SSRP with the abridged versions to NCAAA.

The Self Study Report for Programs template is for an Undergraduate Program. For guidance on the completion of this template, please refer to the *Handbook for Quality Assurance and Accreditation* and to the *Guidelines for Using the Template for a Program Self-Study*.

## Program Vision

Achieving academic and pedagogical excellence in teaching English, linguistics and pedagogical skills by providing students with an integrated education, that helps them attain excellence and ongoing research in the fields of English Language and Literature and have the ability to serve their community.

## Program Mission

We promote high quality education in English language and linguistics by instilling the values of quality standards in teaching and research to prepare students academically and professionally to meet the needs of local and global communities.

# Head's Message

Dear Reader:

Welcome to the this report on the English department at Azzulfi College of Education. It is a great honor for me to serve as head of the English department at this prestigious institution. The department studies and teaches English-language and linguistics. Since its inception, the department has set to offer its adherents a broad range of subjects related to the English language, its culture and its development across the centuries. As you read through our website, you will probably discover that the policy of the department and -the college in general- crystallizes an awareness of the role the study of English plays in the understanding and the appreciation of this language and the craft of teaching. The creation of the English department at Azzulfi College of Education reflects the national policy of our country to promote the learning and teaching of English at the different stages of the Saudi educational system. Such a policy has been dictated by the overwhelming spread of this language in the four corners of the globe and the desire to produce well-trained EFL teachers.

The department is committed to creating an intellectually fostering environment for its students and to providing them with a sound background in English and in teaching. As department chair, I see our mission in enhancing the creative potential of students, in creating an environment where teaching and research complement each other, and in training students to be active members in their communities in accordance with the goals set by our government . All of these, along with the integration of IT , are done in a way that meets Almajmaah University disciplinary focus. The department engages a number of lecturers and professors from the Kingdom and from other countries who provide students with substantial mentoring in class and in office hours.

I appreciate your interest in our department and wholeheartedly welcome your questions and suggestions either via email or by directly contacting the department.

**Dr. Abdulkareem Saji Alharbi**

**Chairman and assistant professor of curricula and methods of teaching  
English**

## Report on Periodic Program Self-Study

For guidance on the completion of this template, please refer to Sections 2.8, 2.9, and 2.10 of *Handbook 2 Internal Quality Assurance Arrangements and to the Guidelines for Using the Template for a Periodic Program Self-Study*.

Institution: <b>Majmaah University</b>
College/ Department: <b>College of Education at Az-Zulfi - English language Dept.</b>

### A. General Information

1. Program title and code: <b>English language - ENG</b>
2. Credit hours: <b>142</b>
3. Award (s) granted on completion of the program: <b>Bachelor of English language</b>
4. Major tracks/pathways within the program: <b>N/A</b> <b>English language ONLY</b>
5. Professional occupations for which graduates are prepared in the program <b>Working at public and private sectors of education</b> <b>Working at translation centres</b> <b>And other fields</b>
6. Name of program coordinator/manager. <b>Abdel-karim Saji Al-Harbi (head of the dept.)</b>
7. Name and position of person responsible for leadership/management of the self-study. <b>Mr. Ahmed Al-Bashabsheh &amp; Mrs. Amani Salman: Programs Quality Unit Coordinators</b>
8. Location of program if not on main campus <b>Zulfi, Campus of colleges (Male section)</b> <b>Zulfi, additional Campus (Female section)</b>
9. Date of approval of program specification within the institution <b>The program was launched in 1423-1424 H in female section and in 1432 – 1433 H in the male one.</b>
10. Date of most recent self-study (if any) <b>This is our first self-study report</b>
11. Date of report: <b>2-6-1436 H</b> <b>22-3-2015</b>



## B. Self-Study Process

Provide a summary description of procedures followed and administrative arrangements for the self- study. Include an organization chart. Membership and terms of reference for committees and /or working parties should be attached.

**AlZulfi college of Education draw a road-map to guide the process of development in the college for the coming years. And it is inspired by the goals and objectives of the college strategic plan. Since achieving accreditation was one of the main objectives of the college, the college starts to develop a set of practical steps and procedures along with administrative arrangements. These steps adopted in the implementation of the process of self-evaluation in accordance with the following procedures:**

**- The college launched a unit for the development and quality to improve the continuous assessment of the academic departments in the college. The unit includes development unit, and quality unit, in addition to the establishment of permanent development and quality committees within the departments in the college.**

**- For the sake of improving the college nationally, a unit of quality assurance was established to unify the work and the efforts in the college departments, and particularly in the quality and academic accreditation unit. The mission of the unit is to upgrade the developmental process and quality evaluation in the academic departments. It also seeks to apply for the academic accreditation.**

**Evaluations should be made in relation to:**

- the *Quality Standards for Post-Secondary Institutions* that are applicable to the delivery of programs (in particular the standards for learning and teaching);**
- expectations for learning outcomes in the domains of learning and at the required for the qualification to be awarded as set out in the *National Qualifications Framework*; and**
- consistency with theory and research and the requirements for employment and professional practice in the field of study concerned.**

**-Many steps have been taken in the process of self-evaluation:**

**1- The announcement about the starting point of the Academic Accreditation Project.**

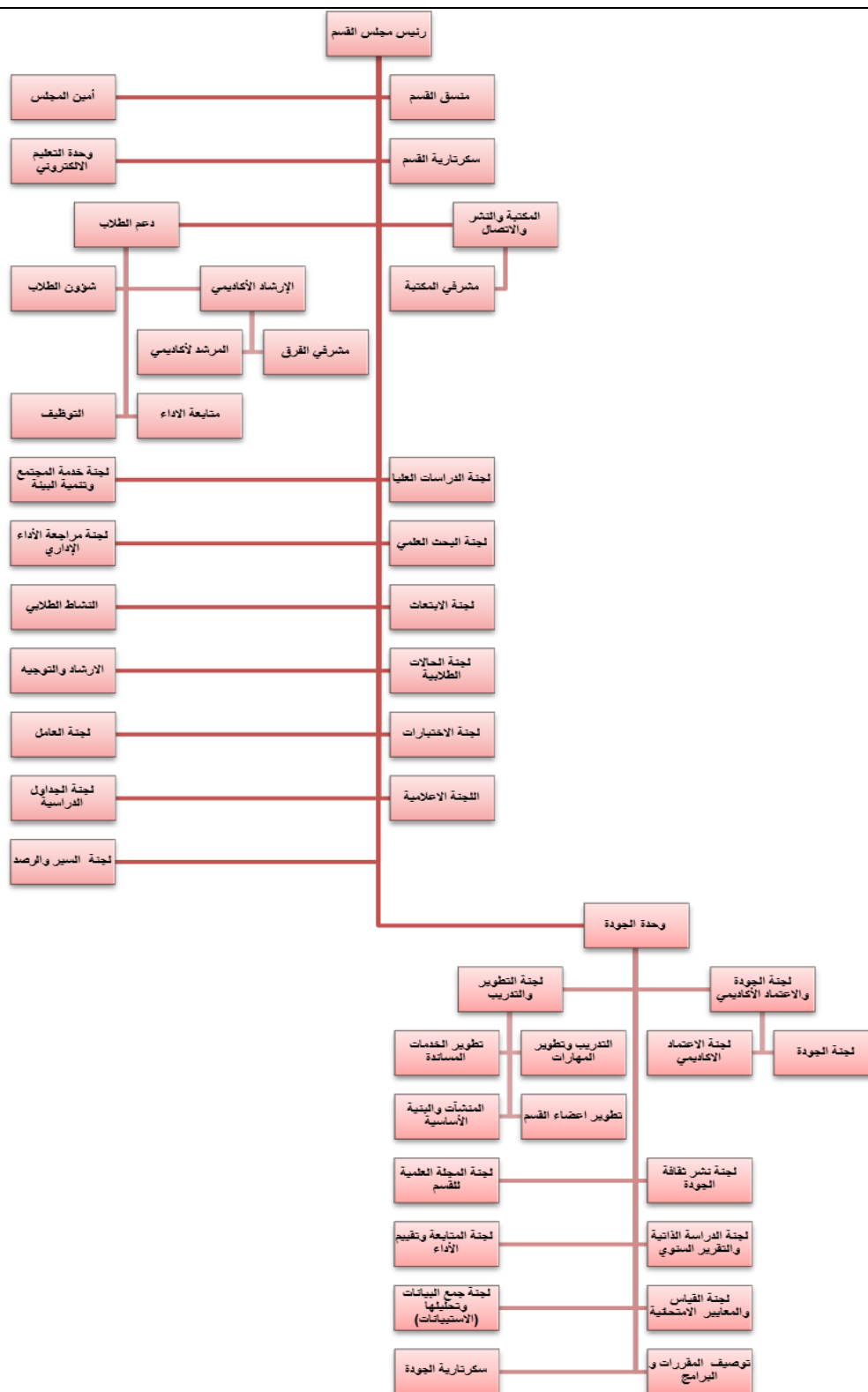
**Initially, it was announced by the college as well as the quality deanship to all departments about the work on a self-study report. The files in both Arabic and English language were distributed. These files include a description of the steps required to fill out the form of self-evaluation measurement. And how to prepare a report of self-study, as well as collect and provide the evidence and documents required.**

## **2- Formation of units at the college level and departments :**

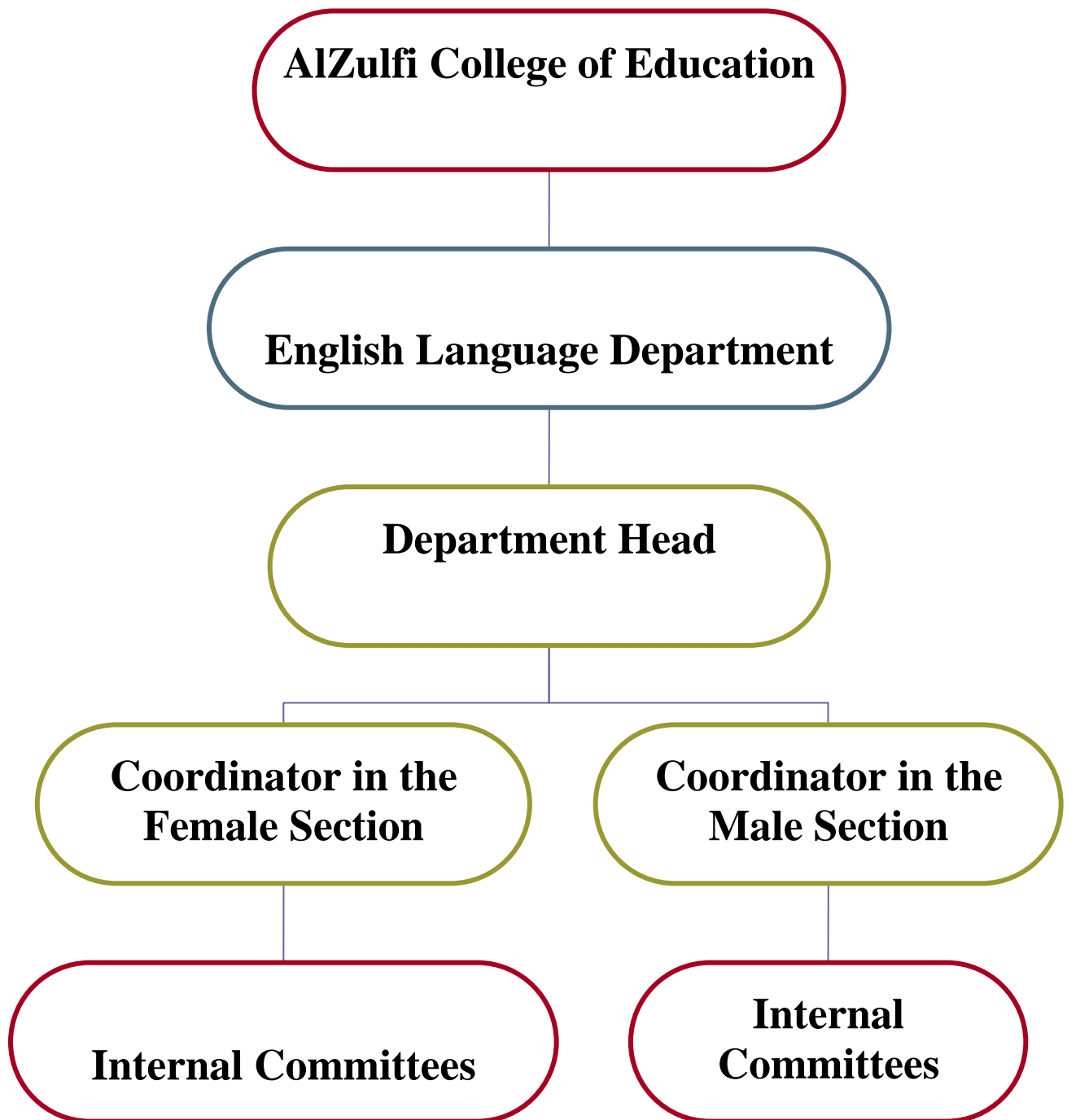
**Firstly, The English department established the Quality & Accreditation Unit in 10-2-1434 H in the fifth session of the department Board, in the light of the formal letter received from the vice dean of Quality and Skills Development No. 1241 in 11/30/1433 H, the recommendations of the meeting of the College Quality Center No. 3 in 12/27/1433 H, in addition to the recommendations of the workshop at Majmaah University entitled by "Standards of academic programs for the academic qualification" in 4/1/1434 H.**

**Table (1) : Self-Study Committee in the English Dept.**

<b>No.</b>	<b>Faculty Member</b>	<b>Adjective</b>
<b>1.</b>	<b>Dr. Abdeula-Kareem Saji Al-Harbi</b>	<b>Chairman of Committee</b>
<b>2.</b>	<b>Mr.Ahmed AlBashabsheh</b>	<b>Member</b>
<b>3.</b>	<b>Mrs. Amani Salman</b>	<b>Member</b>



**Figure (1a) Organizational Structure of the Department**



**Figure (1b) Organizational Structure of the English Language Department**

**Table (2): The work teams of the standards of Self-Study Report (SSR)**

<b>Standards for Quality Assurance and Accreditation of Higher Education Programs</b>	
<b>Standard</b>	<b>Members responsible</b>
1. Mission, Goals and Objectives□	Ms. Maryam Al Gharbi□ Dr. Bothayna Al Sayed Ms. Amani Salman
2. Program Administration□	Mr. Sami Zaareer  Mr. Mohammad Seemab  Ms. Nour Bani Melhem□
3. Management of Program Quality Assurance□	Mr. Ahmed Bashabsheh□  Dr. Mohammad Al Saeed  Mr. Wajaht Abbasi
4. Learning and Teaching□	Mr. Imad Samaali Dr. Mohammad Shahabaz Dr. Sanaa Khatir
5. Student Administration and Support Services□	Mr. Ahmed Bashabsheh Mr. Othman Shboul□ Dr. Shahzad Zaidi□
6. Learning Resources□	Ms. Amani Salman  Mr. Mustafa Al Ashry  Mr. Ayoub Al Musallam
7. Facilities and Equipment□	Ms. Nuseibah Al Ali  Mr. Omar Al Khunini  Mr. Khalid Al Masoud□
8. Financial Planning and Management□	Ms. Nuseibah Al Ali

	Mr. Mahmoud Mijahid Mr. Sultan Al Harbi□
9. Employment Processes□	Ms. Maha Al Mahy Dr. Mihwish Mumtaz Dr. Iman Abdulrahim
10. Research□	Ms. Reem Al Farhoud Dr. Shahzad Al Farooqi Mr. AbdulRahman Al Romi
11. Relationships With the Community□	Dr. Mubarak Dr. Abdulfattah Ghazel Ms. Nuseibah Al Ali

### C. PERIODIC PROGRAM PROFILE TEMPLATE B: COLLEGE DATA

College: AlZulfi College of Education Program: English Language

\*(On Campus Programs, Distance Learning)

**Table (3): Faculty Members in the English Language Department 1435-1436 H**

N o.	Faculty/ Teaching Staff Names			Natio nality	Acad emic Rank	Gene ral Speci alty	Specific Specialt y	Instituti on Graduat ed From	Deg ree	List Courses Taught This Academic Year	Full or Part Time	
	Name	M	F								F T	P T
1	Al-Harbi, Abdulkarim	√		Saudi	Assis tant Profe ssor	Curric ula and Metho ds of Teach ing	Curricula and Methods of Teaching	Umm Alqura Universit y	PhD	Educational Technology and Communicatio n Skills+ Practicum	√	
	Mohamed Abdul Rahman Sa'ey	√		Egypti an	Assis tant Profe ssor	TEFL	TEFL	Faculty of Educatio n, Ain Shams Univ. Cairo	PhD	TEFL and Learning Strategies		
٢	Farouqi , Shahzad	√		Pakist ani	Assis tant Profe ssor	Englis h Langu age	Languag e & Linguisti cs	National Universit y of Modern Languag es Islamaba .d	PhD	phonology, historical linguistics, grammar 3, Discourse Advanced reading. English Language Testing. Listening. Research Methods.	√	
٣	Shahbaz, Muhammed	√		Pakist ani	Assis tant Profe ssor	Englis h Langu age and Lingu istics	Applied Linguisti cs	Northeas t Normal Universit y, Changch un, Jilin, China	PhD	Grammar 2, Historical Linguistics, English Exam, Phonetics, Applied Linguistics,	√	

