



General introduction	
Summary of the report	
Internal benchmark comparisons	
External Benchmarking	
Achievement of performance indicators	2
List of KPIs	3
A summary of the indicators that achieved the target	4
2. Results of the performance indicators of the program	5
2.1. Standard 1: Mission and Goals	5
KPI-P-01: Percentage of achieved indicators of the program operational plan objectives	5
Standard 3: Teaching and Learning .4.2	6
KPI-P-02: Students' Evaluation of quality of learning experience in the program	6
KPI-P-03: Students' evaluation of the quality of the courses	9
KPI-P-04: Completion rate	11
KPI-P-05: First-year students retention rate	13
KPI-P-06: Students' performance in the professional and/or national examinations	14
KPI-P-07: Graduates' employability and enrolment in postgraduate programs	15
KPI-P-08: Average number of students in the class	16
KPI-P-09: Employers' evaluation of the program graduates proficiency	17
Standard 4: Students .4.3	19
KPI-P-10: Students' satisfaction with the offered services	19
KPI-P-11: Ratio of students to teaching staff	21
KPI-P-12: Percentage of teaching staff distribution	
i. KPI.12. A. Percentage of teaching staff distribution based on gender	22
ii. KPI.12.B Percentage of teaching staff distribution based on academic ranking	23
KPI-P-13: Proportion of teaching staff leaving the program	24
KPI-P-14: Percentage of publications of faculty members	25
KPI-P-15: Rate of published research per faculty member	27
KPI-P-16: Citations rate in refereed journals per faculty member	28
KPI-P-17: Satisfaction of beneficiaries with the learning resources	29

Prince Sattam bin Abdulaziz University
College of Science and Humanities at AlAflaj

English Language Program
Key performance indicators (KPIs)
report 1443

Contents

Introduction .1

Summary of the report .1.1

Measurement and evaluation processes are one of the important mechanisms that indicate the program's achievement of quality assurance standards. Therefore, the current report aims to describe the results of the performance indicators for the program of English Language for the year 1443 and their number is 17, Which includes the main performance indicators identified by the National Center for Academic Accreditation. The current report provides a logical analysis of the results and data achieved by examining the various and relevant data and comparing them with the internal and external reference points, identifying areas of strength and weakness, and revealing the reasons behind the achieved results. The report also shows the indicators that do not achieve the target levels and provides an improvement plans of the program

Internal benchmarks .1.2

The English Language Program chose to evaluate its performance indicators over the past two as internal reference points

External Benchmarking .1.3

The English Language Program has chosen the values of the performance indicators of the English Language Program from College of Science and Arts in Unaizah, University of Qassim during the past year as external reference points. This choice is due to the following reasons
College of Science and Arts in Unaizah, University of Qassim has same -
.title and specialization
College of Science and Arts in Unaizah, University of Qassim has a -
.distinguished program
Availability of the data from College of Science and Arts in Unaizah, -
.University of Qassim

Achievement of performance indicators .1.4

The results of measuring the key performance indicators for the year 1443 showed that 35.3% of these indicators achieved the targeted levels and recorded an retrogression compared to the previous year

Standard	Code	Key Performance Indicators	page
Mission and Goals	KPI-P-01	Percentage of achieved indicators of the program operational plan objectives	5
Teaching and Learning	KPI-P-02	Students' Evaluation of quality of learning experience in the program	6
	KPI-P-03	Students' evaluation of the quality of the courses	7
	KPI-P-04	Completion rate	8
	KPI-P-05	rst-year students retention rate	11
	KPI-P-06	Students' performance in the professional and/or national examinations	12
	KPI-P-07	Graduates' employability and enrolment in postgraduate programs	12
	KPI-P-08	Average number of students in the class	13
	KPI-P-09	Employers' evaluation of the program graduates proficiency	14
	Students	KPI-P-10	Students' satisfaction with the offered services
Teaching Staff	KPI-P-11	Ratio of students to teaching staff	17
	KPI-P-12	Percentage of teaching staff distribution	19
	KPI-P-13	Proportion of teaching staff leaving the program	21
	KPI-P-14	Percentage of publications of faculty members	23
	KPI-P-15	Rate of published research per faculty member	25
	KPI-P-16	Citations rate in refereed journals per faculty member	26
Learning Resources, Facilities, and Equipment	KPI-P-17	Satisfaction of beneficiaries with the learning resources	17

Table.1. List of KPIs

Table.2. Summary of the Key Performance Indicators achievement

No	KPI	Actual benchmark	Target benchmark	Internal benchmark	External benchmark	New target benchmark		
1	Percentage of achieved indicators of the program operational plan objectives	%90	%90	%85	95%	95%		
2	Students' Evaluation of quality of learning experience in the program	3.14	3.5	3.59	3.44	3.5		
3	Students' evaluation of the quality of the courses	3.8	4	3.9	4.62	4		
4	Completion rate	50%	50%	50.09%	40%	60%		
5	First-year students retention rate	72%	75%	65.5%	40%	75%		
6	Students' performance in the professional and/or national examinations	-----	50%	39%	-----	50%		
7	Graduates' employability and enrolment in postgraduate programs	-----	18.5%	30.31%	% 52.15	50%		
8	Average number of students in the class	35	25	29	25	25		
9	Employers' evaluation of the program graduates proficiency	4.2	4.3	4.03	-	4.3		
10	Students' satisfaction with the offered services	3.65	3.5	3.37	3.37	4		
11	Ratio of students to teaching staff	1:10	1:12	1:10	1:13	1:10		
12	Percentage of teaching staff distribution based on gender	M	60%	70%	71%		50%	
		F	40%	30%	29%		50%	
	Percentage of teaching staff distribution based on academic ranking	M	.Prof	0%	10%	0%	-	10%
			.Assoc. Prof	5%	20%	2.5%	-	20%
			.Assist Prof	15%	50%	12.5%	-	50%
			Lecturer	60%	20%	65%	-	20%
	Percentage of teaching staff distribution based on academic ranking	F	T. A	20%	0%	20%	-	0%
			.Prof	0%	10%	0%	-	10%
			.Assoc. Prof	0%	20%	0%	-	20%
			.Assist Prof	11%	50%	5.5%	-	50%
Lecturer			56%	20%	61.5%	-	20%	
		T. A	33%	0%	33%	-	0%	
13	Proportion of teaching staff leaving the program	0%	0%	1.65%	0	0%		
14	Percentage of publications of faculty members	40%	50%	22.5%	52%	50%		
15	Rate of published research per faculty member	1:03	1:1	1:0.15	1:0.5	1:1		
16	Citations rate in refereed journals per faculty member	1:1.5	1:5	1:07	1:0.6	1:5		
17	Satisfaction of beneficiaries with the learning resources	3.65	2.54	3.4	3.37	3.5		

Results of the performance indicators of the program .2

Standard 1: Mission and Goals .2.1

KPI-P-01 Percentage of achieved indicators of the program operational plan

Table .3. KPI-P-01 Percentage of achieved indicators of the program operational plan objectives

Key Performance Indicators	Target Benchmark		Actual Benchmark	Internal Benchmark		External Benchmark	New Target Benchmark
				1442	1441		
Percentage of achieved indicators of the program operational plan objectives	M	%90	90%	%85	-	95%	%95
	F	%90	90%	%85	-		%95
	Total	%90	90%	%85	-		%95