										General Linguistics, Grammar 3, Methods of Research		
4	Hassan, Mubarak	√		Sudanese	Assistant Professor	English Language	Applied Linguistics-Learner Autonomy	University of Juba	PhD	Eng. language 101 2. Advanced Writing 3. Eng. Syntax 4. Eng. Morphology 5. Contrastive Linguistics. 2nd semester: 1.Listening& Speaking 2. Grammar. 2. 3. Writing .2. 4.Contrastive Linguistics. 5. Eng. Language 101	√	
5	Ghazal, Abdelfattah	√		Tunisian	Assistant Professor	English Language	English Literature	Manouba University, Tunisia	PhD	Literature, advanced writing, advanced reading, listening 1, translation, applied linguistics, sociolinguistics, historical linguistics and phonology	√	
6	Niazi, Mahwish		√	Pakistani	Assistant Professor	English Language	Applied Linguistics	National University of Modern Languages Islamabad	PhD	Applied Linguistics Listening and Speaking 3/ Theoretical CALL 1 Semantics Strategies of Learning Historical Linguistics	√	
7	Buthaina Sayed		√	Egyptian	Assistant Professor	Curriculum & Instruction	Methods of TEFL	Faculty of Education, Assiut University	PhD	writing 1, listening 2, Reading and Vocabulary. 2, and Grammar 2		



7	Khatter , Sana'	√	Egyptian	Assistant Professor	ENGLISH	TEFL CURRICULUM and INSTRUCTION	Al-Zaqazeeq University / Egypt	PhD	Theoretical CALL 1 Advanced Reading Grammar 3	√
8	Albdulrahim, Iman	√	Egyptian	Assistant Professor	English Language	Teaching English as a Foreign Language	Banha University / Egypt	PhD	Writing 2 Advanced Writing Syntax Grammar 2 Strategies of Learning CALL2 Listening 1 Teaching English	√
9	Bashabshah, Ahmed	√	Jordanian	Lecturer	English Language	Applied Linguistics	Jordan University of Science & Technology	Masters	Applied Linguistics Writing Listening 1 Phonetics Advanced Writing Syntax Translation	√
10	Al-Shboul, Othman	√	Jordanian	Lecturer	English Language	Applied Linguistics	Al-Yarmouk University / Jordan	Masters	Pragmatics Listening3 Introduction to linguistics	√
11	Mujaheed, Mahmud	√	Egyptian	Lecturer	English Language	Linguistics	Ayen Shams University / Egypt	Masters	Discourse Analysis. linguistics. Morphology. writing. pronunciation. CALL 1	√
12	Al-Zaareer , Sami	√	Jordanian	Lecturer	English Language	Applied Linguistics	Jordan University of Science & Technology	Masters	Pragmatics, Writing 1, CALL 2, Research Methods, Linguistics, Translation	√
13	Al-Ashri, Mustafa	√	Egyptian	Lecturer	English Language	Linguistics	Ayen Shams University / Egypt	Masters	Sociolinguistics - Morphology - Research Methodology-	√

										Syntax- Linguistics- Grammar 1		
14	Zaidi, Shahzad	√		Indian	Lecturer	English Language	English Language Literature	T.M. Bhagalpur university	Masters	Reading 2 Reading 3 Advance Reading Literature	√	
15	Al-Qafari, Abdulrahman	√		Saudi	Lecturer	English Language	Teaching English Language for Non-Native Speakers	Al-Qassim University-KSA	Masters	On Scholarship	√	
16	Al-Khunaini, Omar	√		Saudi	Lecturer	English Language	Linguistics	Southern Illinois University	Masters		√	
17	Al-Rumi, Abdulrahman	√		Saudi	Lecturer	English Language	Applied Linguistics	University of Liverpool	Masters	Pronunciation / Applied Linguistics/ Phonetics /CALL1/CALL2/Writing2	√	
18	Khan, Muhammed	√		Pakistani	Lecturer	English Language	English Literature		Masters		√	
19	Samaali, Imad	√		Tunisian	Lecturer	English Language	Linguistics	Faculty of letters Arts and Humanities La Manouba	Masters	Contrastive linguistics, Translation, Grammar 3, Reading 2, Grammar 1, Writing 2, Reading 3, Listening and speaking 3,Advanced Reading	√	
20	Abbasi, Wahagat	√		Pakistani	Lecturer	English Language	English Literature		Masters		√	
21	Al-Ali, Nusaibah		√	Jordanian	Lecturer	English Language	American Studies	University of Jordan / Jordan	Masters	Contrastive Linguistics/ CALL 2 Writing 2 Historical Linguistics	√	
22	Ibrahimi		√	Sudan		English	English	Al-	Mas	Reading 3/	√	

2	m, Maha			ese	Lecturer	h Language	Language Teaching	Jazeera University/ Sudan	ters	CALL 1 Practical/ Introduction to Translation/ Listening & Speaking 2		
٢٣	Salman , Amani		√	Jordanian	Lecturer	English Language	Applied Linguistics	Jordan University of Science & Technology	Masters	Phonetics Phonology Sociolinguistics/ Teaching Pronunciation Discourse Analysis Listenign3	√	
٢4	Al-Zahrani , Khadijah		√	Saudi	Lecturer	English Language	Applied Linguistics	Princess Noura University	Masters	On Scholarship	√	
٢5	Wisaihem, Moodi		√	Saudi	Lecturer	English Language	English Literature	Al-Imam University	Masters	On Scholarship	√	
٢6	Bni-Mulhem, Nour		√	Jordanian	Lecturer	English Language	Applied Linguistics	Utara University/ Malaysia	Masters	CALL 1 Practical Pragmatics/ Listening & Speaking 3/ Introduction to Linguistics	√	
٢7	Tarannum, Nigar		√	Indian	Lecturer	English Language	English Literature	Ranchi University/India	Masters	Introduction to Literature Morphology Advanced Reading Advanced writing	√	
٢8	Al-Gharbi, Marie m		√	Tunisian	Lecturer	English Language	Applied Linguistics	Faculty of Arts and Humanities of Sfax/ Tunisia	Masters	Listening & Speaking 1 Reading 1 Reading 2 Sociolinguistics, Methods of Research and writing 2	√	
٢9	Al-Musale m, Ayoub	√		Saudi	Teaching assistant	English Language	English Language	Al-Qaseem University	BA	On Scholarship	√	
٣0	Al-Faleh,	√		Saudi	Teaching	English	English Language	Al-Qaseem	BA	On Scholarship	√	

	Othman				assistant	Language	e	University				
٣١	Al-Muhhaia, Ali	√		Saudi	Teaching assistant	English Language	English Language	Al-Qaseem University	BA	On Scholarship	√	
٣٢	Al-Thunaiyan, Husam	√		Saudi	Teaching assistant	English Language	English Language	Al-Qaseem University	BA	On Scholarship	√	
٣٣	Al-Masoud, Khaled	√		Saudi	Teaching assistant	English language and translation	English Language & Translation	Qassim university	BA	Listening 1&2, reading 1&2, grammar 2, ENG 101&111	√	
٣٤	Al-Harbi, Sultan	√		Saudi	Teaching assistant	English Language	English Language	Majmaah University	BA	Grammar 1:. Reading 1:. English:. English:. Listening and Speaking 1:. English 1: ENG102. ENG103. Reading 2:	√	
٣٥	Al-Farhoud, Reem		√	Saudi	Teaching assistant	English Language	English Language	Princess Noura University	BA	Grammar1- Listening1- Listening2- Call1 practical - Readig1- Grammar2- -English101	√	
٣٧	Al-Hamad, Salma		√	Saudi	Teaching assistant	English Language	English Language	King Saud University	BA	On Leave	√	
٣٨	Al-Harrah, Badriah		√	Saudi	Teaching assistant	English Language	English Language	Majmaah University	BA	On Scholarship	√	
٣٩	Al-Ghazzi, Summiah		√	Saudi	Teaching assistant	English Language	English Language	Majmaah University	BA	On Scholarship	√	

**Table (4): Number of Graduates in the Most Recent Year**

	<b>Undergraduate Students</b>	<b>Post Graduate Masters Students</b>	<b>Post Graduate Ph.D. Students</b>
Male	<b>Not Yet (Levels Plan)</b>	<b>N/A</b>	<b>N/A</b>
Female	<b>273 (Years Plan) Not Yet (Levels Plan)</b>	<b>N/A</b>	<b>N/A</b>
Totals			

**Table (5): Student Completion Rate**

<b>Students</b>	<b>Undergraduate Programs</b>			<b>Postgraduate Programs</b>	
	<b>Four Years</b>	<b>Five Years</b>	<b>Six Years</b>	<b>Master</b>	<b>Doctor</b>
Male	-	-	-	<b>N/A</b>	<b>N/A</b>
Female	253	20	-	<b>N/A</b>	<b>N/A</b>
Totals	253	20	-	<b>N/A</b>	<b>N/A</b>

**Note: This rate is found in the female section ,according to the old system (Years Plan), since no completion ,in the new system (Levels Plan), is found in both the male and female sections till the moment of preparing the report**

**Table (6): Mode of Instruction – Student Enrolment**

Students	On Campus Programs			Distance Education Programs		
	Full time	Part time	FTE	Full time	Part time	FTE
Male	362	-		N/A	N/A	N/A
Female	405	-		N/A	N/A	N/A
Totals	767	-		N/A	N/A	N/A

**Note:** FTE (full time equivalent) for part time students assume a full time load is 15 credit hours and divide the number of credit hours taken by each student by 15 (use this formula only for part time students).

**Table (7): Mode of Instruction – Teaching Staff**

Number of Teaching Staff	On Campus Programs			Distance Education Programs		
	Full time	Part time	FTE	Full time	Part time	FTE
Male	24	-	-	N/A	N/A	N/A
Female	16	-	-	N/A	N/A	N/A
Totals	40	-	-	N/A	N/A	N/A

## C. Mission and Goals of the Program

### 1. Mission of Program

**We promote high quality education in English language and linguistics by instilling the values of quality standards in teaching and research to prepare students academically and professionally to meet the needs of local and global communities.**

### 2. Major Goals/Objectives for Development of the Program (This item refers to major goals and objectives for the development and improvement of the program, not the objectives for student learning outcomes)

- **The Program seeks to achieve the following objectives:**

- 1- Demonstrate knowledge of the basic concepts, theories, and perspectives including: rhetorical, interpretative, historical, cultural and social approaches to identify and solve linguistic problems.**
- 2- Conduct English language training and research to different areas in public and private sectors.**
- 3- Work effectively as a member of a multi-disciplinary development team and undertake leadership roles when appropriate.**
- 4- Communicate their thoughts, in both written and oral forms, so that others can comprehend and build on their work.**
- 5- Understand the importance of ethics and quality standards in the profession and the need to act in the society's best interest.**

### 2. Performance Indicators (List any indicators and benchmarks that have been selected to provide evidence of achievement of goals/objectives).

**Table (8): Matrix of program objectives and its KPI's**

<b>Program Objectives</b>	<b>Performance Indicators</b>
1- Demonstrate knowledge of the basic concepts, theories, and perspectives including: rhetorical, interpretative, historical, cultural and social approaches to identify and solve linguistic problems.	<ul style="list-style-type: none"><li>❖ Applying the basic rules of learning and teaching English language</li><li>❖ Using the communicative way of teaching and learning</li><li>❖ Discussing various issues relating to rhetorical, interpretative, historical, cultural and social approaches</li><li>❖ The ability to analyze and solve linguistic problems</li></ul>
2- Conduct English language training and research to different areas in public and private sectors.	<ul style="list-style-type: none"><li>❖ Having the ability to work independently as well as in a team</li><li>❖ Demonstrating the ability to have the responsibility of teaching</li></ul>

	<ul style="list-style-type: none"> <li>❖ Showing research skills</li> <li>❖ Identifying their strengths and weaknesses</li> <li>❖ Employing the scientific approaches in conducting research</li> </ul>
3- Work effectively as a member of a multi-disciplinary development team and undertake leadership roles when appropriate.	<ul style="list-style-type: none"> <li>❖ Providing necessary information for the team</li> <li>❖ Identifying the rules of working in group</li> <li>❖ Sharing their work with the team</li> <li>❖ Respecting team members</li> <li>❖ Providing or asking for help when needed</li> </ul>
4- Communicate their thoughts, in both written and oral forms, so that others can comprehend and build on their work.	<ul style="list-style-type: none"> <li>❖ Employing oral and written communication skills</li> <li>❖ Using the appropriate style of communication</li> <li>❖ Making the use of technology through communicating with others.</li> <li>❖ Using the language labs in learning as well as teaching</li> </ul>
5- Understand the importance of ethics and quality standards in the profession and the need to act in the society's best interest.	<ul style="list-style-type: none"> <li>❖ Following and respecting university regulations and rules</li> <li>❖ Showing respect for teachers and learners</li> </ul>

**Table (9): Program standards and its KPI's**

Standard	Key Performance Indicators (KPI)
1 - Mission Goals and Objectives	<ul style="list-style-type: none"> <li>• Examination of the mission statement itself, copies of papers proposing the mission or modifications in it.</li> <li>• Responses to questions on surveys to see how well the mission is known and supported with teaching staff, students, graduates and employers to find out how well it is known and supported</li> </ul>
2 - Governance and Administration	<ul style="list-style-type: none"> <li>• Documents setting out policies, terms of reference and operating procedures</li> </ul>



	<p>for major committees and administrative positions</p> <ul style="list-style-type: none"> <li>• Responses to surveys by teaching and other staff and students</li> </ul>
3- Management of Quality Assurance and Improvement	<ul style="list-style-type: none"> <li>• Involvement in quality assurance processes by teaching and other staff and the adequacy of responses made to evaluations that are made in program and course reports and other reports prepared.</li> </ul>
4 - Learning and Teaching	<ul style="list-style-type: none"> <li>• Students, graduates and employers of the quality of programs, statistics on course and program completions and employment outcomes, ratios of students to teaching staff, and statistics on teaching staff qualifications. Important sources of evidence might include independent expert advice</li> <li>• Check marking of samples of students' work and independent assessments of the standards of test questions and students' responses</li> </ul>
5 – Student Administration and Support Services	<ul style="list-style-type: none"> <li>• Surveys of students about the quality and responsiveness of services provided, usage rates for particular services, response times for communicating decisions on admissions and results and the frequency and results of discipline procedures</li> </ul>
6 - Learning Resources	<ul style="list-style-type: none"> <li>• User satisfaction surveys, success rates for students in accessing course reference material and documents describing processes for identifying and responding to course requirements</li> <li>• Surveys of user satisfaction, statistics on equipment breakdowns</li> </ul>
7- Facilities and Equipment	<ul style="list-style-type: none"> <li>• User satisfaction surveys of facilities and equipment</li> <li>• Questionnaires for staff and students</li> </ul>
8 - Financial Planning and Management	<ul style="list-style-type: none"> <li>• Exclusive for Institution</li> </ul>
9 – College and Staff Employment	<ul style="list-style-type: none"> <li>• Student/teaching staff ratios and</li> </ul>

Processes	proportions of teaching staff with levels of qualifications
10 – Research	<ul style="list-style-type: none"> <li>Statistics on the volume of research publications per faculty member, the proportions of research-active teaching staff</li> </ul>
11 – Institutional Relationships with the community	<ul style="list-style-type: none"> <li>Exclusive for College, Institution</li> </ul>

#### **The Use of the program mission in developing the program:**

- ❖ **Examination of the mission program and updating it along with the objectives helps improving the program outcomes.**
- ❖ **The mission is consistent with the program objectives.**
- ❖ **The program mission is developed based on the college and the university missions.**
- ❖ **Updating the program vision, mission and objectives according to the latest developments in the educational process.**

#### **D. Program Context**

##### **1. Significant Changes in the External Environment**

Summarize any significant changes in the external environment affecting the delivery of the program or the skills required for graduates in the period since the last periodic self study or since the program was introduced. (For example: local national or international economic developments, significant recent research in the field, technological changes affecting skill requirements, employment demand, government policies on higher education or on matters affecting the fields for which students are being prepared, national or international developments in professional practice in the field.)

Significant Changes with positive influence:

- **The development of the higher education sector:**  
The expansion of higher education began dramatically in recent years, where there are many universities in the KSA included many colleges in various fields of education, including the college of education in AlZulfi.
- **Increase government funding on higher education.**
- **Ministry of Higher Education and the NCAAA high consideration of quality and its quest to unify efforts among institutions of higher education for the sake of academic accreditation in various programs and the adoption of a number of training courses and workshops that contribute to the support of those efforts.**
- **Technological revolution.**

Significant Changes with negative influence:

1. Lack of harmony between the outputs of higher education and the requirements of the market :

There is a lack of harmony in general between the outputs of higher education and the needs of local, regional and global labor markets. There is a lack of a systematic institutional symmetry between the outputs of higher education and the requirements of local and regional market.