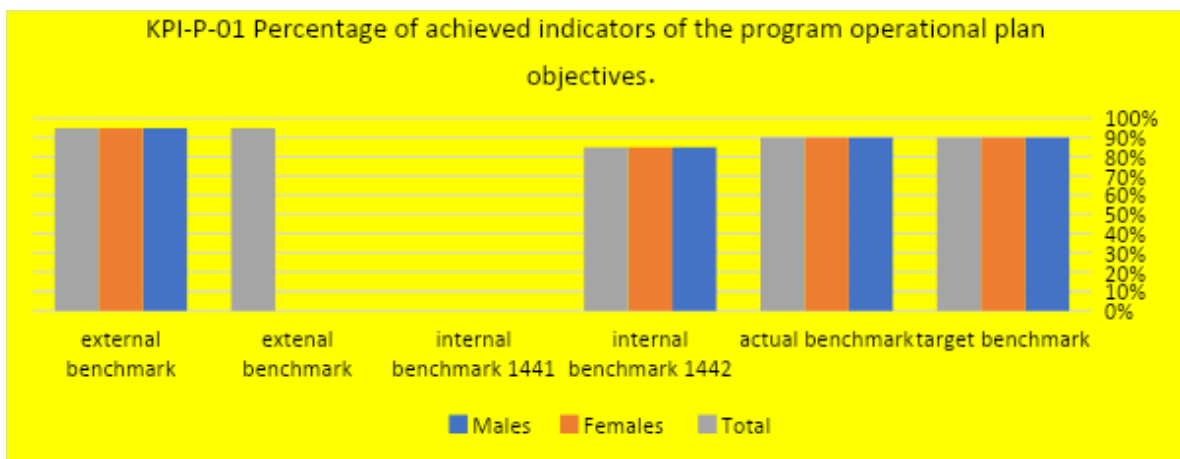


Figure.1. Percentage of achieved indicators of the program operational plan objectives

Analysis

This KPI has been developed to assess the awareness of teaching staff (Female and male), undergraduate (female & male) and graduate students of the vision, mission & values, of the English language program. The value of the current indicator exceeds the value of the previous year (85%) and it meets the target score (90%). This improvement is due to effort made by the program which makes for its target to provide graduates with the required skills in the labor market, and addition to previous efforts in the same regard.

The data reveals that 90% of stakeholders are aware of mission and objectives. Keeping in view the actual and external benchmarks, and the ambitions of the program, the quality committee has decided to set the value 95%. as the new target benchmark for the next academic year 1444.

Strengths

- Stakeholders are generally aware of the Mission of the College. –
- The English program made adequate efforts to create awareness among the statehoods

Improvement priorities

- Increase the awareness sessions for all students and stakeholders about the program mission.

- Involve the faculty & students in mission development and review.

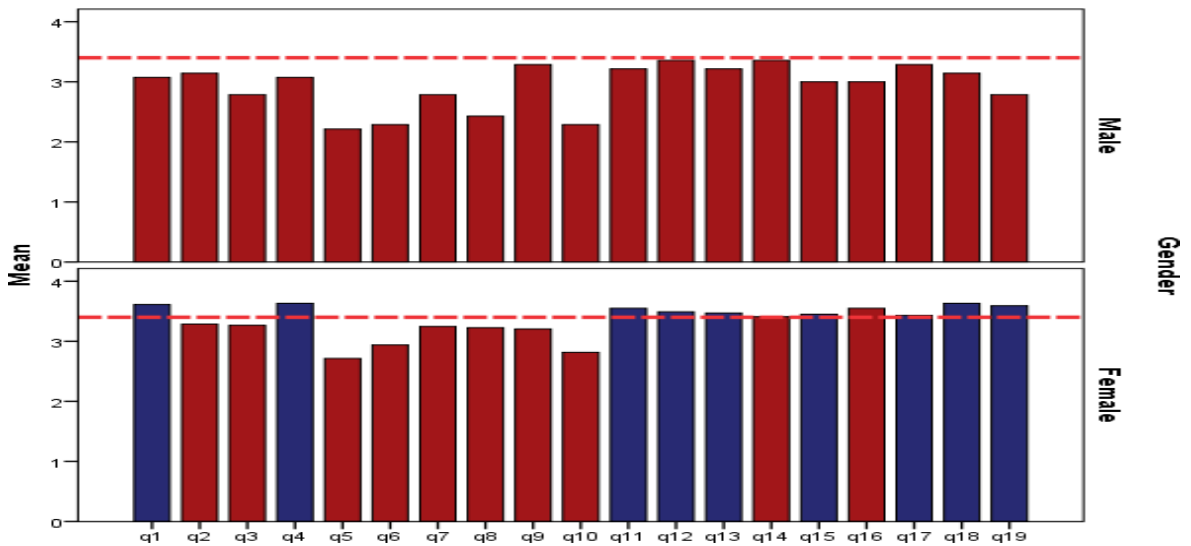
Standard 3: Teaching and Learning .4.2

KPI-P-02 Students' Evaluation of quality of learning

The tables and figure below display the part of the survey relating the learner's evaluation of the quality of their learning experience

Gender								Total		
Male				Females						
	Std. Deviation	N	Mean	Std. Deviation	N	Mean	Std. Deviation	N	Mean	
q12	3.3571	14	.92878	3.4898	49	.84465	3.4603	63	.85808	
q13	3.2143	14	.97496	3.4694	49	.89214	3.4127	63	.90936	
q14	3.3571	14	1.15073	3.4082	49	.95565	3.3968	63	.99255	
q15	3.0000	14	.87706	3.4490	49	.89119	3.3492	63	.90087	
q16	3.0000	14	.87706	3.5510	49	.73771	3.4286	63	.79746	
q17	3.2857	14	.2542	3.4286	49	1.06066	3.3968	63	1.00867	
q18	3.14	14	.770	3.63	49	.951	3.52	63	.931	
q19	2.79	14	.893	3.59	49	.956	3.41	63	.994	
Learning and Teaching	3.1429	14	.64647	3.5026		.68868	3.4226	63	.69104	
Overall Evaluation	2.9323	14	.64935	3.3426		.69676	3.2515	63	.70273	

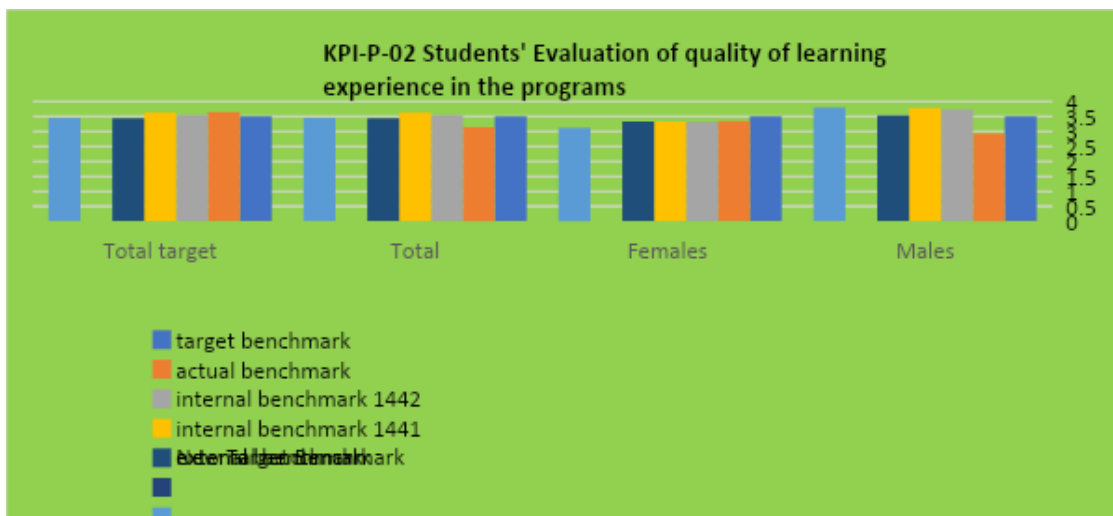
q12	Most of the faculty with whom I work at this institution are genuinely interested in my progress
q13	Faculty at this institution are fair in their treatment of students
q14	My courses and assignments encourage me to investigate new ideas and express my own opinions.
q15	As a result of my studies my ability to investigate and solve new and unusual problems is increasing
q16	My ability to effectively communicate the results of investigations I undertake is improving as a result of my studies.
q17	My program of studies is stimulating my interest in further learning.
q18	The knowledge and skills I am learning will be valuable for my future career.
q19	I am learning to work effectively in group activities



It is clear from the results and the previous figure that all the items for males need improvement, as they came with a degree of satisfaction below average, the least of which was items 5, 6 and 10. While in the female part, half of the items came with a degree of average satisfaction and the other half needed improvement and decreased as in the students' part 5, 6 and 10.