- Lack of employment opportunities for graduates.
- Increasing trend to higher education :  
Growing trend to higher education significantly in the past years.  
Consequently, a heavy burden was placed on institutions of higher education , particularly at public universities to provide proper education to this huge number of students. Thus, the government has made decisions to establish more public and private universities . Accordingly, it has been the establishment of a number of public universities and licensing of a number of new private universities by the Ministry of Higher Education to meet these requirements.

2. Changes in the Institution Affecting the Program.

Summarize any significant changes within the institution affecting the delivery of the program.

- **There are various efforts for the development of quality in the University for Academic Accreditation of various programs that led to the establishment of Quality and Skills Development vice-Deanship in Al-Zulfi college of Education.**
- **University support for the project of the Strategic Plan, which will lead to the need to reconsider the formulation of the strategic plan of the college and prepare a strategy for the department in line with the overall plan of the college and the university as well.**
- **Positive and supportive attitude of the university for all ideas that will develop and activate the academic and administrative work and its commitment to the training of faculty members in issues related to quality in line with the directions and implications of the Ministry of Higher Education.**
- **Increasing the high school GPA for admission in the English language Program ( from 75% to 80%)**
- **Lack of classrooms, language labs, classroom equipment and competent and specialized teaching staff**
- **Absence of participation in some aspects of the administration and financial affairs, e.g. program administration, most often, do not participate in planning processes and financial management in most universities**

3. Note any implications for changes that may be required in the mission and goals, content, or methods of delivery of the program as a result of changes noted under 1 and 2.

- **Prepare an upgraded strategic plan for the department in line with the mission and strategy of the university and the college.**
- **Attract more talented faculty members**
- **Prepare a detailed study of the requirements of the labor-market by experts in the field in KSA.**
- **Strengthen the rapport with the department graduates.**

### **E. Program Developments**

1. Summary of changes made in the program in the period since the previous self-study or since the program was introduced. This should include such things as courses added or deleted or significant changes in their content, changes in approaches to teaching or student assessment, or program evaluation processes etc.

The establishment of the Department of English Language in AlZulfi College of Education is a practical evidence for the university consideration of its importance and role in the community service, for this reason the department seeks to achieve the desired objectives of high professionalism. The department has started preparing a plan to improve the program that are in the line with the overall trend, which serve later in the orientation of the university to develop a comprehensive plan for all its activities and programs for the coming years.

The college Development and Quality Unit prepared a draft of the plan, guided by the overall strategy, based on which the program prepared its self-study report. The department as well as the college held workshops to discuss the improvement plan as an important criteria in the readiness of accreditation.

The university and the college consideration of academic accreditation for its departments by the NCAAA, as well as the access to international accreditation, which requires a reconsideration of the program in the light of the Commission requirements, especially the National Qualifications Framework, and new templates of program and courses specification as well as its reports.

Based on this rationale, the department started the development of the study plan, as follow:

- Change the study system from the "Years" to the "Levels" system
- Change the study plan to the credit hour system

- Change the description of some courses which led to the change in the content
- Add surveys to evaluate faculty members and their satisfaction
- Questionnaires to survey students' satisfaction of the provided services, including facilities, academic advisory..etc.
- Questionnaires to students' evaluation of the courses and the program

2. Statistical summary (Provide figures beginning with the current year and for the previous four years)

**No graduates till the moment of preparing this report (based on the new Plan)**

Year	Students Commencing	Total Enrolments	Students Completing	Apparent Completion Rate *

\* Apparent completion rate is the number of students completing the program as a percentage of the number in that student cohort commencing the program -----years previously.

3. Year to year progression rates. (Latest year)

Proportion of students who commenced each year level in the previous year who passed and continued to a higher year level the current year.

**Table (10): Proportion of students who commenced each year level in the previous year who passed and continued to a higher year level the current year**

	Male	Female	Total
Commenced in Year 1 and continued to commence in Year 2	115	170	<b>285</b>
Commenced in Year 2 and continued to commence in Year 3	129	123	<b>302</b>
Commenced in Year 3 and continued to commence in Year 4	87	87	<b>180</b>

Comment on trends in year to year progression rates (i.e. Increasing, decreasing, likely reasons for change (if any), significance of trends)

- **Students' lack of awareness concerning academic advisory in a way reflected on the process of course registration, which may lead to miss the main courses forming the principle prerequisites to other courses in advanced levels.**
- **Students' ignorance with the study plan**
- **Naturally as the case in every academic institutions, low achievers are always there.**

4 . Comparison of planned and actual enrolments. (For a new program that has provisional accreditation and is seeking full accreditation)

**Table (11): Comparison of planned and actual enrolments**

Year	Planned Enrolments		Total	Actual Enrolments		Total
	Male	Female		Male	Female	
1432-1433	100	100	200	186	200	386
1433-1434	200	100	200	100	107	207
1434-1435	100	100	200	80	124	204
1435-1436	100	100	200	100	120	220

Comment and explanation if there are significant differences between planned and actual numbers.

- **In 1432 -1433 H, there was a big gap between the planned and actual number of students; because it was the first year for the implementation of the new plan (system), as well as the launch of the Male Section since the there was no adequate and clear view.**
- **The increasing demand of the labor market on the English language specialization**

## **F. Program Evaluation**

1. Evaluation in Relation to Goals and Objectives for Development of the Program(See item C 3 above)

i) (State goal/objective)

**Demonstrate knowledge of the basic concepts, theories, and perspectives including: rhetorical, interpretative, historical, cultural and social approaches to identify and solve linguistic problems.**

Desired benchmark or standard of performance

- ❖ **Applying the basic rules of learning and teaching English language**
- ❖ **Using the communicative way of teaching and learning**
- ❖ **Discussing various issues relating to rhetorical, interpretative, historical, cultural and social approaches**
- ❖ **The ability to analyze and solve linguistic problems**

Result Achieved

- ❖ **Students have the ability to discuss various issues relating to rhetorical, interpretative, historical, cultural and social approaches. Moreover, they are able to analyze and solve linguistic problems. Students sue different learning strategies**

(ii) (State goal/objective)

**Conduct English language training and research to different areas in public and private sectors**

Desired benchmark or standard of performance

- ❖ Having the ability to work independently as well as in a team
- ❖ Demonstrating the ability to have the responsibility of teaching
- ❖ Showing research skills
- ❖ Identifying their strengths and weaknesses
- ❖ Employing the scientific approaches in conducting research

Result Achieved

Most students are able to work individually, in pairs and in groups.  
Students take the responsibility of teaching , especially during field work experience.  
Most students are able to conduct research as shown in Research Methods Course

(iii) (State goal/objective)

**Work effectively as a member of a multi-disciplinary development team and undertake leadership roles when appropriate**

Desired benchmark or standard of performance

- ❖ Providing necessary information for the team
- ❖ Identifying the rules of working in group
- ❖ Sharing their work with the team
- ❖ Respecting team members

- ❖ Providing or asking for help when needed

Result Achieved

**Students show great cooperative and collaborative work with regard to the practicum. Moreover, they keep in touch with their supervisors with regard to counselling in issues which may stand in need.**

(iv) (State goal/objective)

**Communicate their thoughts, in both written and oral forms, so that others can comprehend and build on their work**

Desired benchmark or standard of performance

- ❖ Employing oral and written communication skills
- ❖ Using the appropriate style of communication
- ❖ Making the use of technology through communicating with others.
- ❖ Using the language labs in learning as well as teaching

Result Achieved

**Students utilize various methods of communication**

**As far as learning and teaching are concerned, students prove appropriate and sufficient interaction with their fellows and tutors inside classrooms when matters come to discuss and write about related topic in English Language. The same is true for students' behaviour inside their classrooms in school during practicum.**

**Most students have the ability to use the technology in learning as well as in communicating with their teachers and colleagues.**

(v) (goal/objective)

**Understand the importance of ethics and quality standards in the profession and the need to act in the society's best interest**

Desired benchmark or standard of performance

- ❖ **Following and respecting university regulations and rules**
- ❖ **Showing respect for teachers and learners**

Result Achieved

**Students show great commitment to the university rules and regulations. For**



**example, they attend from the first day of the study, in addition, they follow the rules of examination regarding timing, presence and excuses.**

## 2. Effectiveness of Program Improvement Initiatives

List matters identified in recent annual program reports as priorities for improvement, either as sub-scales of the Quality Standards for Postsecondary Institutions identified for annual monitoring, or in action plans. For each matter listed provide a brief report on results achieved.

- 1. Learning Resources**
- 2. Facilities and Equipment**
- 3. Financial Planning and Management**
- 4. Research**
- 5. Institutional Relationships with the Community**

## 3. Evaluation in Relation to Quality Standards (Refer to *Standards for Quality Assurance and Accreditation of Higher Education Programs*)

Brief descriptive reports (normally ½ to 1 page in length) should be given under each of the following sections relating to standards set out in the *Standards for Quality Assurance and Accreditation of Higher Education Programs*. The reports should summarize the process followed in investigating performance in relation to each standard, and refer to areas of strength and weakness as indicated by the rating scales. Reference should also be made when appropriate to other evidence such as performance indicators and surveys of students, graduates and employers. If quantitative data is available it should be included or provided in attachments and referred to in the text. If priorities for improvement have been determined or initiatives already undertaken these should be noted and any initial results reported.

If there are significant differences between analyses or evaluations of delivery of the program in different locations (eg. on a women's campus or on a campus in a different location these should be noted and comments made about reasons for the differences and any response that should be made.

Attach completed rating scales from the *Self Evaluation Scales for Higher Education Programs*.

1. Mission and Objectives . Refer to Standard 1 in the *Self Evaluation Scales for Higher Education Programs*. . (Overall Rating \_\_4.18\_\_\_\_ Stars)

Description of process for investigation and preparation of report on this standard.

- **Holding meetings and seminars to discuss the program mission and objectives in the male and female sections.**
- **The mission statement is appropriate for the institution and for a program of its type in Saudi Arabia.**
- **The mission statement is useful in guiding planning and decision making for the program.**
- **Surveying students' and stakeholders' views about the program mission and objectives**
- **Designing questionnaires using Google documents and share it with students, teaching and administrative staff and members of the community**
- **The mission is developed through consultative processes and formally adopted and periodically reviewed.**
- **Updating the program mission, vision and objectives**
- **The mission must be used consistently as a basis for planning and major policy decisions**

**The Use of the program mission in developing the program:**

- ❖ **Examination of the mission program and updating it along with the objectives helps improving the program outcomes.**
- ❖ **The mission is consistent with the program objectives.**
- ❖ **The program mission is developed based on the college and the university missions.**
- ❖ **Updating the program vision, mission and objectives according to the latest developments in the educational process.**

**Indicators Considered:**

*Examining responses to questions on surveys to see how well the mission is known and supported, or the proportion of policy decisions that refer to the mission among criteria for the decision made.*

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

- **Strengths:**

1. The mission for the program is consistent with the mission of the institution.
- 2 The mission establishes directions for the development of the program that are appropriate for a program of its type and for the needs of students in the context for

which they are prepared.

3. The decision making body responsible for approving the program within the institution formally approved the mission statement.

4. The mission statement is periodically reaffirmed or amended if necessary in the light of changing circumstances

5. The mission statement is used as a basis for a strategic plan for development of the program over a medium term planning period.

- **Areas requiring improvement:**

The mission needs to be more consistent with Islamic beliefs and values

Major stakeholders associated with the program have been consulted and support the mission.

- **Priorities for action**

- The mission statement should establish priorities for development and quality improvement and be key element in the quality assurance process.
- Goals should be thought of as applications of the mission to specific activities.
- The wording of the mission needs to be more specific, so that it can be more effective in decision-making processes.
- Objectives should be linked through strategic planning processes to the mission and goals.
- Goals and objectives of the program should be set and updated with cooperation and support of stakeholders.

2. Program Administration, Refer to Standard 2 in the *Self Evaluation Scales for Higher Education Programs*. . (Overall Rating \_\_\_\_3.60\_\_\_\_ Stars)

Description of process for investigation and preparation of report on this standard.

- **Effective and responsible leadership for the development and improvement of the program**
- **In sections for male and female students the program coordinators and teaching staff in both sections participate in cooperative planning, decision making and program and course reporting**
- **Planning processes is managed effectively to achieve the mission and goals of the program through cooperative action by the instructional team, and program and course reporting and decision making**
- **Teaching and other staff involved with the program meet high ethical standards of honesty and integrity including avoidance of conflicts of interest and avoidance of plagiarism in their teaching, research, administrative and service functions**
- **Policies and regulations are established clearly to define the major responsibilities and procedures for the administration of the program and for committees and teaching and other staff and students involved.**

❖ **Letters addressed to the members for delegations of authority**  
e.g. Letters of designation for the department coordinators in the Male and

## the Female sections (see attachment D)

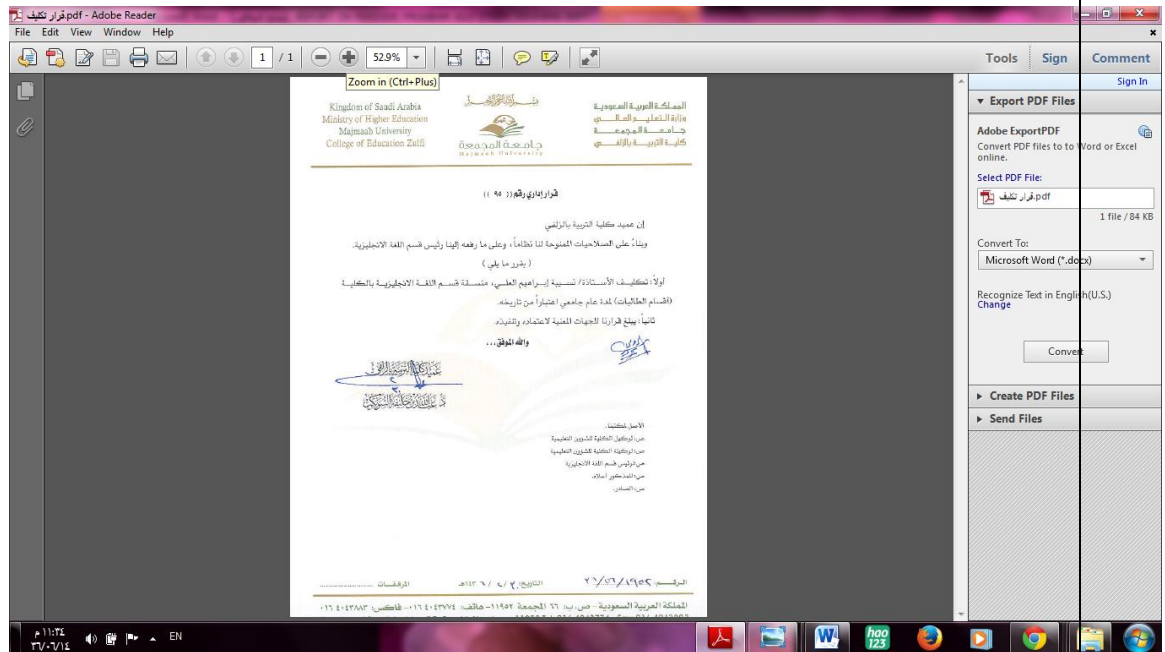


Figure (2): Letter of designation for the coordinator in the Female section

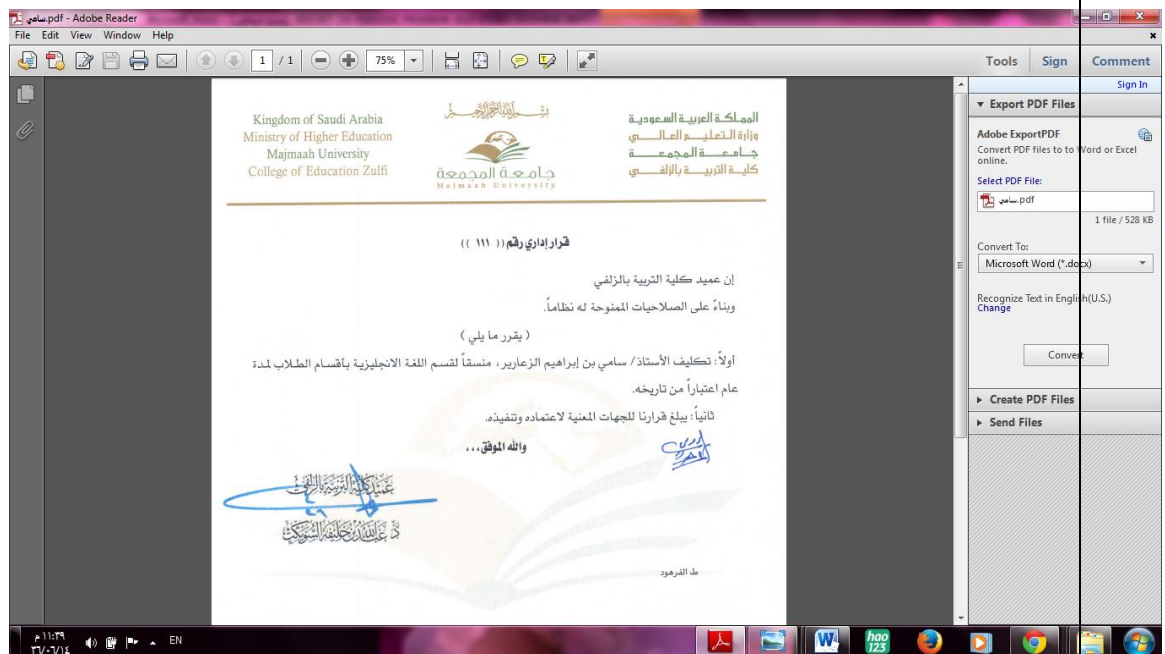


Figure (3): Letter of designation for the coordinator in the Male section

- ❖ **Establishing internal Committees with specific authorities and assigned duties.**  
**(Refer to Attachment F)**

**Table (12) The Department Internal Committees**

<b>Category</b>	<b>Committee Title</b>	<b>Coordinator in the Male Section</b>	<b>Coordinator in the Female Section</b>
<b>A</b>	<b>Scholarship Committee</b>	Mr. Mahmoud Fikri	Dr. Sana'a Khatter
	<b>Post Graduates &amp; Scientific Research</b>	Dr. Shahbaz Bilal	Dr. Sana'a Khatter
<b>B</b>	<b>Assessment &amp; Measurement</b>	Mr. Emad Sam'ali	Mrs. Maha Merghani
	<b>Exams Questions' Revision</b>	Dr. Abdel-Karim Al-Harbi	Mrs. Nigar Tarannum
	<b>Exams' Follow up Committee</b>	Mr. Mustafa Al-Ashri	Mrs. Nour Bani-Melhem
<b>C</b>	<b>Quality Unit</b>	Mr. Ahmed Al-Bashabsheh	Mrs. Amani Salman
	<b>Self-Study</b>	Mr. Ahmed Al-Bashabsheh	Mrs. Amani Salman
	<b>Courses' Specifications</b>	Mr.Sami Alza'reer	Dr. Mahwish Niazi
	<b>Study Plans</b>	Mr.Sami Alza'reer	Dr. Mahwish Niazi
	<b>Improvement Plan Committee</b>	Mr.Sami Alza'reer	Mrs. Amani Salman
	<b>Quality Assurance Unit</b>	Mr. Ahmed Al-Bashabsheh	Mrs. Amani Salman

	<b>Academic Accreditation</b>	Mr. Ahmed Al-Bashabsheh	Mrs. Amani Salman
<b>D</b>	<b>Requirements' Committee</b>	Dr. Abdel-Karim Al-Harbi	Dr. Mahwish Niazi
<b>E</b>	<b>Schedules</b>	Mr. Mustafa Al-Ashri	Mrs. Nusaibah Al-Ali
<b>F</b>	<b>Students' Activities</b>	Mr. Omar Al-Kounaini	Mrs. Mariem Gharbi
	<b>Cultural Committee</b>	Mr. Omar Al-Kounaini	Mrs. Mariem Gharbi
	<b>Talents' Committee</b>	Dr. Abdel-Fattah Ghazal	Mrs. Nour Bani-Melhem
<b>G</b>	<b>Labs&amp; Apparatus</b>	Mr. Shazad Hussein	Mrs. Maha Merghani
	<b>Security &amp; Safety</b>	Mr. Muhammed Simab	Mrs. Maha Merghani
<b>H</b>	<b>Academic Advisory</b>	Mr. Abdel-Rahman Alroumi	Mrs. Reem Al-Farhoud
	<b>Guidance &amp; Advisory</b>	Mr. Emad Sam'ali	Mrs. Mariem Gharbi
	<b>Students' Cases</b>	Mr. Othman Al-Shboul	Mrs. Nigar Tarannum
<b>I</b>	<b>Graduates</b>	Mr. Wajahat Abbasi	Mrs. Reem Al-Farhoud
<b>G</b>	<b>Electronic Portal</b>	Mr. Abdel-Rahman Alroumi	Mrs. Nusaibah Al-Ali
<b>K</b>	<b>E- Learning</b>	Mr. Sultan Al-Harbi	Dr. Iman Abdel-Rahim
<b>L</b>	<b>Training &amp; Development</b>	Dr. Shahzad Farouqi	Dr. Sana'a Khatter
	<b>Community Service</b>	Dr. Mubarak Ali	Dr. Iman Abdel-Rahim

<b>M</b>	<b>Excellence in Teaching</b>	Mr. Khaled Al-Masoud	Mrs. Reem Al-Farhoud
<b>N</b>	<b>Student support</b>	Mr. Othman Al-Shboul	Dr. Iman Abdel-Rahim

### **Indicators Considered**

- *Letters of designation for the department coordinators in the Male and the Female sections*
- *Letter of establishing the internal Committees with specific authorities and assigned duties*

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

- **Strengths:**
  - Policies and regulations relating to the program are made accessible to faculty, staff and students, and effective strategies are used to ensure they are understood and complied with.
  - Male and female sections are adequately represented in the membership of relevant committees and councils
  - Guidelines, bylaws or regulations are established for recurring procedural or academic issues.
  - Advertising and promotional material are always truthful, avoid any actual or implied misrepresentations or exaggerated claims, or negative comments about other programs or institutions
  - Program administrators have sufficient authority to ensure compliance with formally established or agreed institutional or program policies and procedures.
  -
- **Areas requiring improvement:**
  - Risk management is included as an integral component of planning strategies with appropriate mechanisms developed for risk assessment and minimization.
  - Planning is strategic, incorporating priorities for development and appropriate sequencing of action to produce the most effective short-term and long term-results.
  - In sections for male and female students resources, facilities and staffing provisions are provided at comparable levels.
- **Priorities for action:**

- Delegations of responsibility to program administrators should be formally specified in documents, and describe clearly the limits of delegated responsibility.
- Risk management should be clearly included as an integral component of planning strategies
- Planning should be strategic to incorporate priorities for development to produce the most effective results
- Planning should focus on intended learning outcomes and teaching and assessment strategies

3. Management of Quality Assurance and Improvement .Refer to Standard 3 in the Self Evaluation Scales for Higher Education Programs. . (Overall Rating \_\_3.71\_\_\_\_ Stars)

Describe and comment on the quality assurance processes used in the program, particularly relating to indicators and benchmarks of performance and verification of standards.

- **Indicators Considered:**
- ***Involvement in quality assurance processes by teaching and other staff and the adequacy of responses made to evaluations that are made in program and course reports and other reports prepared (refer to Table ( 2 ))***

Description of process for investigation and preparation of report on this standard

- **Program administrators and teaching and other staff are committed to maintaining and improving the quality of the program**
- **Quality assurance activities that are necessary to ensure good quality must apply to all aspects of program planning and delivery including provision of related services, and to all teaching and other staff involved in those processes.**
- **Specific indicators are identified for monitoring performance and appropriate benchmarks selected for comparative evaluation of the achievement of goals and objectives and quality of performance more generally.**
- **Evaluations of performance are based on evidence**

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

❖ **Strengths:**

- Mistakes and weaknesses are acknowledged, and dealt with constructively, with help given for improvement
- Evaluations consider inputs, processes, outcomes and processes, with particular



attention to learning outcomes for students.

- Survey data is collected from students and analysed for individual courses, the program as a whole, and also from graduates and employers of those graduates
- Institutional policies and procedures are adhered to for the verification of standards of achievement by students in relation to other institutions and the requirements of the National Qualifications Framework.

❖ **Areas requiring improvement:**

- Quality assurance processes are fully integrated into normal planning and program delivery arrangements
- The additional benchmarks for the program are approved by the appropriate senior committee or council within the institution
- Information is provided regularly on key performance indicators that are selected for all programs in the institution.
- Interpretations of evidence of quality of performance are verified through independent advice from persons familiar with the type of activity concerned and impartial mechanisms are used to reconcile differing opinions.

❖ **Priorities for action:**

- The involvement of staff and students in the process of self-evaluation needs to be strengthened
- Students as well as administrative staff should participate in self-assessments and cooperate with improvement processes in sphere of quality.
- Coordination between both male and female sections with regard to all standards to make appropriate recommendations for action in response
- Leadership and support for the management of quality assurance processes should involve administrative staff and students.
- Benchmarks for the program should be approved by the appropriate senior committee or council within the institution
- Provide more information about program Key performance indicators
- There should be compliance between both male and female section with regards to .surveying opinions of stakeholders such as students and faculty, graduates and employers

4. Learning and Teaching. Refer to Standard 4 in the Self Evaluation Scales for Higher Education Programs. . (Overall Rating \_\_4.41\_\_\_\_ Stars)

The standard for learning and teaching is the most important consideration in a program self-study. Completed rating scales from the *Self Evaluation Scales for Higher Education Programs* should be attached, and comments made on each subsection citing

indicators used as evidence of performance and priorities and strategies for improvement. Reference should be made to the results of processes followed. For example if steps were taken to check the standards of student achievement against appropriate external benchmarks, what was done? and what conclusions were reached? Information provided in reports of surveys or special investigations or in annual program reports need not be repeated. However significant conclusions should be noted and reports referred to and attached.

***Indicators Considered:***

- ***Ratings by students of the quality of programs***
- ***Statistics on course and program completions***
- ***Ratios of students to teaching staff***
- ***Statistics on teaching staff qualifications***
- ***Independent expert advice on the appropriateness of study plan***

1. Subsection 4.1 Student Learning Outcomes (Overall Rating 3.6 Stars)

Describe the process used to identify intended student learning outcomes, and the procedure used to evaluate the quality of outcomes achieved.

- **Consistency with the Qualifications Framework**
- **Consistency with requirements for professional practice in Saudi Arabia in the fields concerned.**
- **Clear strategies to develop special attributes in students graduating from the institution**

**Table ( 13 ) : Program Learning Outcomes**

<b>1.</b>	<b>Acquiring the necessary capacity, skills and knowledge to teach English in the levels of general education in the Kingdom</b>
<b>2.</b>	Providing students with Knowledge of the concepts, principles and theories of learning and teaching English.
<b>3.</b>	Raising students' awareness of the latest developments in the disciplines included in the field of study, including higher awareness of modern research on finding solutions to the issues of language and increase knowledge in the field of English language teaching theories
<b>4.</b>	Raising awareness of the rules, regulations, and the technical requirements of the profession of teaching and learning and how to improve it over time in response to changes in surrounding conditions
<b>5.</b>	Acquiring the necessary capacity, skills and knowledge to enter the graduate programs for high achievers from graduates who wish to work as teacher assistants in universities of the Kingdom, especially new universities
<b>6.</b>	Applying the methods included in the critical thinking and creative problem solving, whether it's at the request of others, or when faced with a new and unexpected situations in order to practice the English language

7.	Studying topics and problems in the study of the English language using a variety of sources, and drawing valid conclusions
8.	Using the suitable statistical methods to draw conclusions and solutions for literary and language problems
9.	Taking the responsibility for self-learning and continuing personal and professional development
10.	Showing great commitment to vocational values and codes of ethics
11.	Working effectively in a group and practicing English language
12.	Showing the sense of responsibility in personal and vocational relations while in field
13.	Communicating orally and in writing with tutors and fellows
14.	Employing computer skills to communicate with staff and students
15.	Using the information resources and technology to increase knowledge and execute ideas in the fields of language, language teaching, and literature.

**Table (14): Strategies of Teaching in the English Language dept.**

1.	<b>Assigning readings and written analyses in literary courses</b>
2.	<b>Lectures through Direct and Communicative method</b>
3.	<b>Pair and group discussions</b>
4.	<b>Presentations by students</b>
5.	<b>Providing assignments of individual and group tasks</b>
6.	<b>Role plays and analysis in discussions of interactions</b>
7.	<b>Assign group projects/presentations.</b>
8.	<b>Including class participation as a component in the course assessment</b>
9.	<b>Initial assessment of IT skills as part of orientation.</b>
10.	<b>Require written homework to be typed in proper format</b>
11.	<b>Including the use of PowerPoint as a necessary component of a presentation</b>
12.	<b>Allotting marks for electronic communication</b>

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action.

❖ **Strengths:**

- Intended learning outcomes are consistent with requirements for professional practice in Saudi Arabia in the fields concerned
- Intended learning outcomes are consistent with the Qualifications Framework.
- The attributes to be developed in students are clearly defined, strategies for developing them planned and implemented across the program, and mechanisms for assessing and reporting on the extent to which graduating students have developed them, are in place.

❖ **Areas requiring improvement**

- Intended learning outcomes are specified after consideration of relevant academic and professional advice.
- Appropriate program evaluation mechanisms including graduating student surveys, employment outcome data, employer feedback and subsequent performance of graduates are used to provide evidence about the appropriateness of intended learning outcomes and the extent to which they are achieved
- 

❖ **Priorities for action:**

- Consulting relevant academic and professional advice with regard to specify intended learning outcomes.
- Establishing program evaluation based on graduates and stakeholders surveys to have deep insights about learning outcomes suitability.

13. Subsection 4.2 Program Development Processes (Overall Rating \_\_\_\_3.7\_\_\_\_ Stars)

Describe the process used for program planning , and the procedure used for evaluating the effectiveness of those processes.

**Programs must be planned as coherent packages of learning experiences in which all courses contribute in planned ways to the intended learning outcomes for the program.**

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

❖ **Strengths:**

- Plans for courses are set out in course specifications that include knowledge and

skills to be acquired and strategies for teaching and assessment for the domains of learning to be addressed in each course

- New program proposals are assessed and approved or rejected by the institution's senior academic committee using criteria that ensure thorough and appropriate consultation in planning and capacity for effective implementation
- Plans for the delivery of the program and for its evaluation are set out in detailed program specifications that include knowledge and skills to be acquired, and strategies for teaching and assessment for the progressive development of learning in all the domains of learning.
- 

❖ **Areas requiring improvement**

- Planning should include any action necessary to ensure that teaching staff are familiar with and are able to use the strategies included in the program and course specifications
- In professional programs continuing advisory panels that include leading practitioners from the relevant profession monitor and advise on content and quality of programs.

❖ **Priorities for action:**

- Establishing external and internal leading practitioners from relevant profession monitor and advise on content and quality of programs
- Providing training courses for teaching staff about teaching strategies

14. Subsection 4.3 Program Evaluation and Review Processes (Overall Rating \_\_\_\_4.9\_ Stars)

Describe the processes used for evaluation and review of the program and the mechanism used in this self study to evaluate the quality of those processes.