Table .7. KPI-P-02 Students' Evaluation of quality of learning

Key performance indicator	Target Benchmark		Actual Benchmark	Internal Benchmark		External Benchmark	New Target Benchmark
				1442	1441		
Students' Evaluation of quality of learning experience in the program	M	3.5	2.93	3.73	3.79	3.54	5.3
	F	3.5	3.34	3.32	3.33	3.33	5.3
	Total	3.5	3.14	3.55	3.63	3.44	3.5



.Figure .2 Students' Evaluation of quality of learning experience in the program

Analysis

The hallmark of the success of any educational program is the satisfaction of stakeholders with their educational experience. This indicator is important to measure the extent of students' satisfaction with the learning experience in the program by surveying the opinion of students in the last year of the program, where this category of students has the ability to evaluate the performance of the program (see table7) in terms of academic advising and the beneficiary's satisfaction with the attitude of the faculty at this institution. Subjects were also to evaluate whether their learning experience increase their ability to investigate and solve problem and encourage them to investigate new ideas and express their own opinions and would this learning experience ends up with the potentiality .of stimulating their interest in further learning

The English language program measured this indicator during the current year 1443, where the current value of the general assessment indicator for the quality of learning in the program was estimated at 3.2 out of 5, as it achieved a quite good degree of satisfaction from the students' point of view. However, by taking into consideration of the two years' data, the internal benchmarking for the current year Figure 2. also shows that the performance indicator trends witnessed a decrease in the level of student satisfaction compared to previous years, indicating less efforts made by the ELP to provide the best educational experience for their students. While comparing the similar data of the external benchmarking partner (ELP at the college of Science and Humanities at Quassim University) for the current year, it is observed that the ELP performs slightly lower than the college of nursing attached with king Abdul Aziz university (3.44). Since the actual value scores less than target benchmarking (3.5), so the new target benchmarking is retained as the value of (3.5).

Strengths

- Program leadership is continually improving the student experience - through assistance and learning support, modern teaching strategies, and .faculty training
- The students appear to be quite satisfied with the situations or items related to what they have learnt in the program

Improvement priorities

- Increasing the number of extra-curricular activities (including recreational - (sports

Even though the quality of learning experience is rated as satisfactory by - majority of students in the ELP, still there are still opportunities for further enhancements and appropriate strategies need to be devised to .attain continuous quality improvements

- Improving the quality of classrooms (lecture halls and laboratories)

KPI-P-03 Students' evaluation of the quality of the courses

Key Performance Indicators	Target Benchmark		Actual Benchmark	Internal Benchmark		External Benchmark	New Target Benchmark
				1442	1441		
Students' evaluation of the quality of the courses	M	4	3.9	4.2	3.8	4.62	4
	F	4	3.7	3.9	3.6		4
	Total	4	3.8	4.1	3.7		4

Table .8. KPI-P-03 Students' evaluation of the quality of the courses

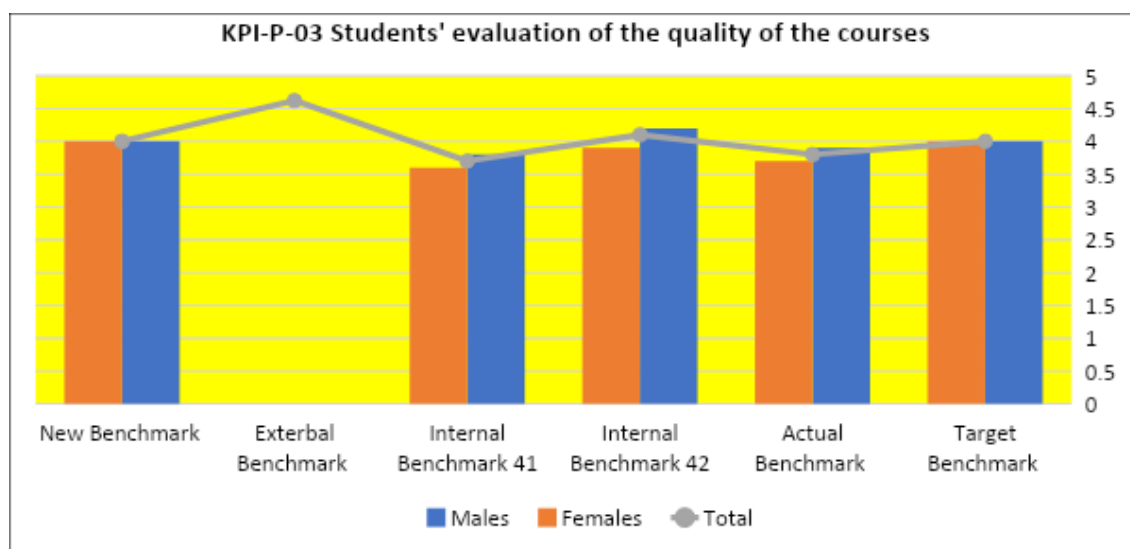


Figure .3 Students' evaluation of the quality of the courses

Analysis

The students overall rating on the quality of their courses offered by the program was calculated as 4 in a five-point Likert scale during the academic years 1440-1441. While comparing internal benchmarking of two years, it is observed that there is no trend noted in the rating and as it is recorded as 3.70 for both the academic years 1440 and 1441. Actual value scores less than target benchmarking (4), so the new target benchmarking is .(retained as the value of (4

Accordingly, the internal benchmark is calculated by taking the average of the three years' trend data of the program.