**The quality of all courses and of the program as a whole must be monitored regularly through appropriate evaluation mechanisms and amended as required, with more extensive quality reviews conducted periodically.**

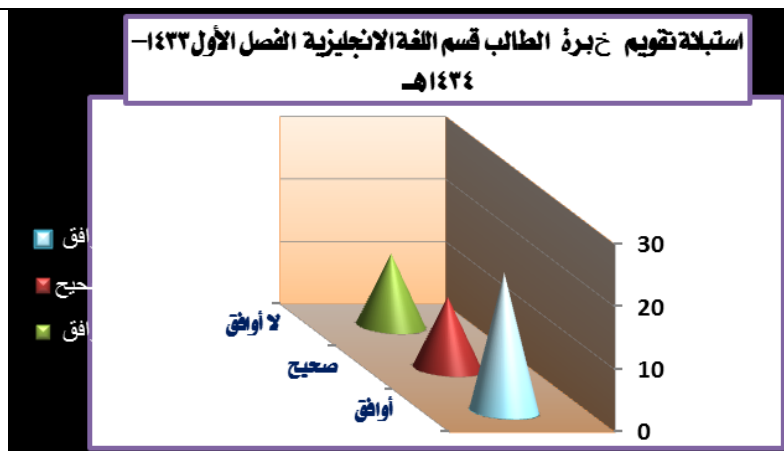


Figure (4): Student's Experience Survey 1433-1434 H

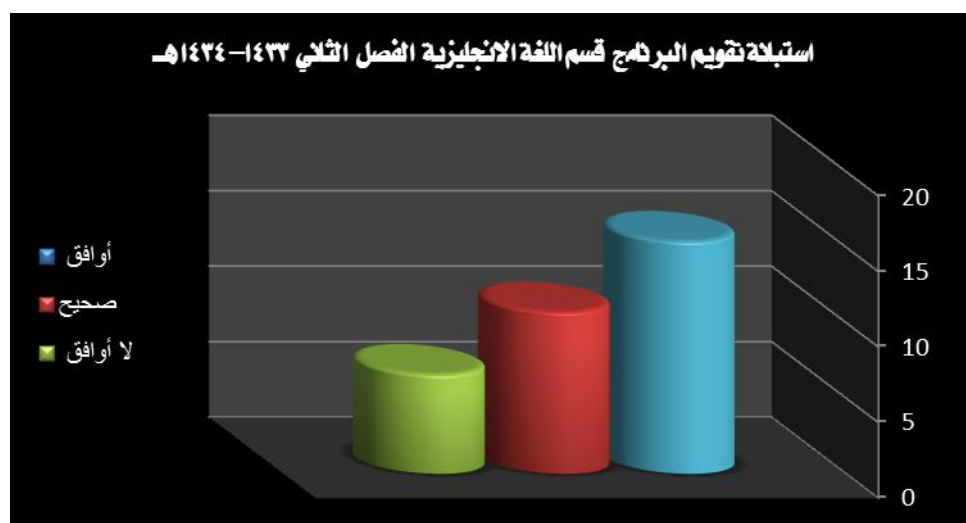


Figure (5): Program Evaluation Survey 1433-1434 H

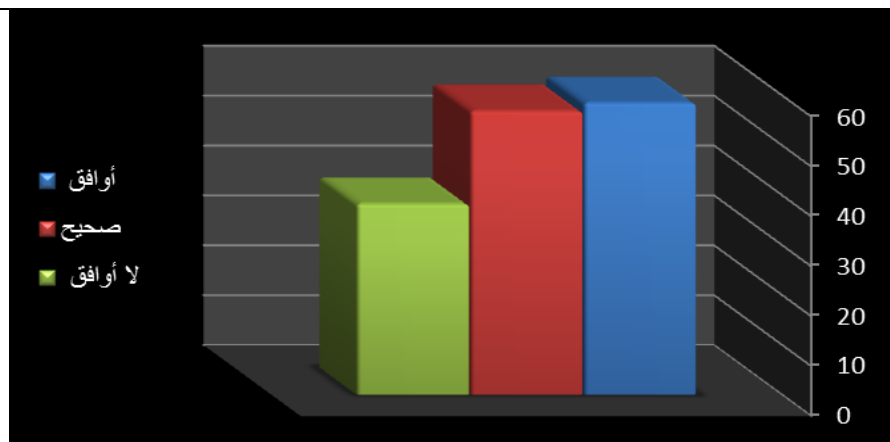


Figure (6): Student's Experience Survey 1435-1436 H

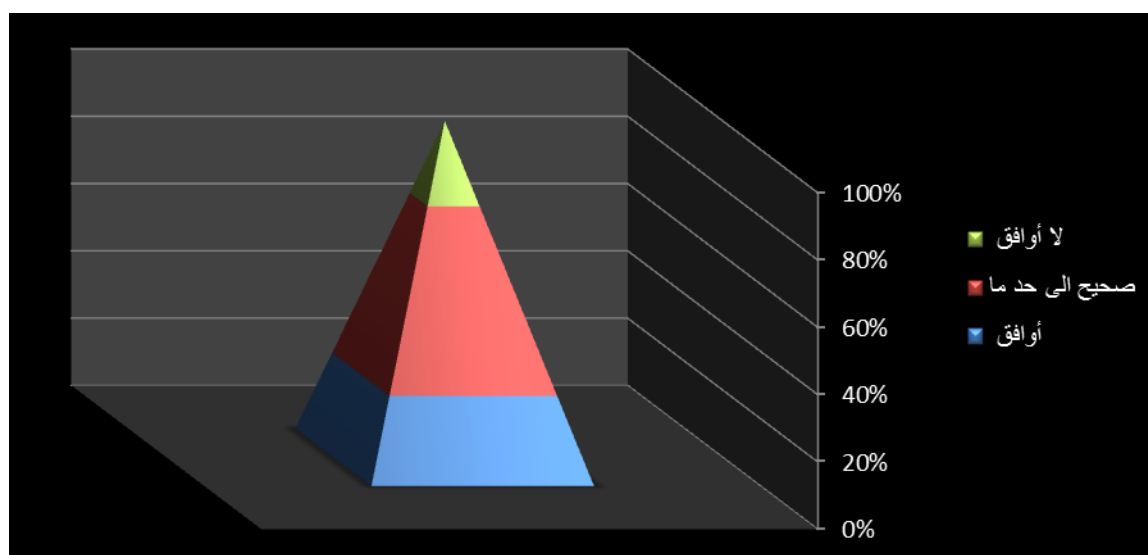


Figure (7): Program Evaluation Survey 1435-1436 H

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

❖ **Strengths:**

- Courses and programs are evaluated and reported on annually with information about the effectiveness of planned strategies and the extent to which intended learning outcomes are being achieved.
- Quality indicators that include learning outcome measures are identified and used for all courses and the program as a whole

- If problems are found through program evaluations appropriate action is taken to make improvements
- Records of student completion rates in all courses and the program as a whole are kept and used as quality indicators.
- Procedures are followed that ensure that in program reviews information about the appropriateness of learning outcomes sought and the extent to which they are achieved is sought from students and graduates through surveys and interviews, discussions with teaching staff, and other stakeholders such as employers.

❖ **Areas requiring improvement**

- N/A

❖ **Priorities for action**

N/A

4. Subsection 4.4 Student Assessment (Overall Rating \_\_4.3\_\_\_\_(Stars)

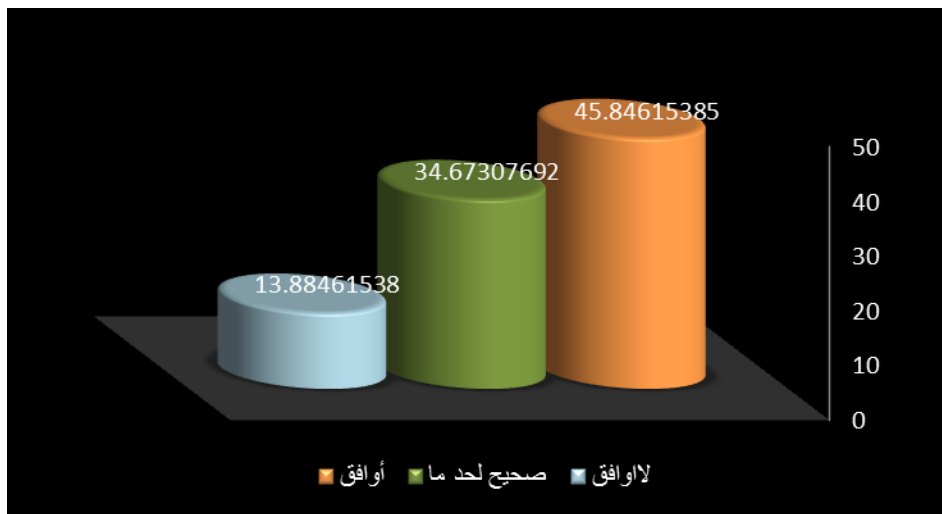
Describe the strategies used for assessment of student achievement and for verifying the standards achieved by them.

**Student assessment processes must be appropriate for the intended learning outcomes and effectively and fairly administered with independent verification of standards achieved.**



**Figure (8): Academic Advisory Services Survey 1433-1434 H**





**Figure (9): Academic Advisory Services Survey 1435-1436 H**

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action in dealing with student assessment processes.

❖ **Strengths:**

- Student assessment mechanisms are appropriate for the forms of learning sought.
- Assessment processes are clearly communicated to students at the beginning of courses.
- Appropriate valid and reliable mechanisms are used for verifying standards of student achievement in relation to relevant internal and external benchmarks.
- Feedback on performance and results of assessments are given promptly to students and accompanied by mechanisms for assistance if required.
- Assessments of student work should be conducted fairly and objectively.
- Criteria and processes for academic appeals should be made known to students and administered equitably

❖ **Areas requiring improvement**

- Grading of students tests, assignments and projects is assisted by the use of matrices or other means to ensure that the planned range of domains of student learning outcomes are addressed.

❖ **Priorities for action**

- Including matrices of course learning outcomes to ensure that the planned range of domains of student learning outcomes are addressed

5. Subsection 4.5 Educational Assistance for Students (Overall Rating  
\_\_4.3\_\_\_\_(Stars)

Describe the major processes for providing educational assistance for students and the process used in this self study to evaluate their effectiveness.

**Effective systems must be in place for assisting student learning through academic advice, study facilities, monitoring student progress, encouraging high performing students and provision of assistance when needed by individuals.**

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action in providing educational assistance for students..

❖ **Strengths:**

- Teaching staff are available at sufficient scheduled times for consultation and advice to students. (This must be confirmed, not assumed because times have been scheduled)
- Teaching resources (including staffing, learning resources and equipment, and clinical or other field placements) are sufficient to ensure achievement of the intended learning outcomes.
- Systems are in place for monitoring and coordinating student workload.
- The adequacy of arrangements for assistance to students is periodically assessed through processes that include, but are not limited to, feedback from students.

❖ **Areas requiring improvement:**

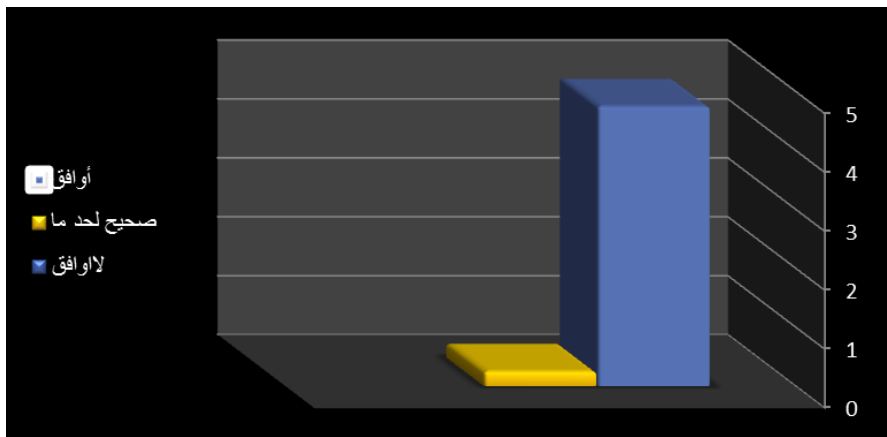
- Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.
- Appropriate preparatory and orientation mechanisms are provided to prepare students for study in a higher education environment. Particular attention is given to preparation for the language of instruction, self-directed learning, and bridging programs if necessary for students transferring to the institution with credit for previous studies.
- Year to year progression rates and program completion rates are monitored, and action taken to help any categories or types of students needing help.

❖ **Priorities for action**

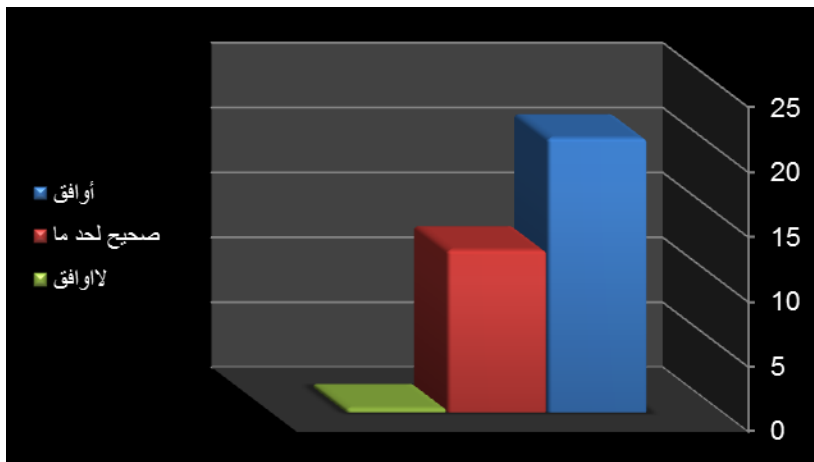
- Providing tutorial assistance for students.

6. Subsection 4.6 Quality of Teaching (Overall Rating \_\_4.41\_\_\_\_(Stars)

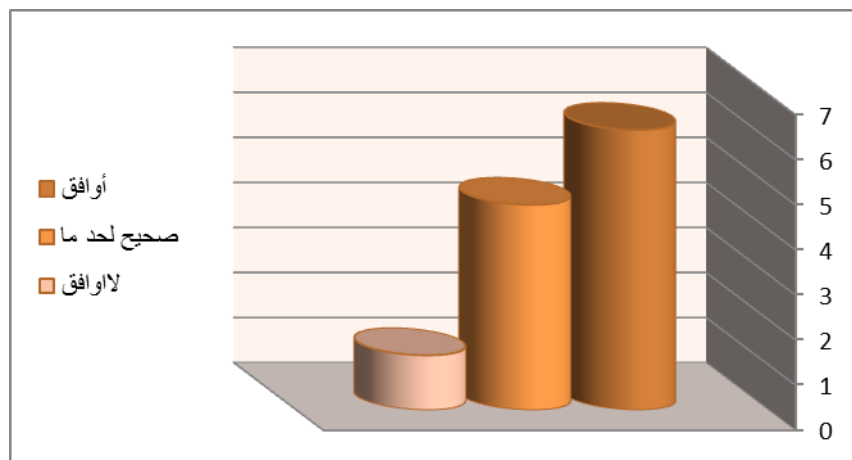
Describe the processes used to plan for the use of appropriate teaching strategies to develop learning in the program and to evaluate the effectiveness of those processes. This section should include a table indicating the proportion of faculty whose teaching is regularly assessed in student surveys, and a comment on the effectiveness of teaching strategies used across courses to develop the range of learning outcomes in different domains. A summary of data from student evaluations of teaching should be attached.



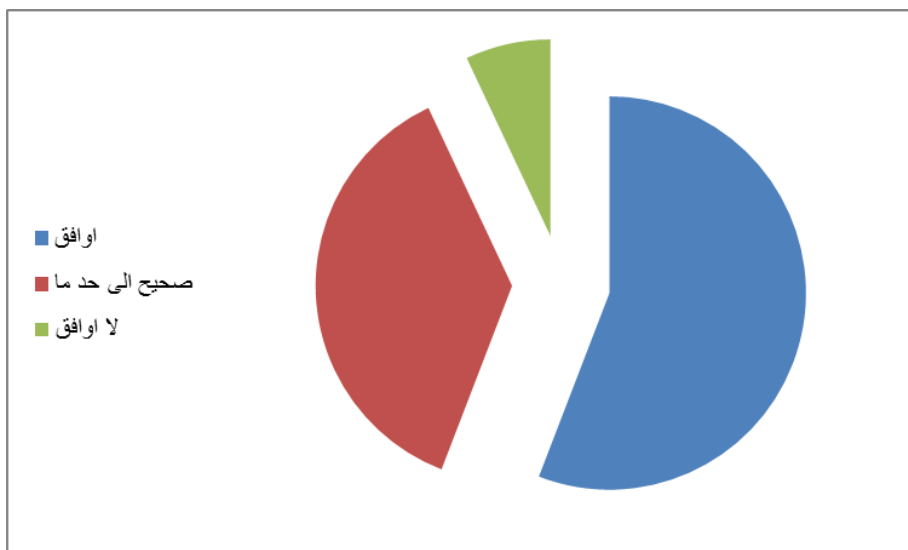
**Figure (10): Quality of Courses Survey 1432-1433 H (Sample)**



**Figure (11): Quality of Courses Survey 1433-1434 H (Sample)**



**Figure (12): Quality of Courses Survey 1434-1435 H (Sample)**



**Figure (13): Quality of Courses Survey 1435-1436 H( Total))**

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action in planning and monitoring the effectiveness of teaching in the program.

❖ **Strengths:**

- Appropriate adjustments are made in plans for teaching if needed after consideration of course reports
- Attendance requirements are made clear to students and compliance with these requirements is monitored and enforced.
- Textbooks and other required materials are available in sufficient quantities before classes commence
- Textbooks and reference material are up to date and incorporate the latest developments in the field of study
- The conduct of courses is consistent with the outlines provided to students and with the course specifications
- Effective systems are used for evaluation of courses and of teaching.

❖ **Areas requiring improvement:**

- Effective orientation and training programs are provided for new, short term and part time teaching staff

❖ **Priorities for action**

- Providing effective orientation and training programs must be provided for new teaching staff

7. Subsection 4.7 Support for Improvements in Quality of Teaching (Overall Rating \_\_\_4.71\_\_\_(Stars)

Include a table summarizing faculty participation in training and/or other activities designed for the improvement of teaching.

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

❖ **Strengths:**

- Training programs in teaching include effective use of new and emerging technology
- The extent to which teaching staff are involved in professional development to improve quality of teaching is monitored
- Formal recognition is given to outstanding teaching, with encouragement given for innovation and creativity
- Strategies for improving quality of teaching include improving the quality of learning materials and the teaching strategies incorporated in them

❖ **Areas requiring improvement:**

- Training programs in teaching skills are provided within the institution for both new and continuing teaching staff including those with part time teaching responsibilities

❖ **Priorities for action**

- Providing effective monitoring system to figure out to what extent teaching staff are involved in professional development to improve quality of teaching

8. Subsection 4.8 Qualifications and Experience of Faculty (Overall Rating \_\_\_5\_\_\_ Stars)

Provide a summary comment on the adequacy and appropriateness of faculty qualifications and experience in the program.

**Table (15): Faculty Members' Academic Qualification**

Academic Year	PhD (Assistant Teachers)	Other Degrees		Total number of faculty members
		Masters	Teaching Assistant	
1433-1434 H	-	14	10	26
1434-1435 H	2	15	10	27
1435 –1436 H	9	20	11	40

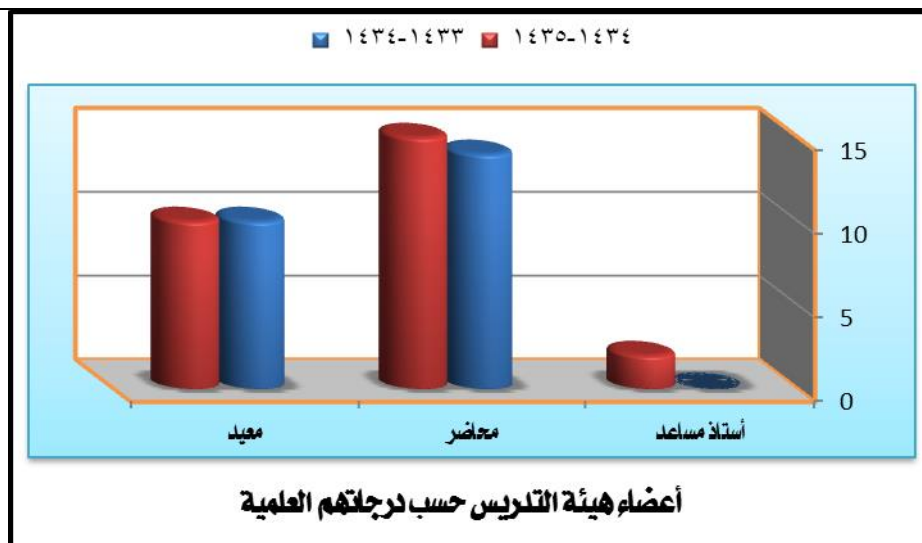


Figure (14): Faculty Members within two years from 1433 to1435 H

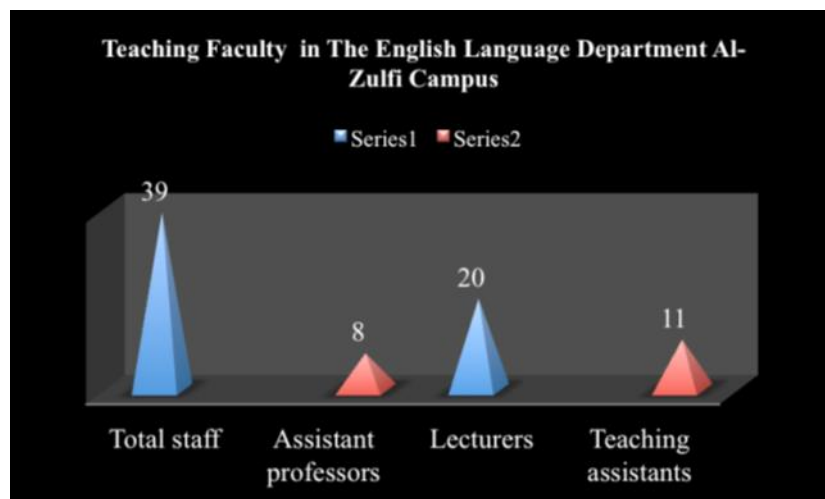
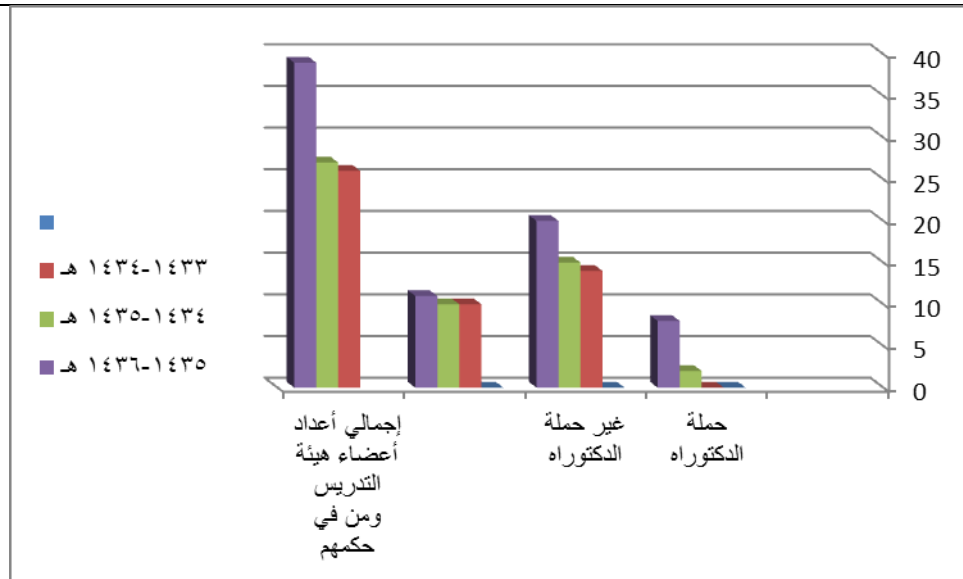


Figure (15): Faculty Members in 1435-1436 H



**Figure (16): Faculty Members' Degrees in 1435-1436 H**

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

❖ **Strengths:**

- Teaching staff have appropriate qualifications and experience for the courses they teach.
- If part time teaching staff are appointed (for example in a professional program where current industry experience may be sought) there is an appropriate mix of full time and part time teaching staff
- All teaching staff are involved on a continuing basis in scholarly activities that ensure they remain up to date with the latest developments in their field and can involve their students in learning that incorporates those developments.

❖ **Areas requiring improvement:**

N/A

❖ **Priorities for action**

N/A

9. Subsection 4.9 Field Experience Activities (if relevant) (Overall Rating 4.76 Stars)

Summarize arrangements for planning and evaluating the effectiveness of field experience activities in the program, and the procedure used in this self study for evaluating the effectiveness of those arrangements.

**Field experience activities are planned and administered as fully integrated components of the program, with learning outcomes specified, supervising staff considered as members of teaching teams, and appropriate evaluation and course improvement strategies carried out**

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

❖ **Strengths:**

- In programs that include field experience activities the student learning to be developed through that experience is clearly specified and appropriate steps taken to ensure that those learning outcomes and expected experiences to develop that learning are understood by students and supervising staff in the field setting.
- Supervising staff in field locations are thoroughly briefed on their role and the relationship of the field experience to the program as a whole.
- Teaching staff from the program visit the field setting for observations and consultations with students and field supervisors often enough to provide proper oversight and support. (Normally at least twice during a field experience activity)
- Students are thoroughly prepared through briefings and descriptive material for participation in the field experience.
- Follow up meetings or classes are organized in which students can reflect on and generalize from their experience.
- Field experience placements are selected because of their capacity to develop the learning outcomes sought and their effectiveness in doing so is evaluated.
- In situations where the supervisors in the field setting and faculty from the institution are both involved in student assessments, criteria for assessment are clearly specified and explained, and procedures established for reconciling differing opinions.

❖ **Areas requiring improvement:**

- Provision is made for evaluations of the field experience activity by students, by supervising staff in the field setting, and by faculty of the post-secondary institution, and results of those evaluations considered in subsequent planning
- Preparation for the field experience includes thorough risk assessment for all parties involved, and planning to minimize and deal with those risks

❖ **Priorities for action**

- Providing suitable preparation for students about risk assessment



10. Subsection 4.10 Partnership Arrangements with Other Institutions (if relevant)  
(Overall Rating \_\_\_\_\_ Stars)

Briefly describe the nature and purpose of any partnership arrangements with other institutions in the delivery of the program and the procedure used in this self study to evaluate the effectiveness of those arrangements.

N/A

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

❖ **Strengths:**

❖ **Areas requiring improvement:**

❖ **Priorities for action**

5. Student Administration and Support Services (Refer to Standard 5 in the *Self Evaluation Scales for Higher Education Programs*. (Overall Rating \_\_\_\_\_5\_\_\_\_\_ Stars)

Describe the process used in this self study for evaluating the quality of student administration and support services for the program.

- **Student admission processes is reliable, efficient and simple for students to use**
- **Statistical data needed for quality indicators and internal and external reporting requirements and generation of reports on student progress and achievements are readily available through automated processes that protect the confidentiality of individual student information**
- **Policies and regulations are established for fair and consistent processes of student management, with effective safeguards for independent consideration of disputes and appeals**
- **Adequate provision is made for academic advising and counselling services to assist students in planning their participation in the program and in seeking subsequent employment**

*Indicators Considered:*

*Surveys of students about the quality and responsiveness of services provided*

*Rates for particular services*

*Reports of training course presented by the faculty members for students on E-Systems of learning suggested by the college, such as Desire to Learn (D2L) and Jusun systems.*

*Reports of academic advisory services presented for students for assisting and guiding them with regards to their academic affairs*

**The student activities committee held various activities for students through the academic year, including:**



**Figure ( 17 ): samples of students activities**

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

❖ **Strengths:**

- Admission requirements are consistently and fairly applied for all students
  - Eligibility for graduation is formally verified in relation to program and course requirements
  - Student advisors familiar with details of course requirements are available to provide assistance prior to and during the student registration process
  - Rules governing admission with credit for previous studies are clearly specified
  - Decisions on credit for previous studies are made known to students by qualified teaching or other authorized staff before classes commence
  - Automated procedures are in place for monitoring student progress throughout their programs
  - Complete information about the program, including the range of courses, program requirements, costs, services and other relevant information is publicly available to potential students and families prior to applications for admission
  - A comprehensive orientation program is available for commencing students to ensure thorough understanding of program requirements and reasons for them, the range of services and facilities available to them, and of their obligations and responsibilities
  - Attendance requirements are made clear to students, monitored and enforced
  - Procedures have been developed to ensure that students are protected against subsequent punitive action or discrimination following consideration of a grievance or appeal
  - Appropriate policies and procedures are in place to deal with academic misconduct, including plagiarism and other forms of cheating.
  - Provision is made for academic counselling and for career planning and employment advice within the college, department or another appropriate location within the institution
- ❖ Adequate protection is provided, and supported by regulations or a code of conduct, to protect the confidentiality of academic or personal issues discussed with teaching or other staff or students

❖ **Areas requiring improvement:**

N/A

❖ **Priorities for action**

N/A

6. Learning Resources (Refer to Standard 6 in the *Self Evaluation Scales for Higher Education Programs*. (Overall Rating \_\_\_\_3.4\_\_\_\_ Stars)

Information should be provided on the appropriateness and adequacy of learning

resource provisions for the program, and the opportunities provided for faculty or program administrators to arrange for necessary resources to be made available. Describe the process used in this self study for evaluating the quality of learning resources for the program.

**Learning resources are the main pillars of any educational institution, so more learning resources should be provided in the male as well as the female sections of the dept.**

- **Policies and procedures must be in place to ensure that resource materials and services needed to support student learning are adequate and appropriate for the program, regularly evaluated, and kept up to date as required**
- **The library or resource center must be managed in a way that meets the requirements of the program for student access and availability of resources and services**
- **Adequate support must be provided to assist students and teaching staff to make effective use of library services and resources**

*Indicators Considered-*

*User satisfaction surveys*

*Success rates for students in accessing course reference material*

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

❖ **Strengths:**

- Teaching staff responsible for the program and for courses within it regularly provide advice on materials required to support teaching and learning
- Library and resource centers and associated facilities and services are available for sufficient extended hours to ensure access when required by users in the program
- Assistance is available to assist faculty and students in the program in conducting searches and locating and using information
- 

❖ **Areas requiring improvement:**

- Heavy demand and required reading materials needed in the program are held in reserve collections
- Ready access to on-line data-bases and research and journal material relevant to the program is provided for
- Orientation and training programs are provided for new students in the program to prepare them to access facilities and services
- Electronic and/or other automated systems with search facilities are available

- to assist in locating resources within the institution and in other collections
- Books and journals and other materials are available in Arabic and English
- Sufficient facilities are provided for both individual and small group study and research as required for the program

❖ **Priorities for action**

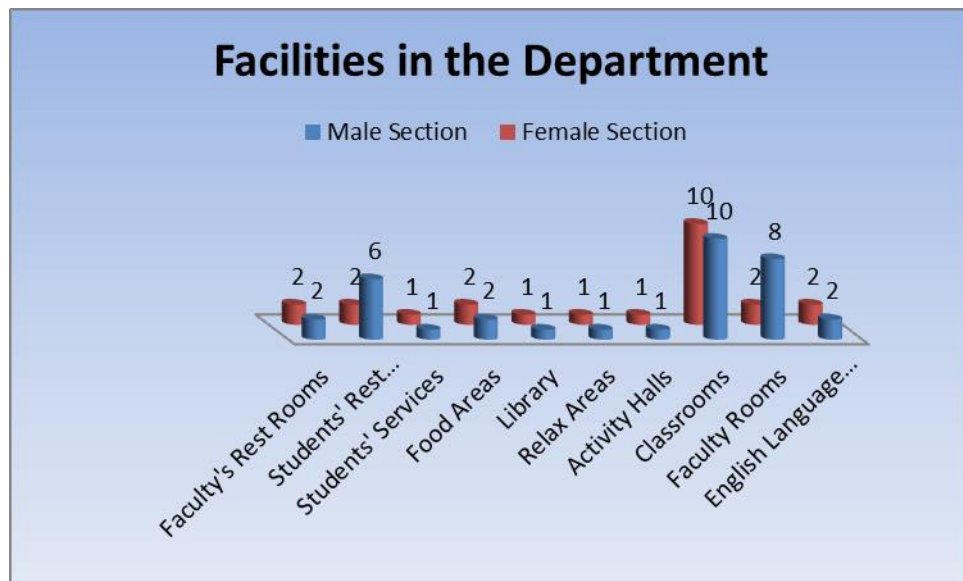
- Take more consideration and care of the program resource materials and services needed to support student learning
- Provide sufficient reading materials as well as on-line data-bases.
- Provide orientation and training programs for new students and faculty members
- More library facilities and online resources required.
- More facilities like books and journals required
- Library and resource centers relevant to the program of the section should be provided.

**7. Facilities and Equipment** (Refer to Standard 7 in the *Self Evaluation Scales for Higher Education Programs*. . (Overall Rating 4.1 Stars)

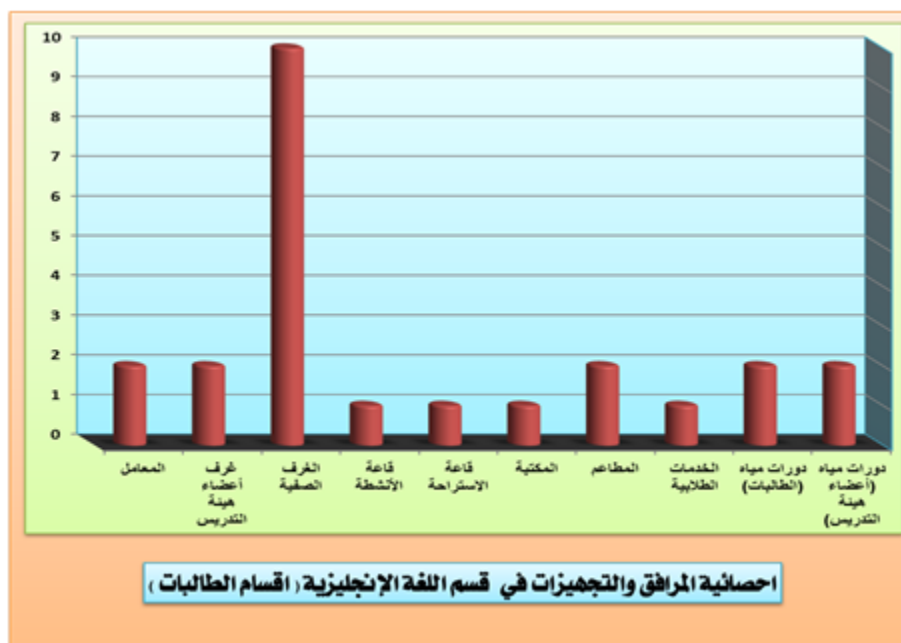
Describe the process used in this self study for evaluating the quality of facilities and equipment for the program.

**Table ( 16 ): Facilities of the Dept.**

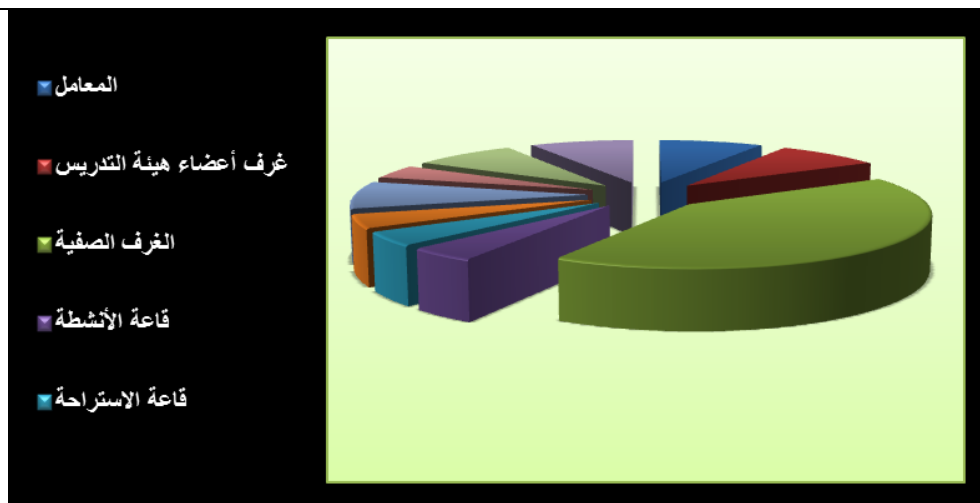
No	Facilities	Male Section	Female Section
1.	English Language Labs	2	2
2.	Faculty Rooms	8	2
3.	Classrooms	10	10
4.	Activity Halls	1	1
5.	Relax Areas	1	1
6.	Library	1	1
7.	Food Areas	2	2
8.	Students' Services	1	1
9.	Students' Rest Rooms	6	2
10.	Faculty's Rest Rooms	2	2



**Figure (18): Facilities in the English Language Dept. (both Sections)  
1435-1436 H**



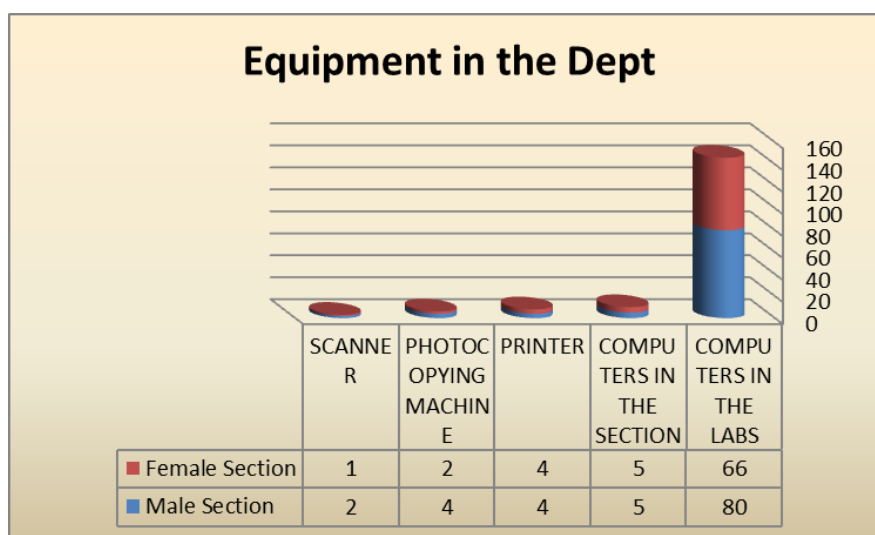
**Figure (19a): Female Section Facilities in 1434-1435 H**



**Figure (19b): Female Section Facilities in 1434-1435 H**

**Table (17): Equipment in Dept.1434-1435 H**

No	Electronic Equipment	Male Section	Female Section
1.	COMPUTERS IN THE LABS	80	66
2.	COMPUTERS IN THE SECTION	5	5
3.	PRINTER	4	4
4.	PHOTOCOPYING MACHINE	4	2
5.	SCANNER	2	1



**Figure (20): Equipment in the English Language Dept. (both Sections)1434-1435 H**

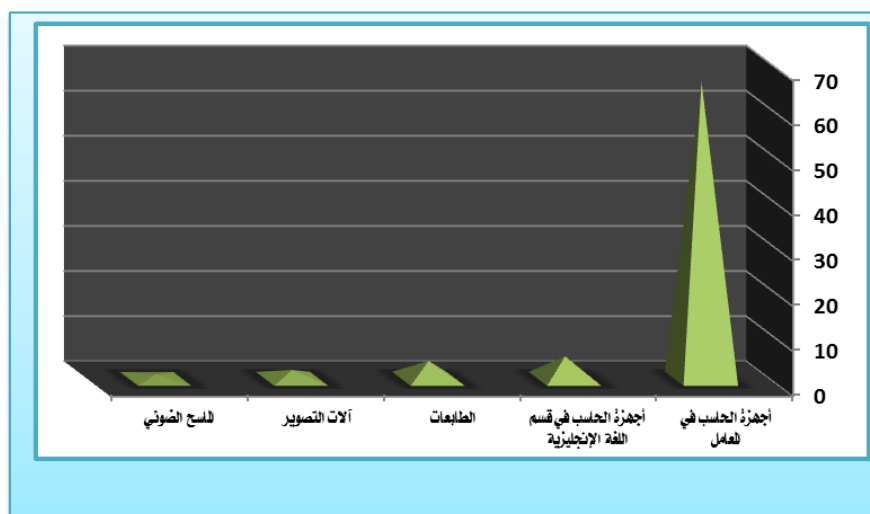


Figure (21): Female Section Equipment in 1434-1435 H

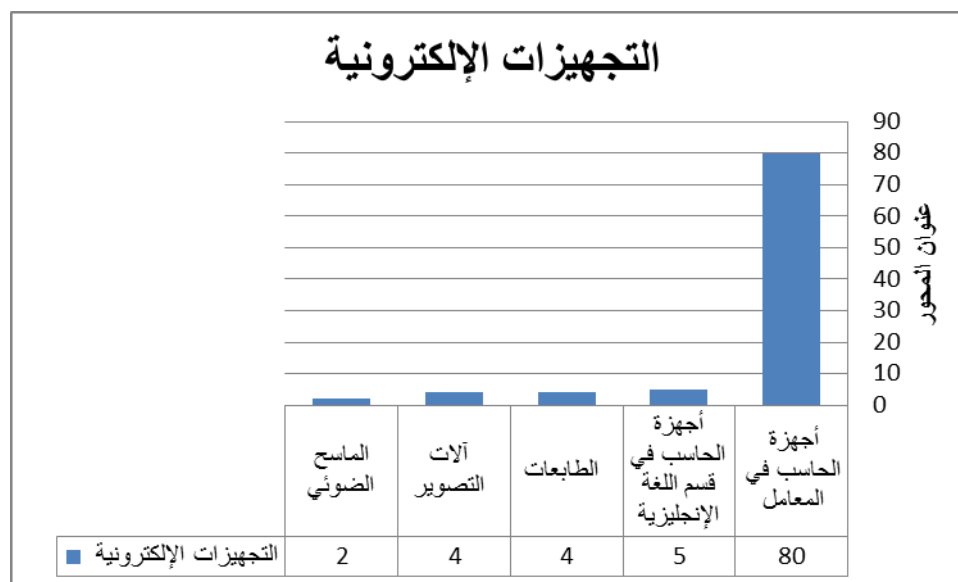
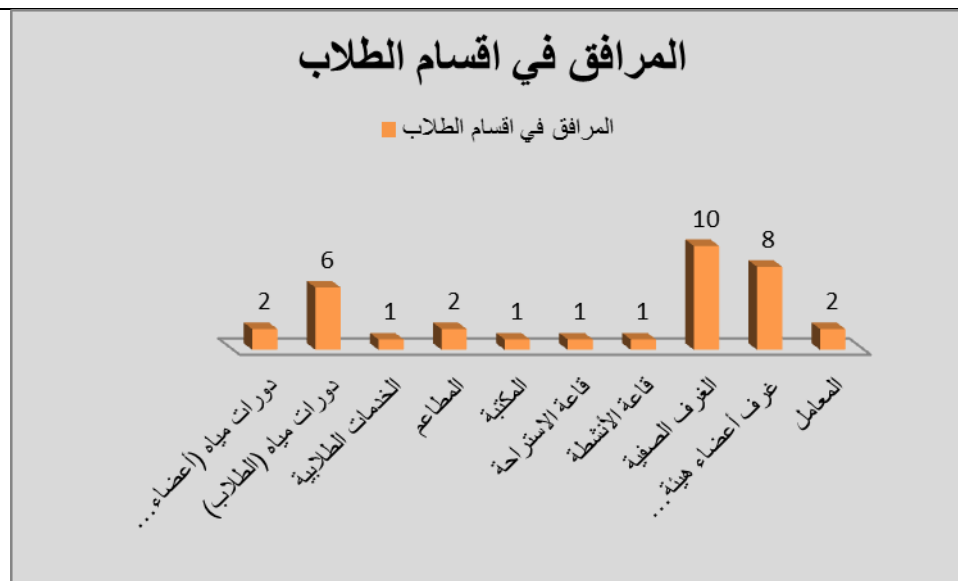


Figure (22): Male Section Equipment in 1434-1435 H





**Figure (23a): Male Section Facilities in 1434-1435 H**



**Figure (23b): Male Section Facilities in 1434-1435 H**



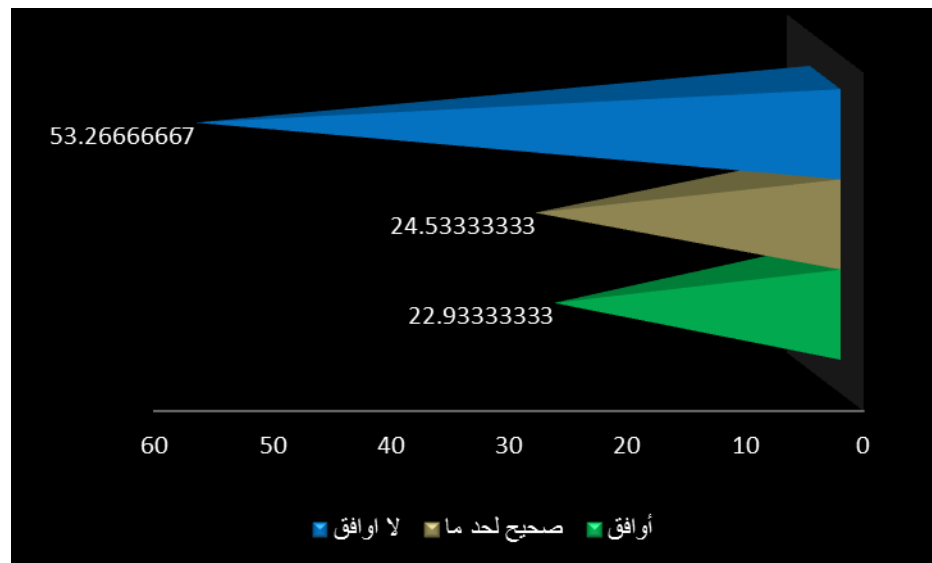
**Figure (23c): Male Section Facilities in 1434-1435 H**



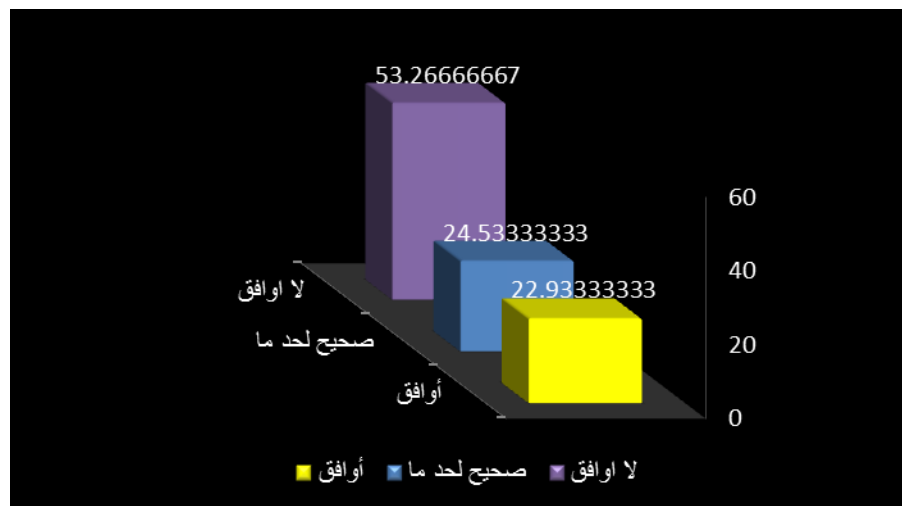
**Figure (24a): Female Section Facilities in 1434-1435 H**



**Figure (24b): Female Section Facilities in 1434-1435 H**



**Figure (25): Faculty members' satisfaction of the dept. facilities and equipment 1434-1435 H**



**Figure (26): Students' satisfaction of the dept. facilities and equipment 1434-1435 H**

- **Planning processes for the provision of facilities and the acquisition and maintenance of equipment must include consultation with program representatives to ensure clear specification of program requirements. Plans for provision must appropriately balance program requirements with institutional policies to ensure compatibility of systems and resources available.**
- **Facilities and equipment must be of good quality with effective strategies used to evaluate their adequacy for the program, their quality and the services associated with them**
- **Management and administration of facilities, equipment and associated services must be efficient and ensure maximum effective utilization of facilities provided**
- **Computing equipment and software and related support services must be adequate for the program and managed in ways that ensure secure, efficient and effective utilization**

***Indicators Considered:***

- ***Ratings on surveys of user satisfaction***
- ***Statistics on equipment***
- ***First-hand experience and asking colleagues and students for their feedback.***

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

❖ **Strengths:**

- Equipment acquisitions meet program requirements and are also consistent with institutional policies to achieve compatibility of equipment and software systems across the institution
- Quality assessment processes include both feedback from principal users about the adequacy and quality of facilities, and mechanisms for considering and responding to their views
- Standards of provision of teaching, laboratory and research facilities are adequate for the needs of the program and benchmarked through comparisons with other comparable institutions
- Effective security is provided for specialized facilities and equipment for teaching and research, with responsibility between individual faculty, departments or colleges, or central administration clearly defined
- Institutional policies governing the use of personal computers by students are complied with
- Technical support is available for teaching staff and students using information and communications technology
- Security systems are in place to protect privacy of personal and sensitive personal and institutional information, and to protect against externally introduced viruses

❖ **Areas requiring improvement:**

- Teaching staff are consulted before major equipment acquisitions to ensure that current and anticipated emerging needs are met
- Adequate facilities are available for confidential consultations between faculty and students
- Provision is made for students, faculty and staff with physical disabilities or other special needs
- Opportunities are available for teaching staff input into plans for acquisition and replacement of IT equipment for use in the program

❖ **Priorities for action**

- Teaching staff should participate in planning future purchases of equipment, their feedback should be taken into consideration and more attention should be paid for physically disabled users and users with special needs
- Physically disabled users should have facilities that suit their needs, and adequate facilities should be provided for confidential consultations between faculty and students
- Staff's Responsibility regarding security should be clearly defined.
- Teaching staff should have the opportunity to provide their input into plans for acquisition and replacement of IT equipment for use in the program.

8. Financial Planning and Management (Refer to Standard 8 in the *Self Evaluation Scales for Higher Education Programs*. . (Overall Rating \_\_3.51\_\_\_\_ Stars)

Describe the process used in this self study for evaluating the quality of financial planning and management for the program.

- **Funding must be adequate for program requirements and planning must involve full cost estimates and both short and medium term cost projections. Sufficient flexibility must be provided for effective management and responses to unexpected events and this flexibility must be combined with appropriate accountability and reporting mechanisms**
- **Financial affairs must be effectively managed with a proper balance between flexibility for the cost center manager and institutional accountability and responsibility**
- 

**Indicators Considered**

The college provided the department with some facilities, to mention some, English Language Labs, faculty laptops, office equipment, research support, innovation support, gifted students support..etc.

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

❖ **Strengths:**

- The program coordinator (or department chair or dean) submits annual budget proposals setting out detailed program requirements and follows up as necessary to make adjustments after those proposals have been considered
- Delegations of spending authority are accompanied by appropriate
- The accounting system provides for accurate and continuing monitoring by the program manager of expenditure and commitments against budgets

❖ **Areas requiring improvement:**

- Sufficient delegation of spending authority is given to the program manager (or department chair) for effective program administration
- If new projects or activities are cross-subsidized from existing funding sources the cost sharing strategy is made clear and intermediate and long term costs and benefits are assessed
- Proposals for new programs, major program changes or other activities, equipment or facilities are accompanied by business plans, which include independently verified cost estimates and cost impacts on other services and activities

❖ **Priorities for action**

- Available financial resources are insufficient for providing high quality programs especially with regard to the scientific research
- Developing a financial and technical plans for all new activities and programs in the university.
- Provision of the necessary financial resources for supporting the offered programs.
- Participation of departments heads in developing a suitable budget for their departments
- Putting the participation of the dean and departments heads in the budget planning into action.

9. Faculty and Staff Employment Processes (Refer standard 9 in the *Self Evaluation Scales for Higher Education Programs*. . (Overall Rating \_\_\_\_4.1\_\_\_\_ Stars)

Describe the processes used for faculty and staff employment for the program and the procedures used in this self study for evaluating their effectiveness.

**Recruitment and career development are strongly related . That is because if the recruit is skilled and highly motivated , he will automatically prepare himself for personal and career development . Being aware of the institution's strategies and goal**



is necessary . If the recruit is aware of these two elements , he will be able to cope with the difficulties that might face him and he will be capable to develop himself accordingly .

- Recruitment processes must be designed to ensure that capable and appropriately qualified teaching and other staff are available for all teaching and administrative functions, administered fairly, and that new staff are thoroughly prepared for their responsibilities.
- Processes for personal and professional development must be fair to all teaching and other staff, designed to encourage and support improvements in performance and recognize outstanding achievements

### **Indicators Considered**

- *Records of assessments of quality of teaching, and teaching and other staff participation in professional development activities*
- *Student/teaching staff ratios and proportions of teaching staff with levels of qualifications*

The department has specific procedures for recruitment, first, it has established a special committee to identify the department needs of teaching and administrative staff (refer to attachment F of "Committees designation")

Annually, the committees provides a report about the needs according to the specializations required, the academic rank, the numbers, the division (male or female), and number of students admitted.

The college takes the responsibility, in line with the department, for posting "job opportunities" on the website.

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

#### **❖ Strengths:**

- Recruitment processes ensure that teaching staff have the specific areas of expertise, and the personal qualities, experience and skill to meet teaching requirements.
- References are checked, and claims of experience and qualifications verified before appointments are made
- Assessment of qualifications includes verification of the standing and reputation of the institutions from which they were obtained, taking account of recognition of qualifications by the Ministry of Higher Education
- Formal performance assessments of teaching and other staff are kept confidential but are documented and retained. Faculty and staff have the opportunity to include on file their own comments relating to these assessments, including points of disagreement
- All teaching and other staff are given appropriate and fair opportunities for personal and career development



-

❖ **Areas requiring improvement:**

- Candidates for employment are provided with full position descriptions and conditions of employment, together with specific information about expectations for contributing to the program as part of the teaching team
- The level of provision of teaching staff (i.e. the ratio of students per teaching staff member calculated as full time equivalents) is adequate for the program and benchmarked against comparable student/teaching staff ratios at good quality Saudi Arabian and international institutions.

-

❖ **Priorities for action**

- Focusing on the proficiency of the staff member and their ability to create an environment which is healthy and interactive . In addition , the staff member should be aware of the modern teaching techniques
- Providing teaching staff who hold PhD degree
- Providing candidates for employment with full position descriptions and conditions of employment.
- The clearness of the criteria according to which the member will be evaluated is very important . If the criteria are vague , the improvement will not be consistent . Advices from experienced staff members to those who are new can be helpful . Equality and fairness will enhance creativity and continuous progress

10. Research (Refer standard 10 in the *Self Evaluation Scales for Higher Education Programs*. . (Overall Rating 3.95 Stars).

Expectations for research will vary according to the nature and mission of the institution and the level of the program (e.g. college or university, undergraduate or postgraduate program). In this section comment should be made on the extent and quality of research activities of faculty teaching in the program, and on how their research and other current research in the field is reflected in teaching.

**Faculty members need various kinds of information for teaching and research for the purposes of impacting knowledge in students and self- development. To achieve this, the right information must be available for the right person at the right time in its appropriate format. Which are the responsibilities of the triangle: the faculty, the students, and the college. We all agree with this view by observing that the most effective way to mobilize people is through the provision of required information. In the most useable form and that such information should be provided for the benefit of a large number of people.**

**Table (18): Published Research of the Dept.**

<b>Name</b>	<b>Major</b>	<b>Research title</b>	<b>Journal / issue no</b>	<b>Date of publication</b>
<b>Dr. Eman Abdel- Rahim</b>	TEFL	A Correlation Study between EFL Strategic Listening and Listening Comprehension Skills among Secondary School Students.	Benha Faculty of Education Journal vol. 23/91,part 1, pp.1-26	<b>2012</b>
		The effectiveness of using an explicit language learning strategy-based instruction in developing secondary school students' EFL listening comprehension skills	Benha Faculty of Education Journal vol. 23/91,part 2, pp.1-26	<b>2012</b>
		Enhancing EFL interaction and fluency skills among secondary school students through the use of a self-efficacy based program	Benha Faculty of Education Journal, vol. 24/94, pp.1-48	<b>2013</b>
	Using Wikis in developing writing performance and motivation among EFL university		Benha Faculty of Education Journal	<b>In press</b>

	students				
<b>Dr. Mahwish Mumtaz Niazi</b>	Applied linguistics	<p>Investigating English Listening and Speaking Proficiency of Medical Learners in Pakistan</p> <p>The need for English language course in Pakistani Medical College</p> <p>The attitude of medical students towards English language course in Medical College of Pakistan</p>	<p>journal of Special Education for University of Karachi Pakistan :</p> <p>New Horizons : Research Journal of faculty of Social Sciences The Social Sciences Greenwich University :Karachi</p> <p>Pakistan of journal of Educational Research . Islamic University. Bahawalpur Pakistan</p>	<p><b>February 2014</b></p> <p><b>March 2014</b></p> <p><b>Approved for publication ( in press)(</b></p>	
<b>Nigar Truanum</b>		Teaching language through literature	<p>SAHITYA JOURNAL,</p> <p>Language &amp; Literature Academy Mirzapur, India</p>	<b>2012</b>	
<b>Nour Bani Melhem</b>	<b>Applied linguistics</b>	The level of creativity in English writing among Jordanian secondary school students.	Conference paper Presented at the 2nd International Conference on Arts, Social Sciences & Technology Penang, Malaysia.	<b>3-3-2012</b>	
		EFL Teachers' Barriers to the Use of ICT in	Conference Paper Presented at	<b>2-12-2012</b>	

		Instruction in Jordan	the 1st International Conference on Behavioral and Social Science Research (ICBSSR), Universiti Tunku Abdul Rahman, Kampar, Perak, Malaysia		
		Investigation into strategies of creativity in EFL writing in Jordan,	<i>Art &amp; design studies</i>	<b>2014/ Approved for publication ( in press)</b>	

**Table ( 19 ) : Faculty Members members' participation in Research and its activities 1435-1436 H**

<b>Ratio of faculty members to the total percentage of the Research published</b>	Number of research published in scientific journals	<b>Total Number of Faculty Members 40</b>	<b>1</b>
<b>53%</b>	<b>8</b>		
Ratio of faculty members who have one arbitrator research over the previous year to the total number of faculty	Number of faculty members who have one arbitrator research over the previous year		<b>2</b>
<b>20%</b>	<b>3</b>		
Ratio of faculty members who submitted worksheets or reports of conferences over the past year to the total number of faculty	The number of participation of faculty members in worksheets or reports of conferences over the past year		<b>3</b>
<b>0%</b>	<b>0</b>		
Ratio of faculty	Number of faculty members who		

members who attended conferences during the past year	attended conferences during the past year		
<b>0%</b>	<b>0</b>		
Ratio of faculty members who hold PhD degrees to the total number of faculty	Number of holders of PhD degree		<b>4</b>
<b>20%</b>	<b>3</b>		
Ratio of faculty members who left for reasons other than retirement due to age	Number of faculty members who left for reasons other than retirement due to age		<b>5</b>
<b>0%</b>	<b>0</b>		
Ratio of faculty members who involved in the development activities of the past year	Number of faculty members involved in the development activities of the past year		<b>6</b>
<b>40%</b>	<b>6</b>		
Ratio of faculty members who are specialized in the fields of science and technology	Number of faculty members who are specialized in the fields of science and technology		<b>7</b>
<b>0%</b>	<b>0</b>	<b>7</b>	
Ratio of researchers in the fields of science and technology	Number of researchers in the fields of science and technology	Total Number of Researchers	<b>8</b>
<b>0%</b>	<b>0</b>	<b>7</b>	
		Total income of researchers from external sources in the previous year	<b>9</b>
<b>-</b>	<b>-</b>	<b>N/A</b>	
Ratio of researchers who work in research in other universities	Number of researchers who work in research in other universities	Number of researchers	<b>10</b>
<b>6%</b>	<b>1</b>	<b>1</b>	

Summarize the extent and nature of research activity of faculty in the program or otherwise associated with the program (for example through relevant research centers) and describe the process used in this self study for evaluating the extent and quality of that research.

- **Expectations for teaching staff involvement in research and scholarly activities must be made clear and provide for widespread participation. Encouragement and support must be provided to encourage research activity by junior teaching staff and postgraduate students**
- **Adequate facilities and equipment appropriate for research in the program field of study must be available for use by teaching staff and postgraduate students. Clear policies must be established for ownership and care for specialized facilities and equipment obtained through research grants or cooperation with industry**
- 

### **Indicators Considered**

***Research development plan  
Evaluation and promotion criteria  
agreements for cooperative research***

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

#### **❖ Strengths:**

- Support is provided for junior staff in the development of their research programs through mechanisms such as mentoring by senior colleagues, inclusion in project teams, assistance in developing research proposals, and seed funding
- Assistance is available for teaching staff to develop collaborative research arrangements with colleagues in other institutions and in the international community
- Policies are established to make clear the ownership and responsibility for maintenance of equipment obtained through faculty research grants, commissioned research or other external sources
- 

#### **❖ Areas requiring improvement:**

- Adequate laboratory space and equipment, library and information systems resources are available to support the research activities of faculty and students in the field in which the program is offered
- Security systems are established that ensure safety for researchers and their activities, the institutional community and the surrounding region
- 

#### **❖ Priorities for action**

- Establish relationships with people in the communities that you would like to engage for your study.

- Establish a community-based research advisory board to facilitate the planning of your research project. Work with an established board, if it already exists.
- Consider using qualitative focus groups to assess the needs and preferences of potential participants.
- Develop plans to share the study results in formats most useful to the different communities involved, including participants, families of participants, and referring practitioners
- Students and teaching staff must have:
  - adequate access to the equipment necessary for their research
  - a suitable working space
  - appropriate financial support for research activities
  - adequate provision of computing resources and facilities
  - adequate provision of library facilities
- Students are kept informed about changes in space and other resources that will affect their work.

11. Institutional Relationships with the Community (Refer to the *Self Evaluation Scales for Higher Education Programs*. (Overall Rating 3.92 Stars).

Describe community related activities associated with the program and the procedures used in this self study to evaluate its quality and effectiveness.

- **Commitment to service to the community by the department or program must be clearly specified, clear in its nature and scope, consistent with the community service policies of the institution and appropriate for the particular skills and knowledge of staff teaching in the program. The service commitment should be supported by policies to encourage involvement and regular reports prepared on activities that take place.**
- **Relationships must be established with the community to provide needed services and draw on community expertise to support the program.**

**Indicators Considered:**

***Reports on community relationships that include such matters as community use of institutional facilities, participation of staff on community committees or development projects and interactions with schools and other agencies can provide relevant information***



Figure (27): Department Services for the community

The department provided various types of community services, to mention some, diplomas , training courses and activities in the department day.

#### English Language Training Course

The English Language Dept. presented a training course in English. It was for 6 months and aimed at improving learners English Language skills. The course was divided into 4 levels and each one includes 36 hours.

The training Course aims at:

- Enhancing the role of the dept. in the community
- Meeting part of the dept. mission through serving the community
- Introducing the English dept. to the community
- Acquainting community members with the college, including its facilities and equipment.

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

#### ❖ Strengths:

- The service commitment of the program should be defined in a way that reflects the community or communities, within which the institution operates, and the skills and abilities of staff teaching in the program.
- Departmental or program initiatives in working with the community are



- coordinated with responsible units in the institution to avoid duplication and possible confusion
- Staff are encouraged to participate in forums in which significant community issues are discussed
- Records are maintained of community services undertaken by individuals and centers or other organizations within the department and provided regularly for recording in a central data base within the institution

❖ **Areas requiring improvement:**

- In a professional program relationships are established with local industries and employers to participate on advisory committees and assist program delivery
- Local employers and members of professions are invited to join appropriate advisory committees

❖ **Priorities for action**

- ✓ Create a database for the department graduates
- ✓ There should be a committee from the college to coordinate with the local community.
- ✓ The college should declare the programs that serve the local community.
- ✓ The department should organize beneficial programs and training courses to the students, graduates and local community.
- ✓ Strengthening the relations with the community.
- ✓ Encouraging staff members to be more engaged in the society
- ✓ Cooperating with institutional administrators to seek funding support from individuals and organizations in the community for research

## F Review of Courses

1. Describe processes followed in reviewing courses. (Eg. Surveys of graduates, faculty, or members of the profession, analysis of student course evaluations, review of course and program reports, interviews with faculty, comparison with similar programs elsewhere, consultancy advice, etc.)

- ✓ **Benchmarking with others programs**
- ✓ **Surveys of students about the quality of the courses**
- ✓ **Meetings and seminars among faculty members**
- ✓ **Establishing an internal committee for reviewing the study plan**
- ✓ **Consulting independent external evaluators about the courses and the study plan**

**Prof. Mahmoud Al-Khatib, PhD, Jordan University of Science and Technology**

**Prof. Abdullah Khwialeh, PhD, Jordan University of Science and Technology**

**(See Attachment E: Copy of reports by independent evaluators)**

- ✓ **Course reports**
- ✓ **Program reports**

## 2. Course Evaluations

Summary reports should be provided on each course including at least the following matters:

- Quality of teaching as reflected in student evaluations and other evidence of learning achieved;
- Appropriateness of course content for the objectives of the program;
- Appropriateness of teaching strategies used for the content of the course and the domains of learning to be developed in the program;
- Responsiveness of course planning and delivery to feedback from annual course evaluations;
- Recommendations for changes relating to these or other matters arising from the review of the course.

- ☒ **Attached a report about all surveys in the department for the academic year 143501436 H, including the strengths, the weaknesses and the suggestions for improvement.**
- ☒ **The program annual report**
- ☒ **Independent reports by external evaluations.**
- ☒ **Letters form the study plan committee**
- ☒ **Course reports**

## 3. Changes in Course Requirements

Provide a brief description and reasons for any changes recommended in course requirements as a result of this self study. e.g.

- Courses no longer needed;
- New courses required;
- Courses merged together or subdivided;
- Required courses made optional or elective courses made compulsory;
- Changes in pre-requisites or co-requisites

N/A

## G Independent Evaluations

1. Describe the process used to obtain independent comment on the quality of the program and the reliability and validity of analyses carried out in the report. Processes may include a review of documentation by an experienced and independent person familiar with similar programs at other institutions and who could comment on relative standards, consultancy advice or a report by a review panel, or even the results of an accreditation review by an independent agency. An independent evaluation may be conducted in relation to the total self-study, or involve a number of separate comments by different people on different issues.

- ✚ **A review of documentation by an experienced and independent person familiar with similar programs at other institutions and who comment on relative standards**
- ✚ **A report by a review panel**

2. Summary of matters raised by independent evaluator(s)

**Continuous process of revision and development of the study plan and program is highly recommended at least every five years.**

3. Comment on matters raised by independent evaluator(s) (Agree, disagree, further consideration required, etc.)

**Agree**

## H Conclusions and Recommendations

1. List and briefly describe aspects of the program that are particularly successful or that demonstrate high quality.

- ❖ **Mission Goals and Objectives**
- ❖ **Learning and Teaching**
- ❖ **Student Administration and Support Services**
- ❖ **Employment Processes**

2. List and briefly describe aspects of the program that are less than satisfactory and that need to be improved.

- ❖ **Learning Resources**
- ❖ **Facilities and Equipment**
- ❖ **Financial Planning and Management**
- ❖ **Research**
- ❖ **Relationships with the Community**

3. Recommendations for an action plan to generate further improvements or overcome problems or weaknesses identified. For each action proposed recommendations should be made on who should be responsible for the action, timelines specified, and any necessary resources specified.

Action Recommendation 1 .....

**Suggesting having different streams or branches in the department, such as Literature, translation, etc.**

Person (s) responsible

**Study Plan Committee along with the program supervising committee.**

Timelines (For total initiative and for major stages of development)

<b>2 years</b>
Resources Required <ul style="list-style-type: none"> <li>▪ <b>Specialized study Plans</b></li> <li>▪ <b>Specialized faculty members</b></li> <li>▪ <b>Facilities and equipment</b></li> </ul>
Action Recommendation 2.....  <b>Suggesting having graduate studies</b>
Person(s) responsible  <b>The College Graduate studies vice-deanship along with the program supervising committee.</b>
Timelines (For total initiative and for major stages of development)  <b>2 years</b>
Resources Required <ul style="list-style-type: none"> <li>▪ <b>Specialized study Plans</b></li> <li>▪ <b>Specialized faculty members</b></li> <li>▪ <b>Facilities and equipment</b></li> </ul>
Action Recommendation 3.....  <b>More work and cooperation with the community</b>
Person(s) responsible  <b>The program supervising committee along with the community service committee</b>
Timelines (For total initiative and for major stages of development)  <b>1 year</b>
Resources Required  <b>Facilities and equipment</b>

## Attachments

The following documents should be attached:

**Attachment A: Program description from bulletin or handbook**

**Attachment B: Program Specification**

**Attachment C: Report of surveys results**

**Attachment D: Letters of designation for the department coordinators in the Male and the Female sections**

**Attachment E: Copy of report(s) by independent evaluator(s)**

**Attachment F: Copy of the department council to designate its internal committees**

The following documents should be available for reference if required

1. Course specifications and reports
2. Completed self-evaluation scales from the Self Evaluation Scales for Higher Education Programs.
3. Program description and course descriptions from bulletin or handbook
4. List of faculty teaching in the program indicating qualifications and teaching responsibilities.
5. Most recent annual program report