Strengths:

Students were satisfied with the special resources supporting the education.

.The students appear to be satisfied more with the quality of the courses

- The students appear to be more satisfied with the learning materials.
- The majority of the courses taught in the program were rated by the students as satisfactory with a good response rate. here is an increased trend noted in the rating by the students since last two years

- Improvement priorities

- External benchmark is recommended to compare actual benchmarks to similar programs offered at both national and international level to adopt good practice.
- Overall rating of the courses quality should be improved
- Improving the available resources for the students
- Improving the academic support

KPI-P- 04 Completion rate

Table .9. KPI-P- 04 Completion rate

Key Performance Indicators	Target Benchmark		Actual Benchmark	Internal Benchmark		External Benchmark	New Target Benchmark
				1442	1441		
Completion rate	M	50%	33.06%	34.62%	39.53%	40%	60%
	F	50%	66.04%	69.67%	56.82%		60%
	Total	50%	50%	52%	48.18%		60%

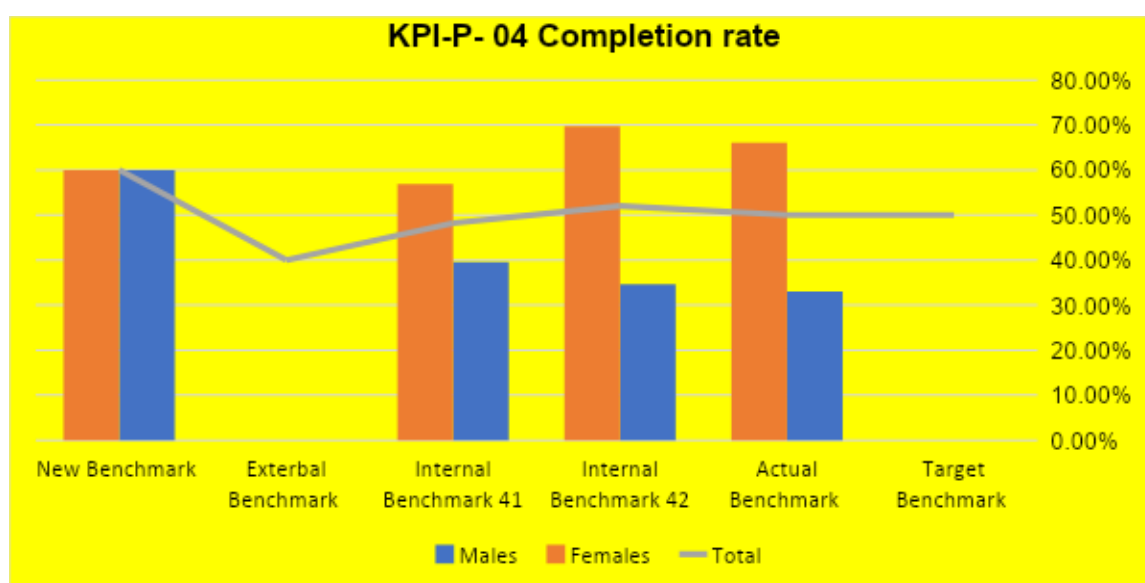


Figure .4. Completion rate

Analysis

This indicator aims to follow a group of students and calculate the percentage of those who completed the program in the minimum time. Increasing the value of this indicator helps reduce the annual rate of university expenses on the student and also reflects the level of quality of teaching and learning in the program, teaching and assessment strategies, and the extent to which students achieve learning outcomes. The English Language Program measured this indicator during the current year 1443, and the result showed that the percentage of program students who completed the program at the minimum scored 33.06% and 66.04% in the male and female sections respectively, making an

average percentage of 50% which meets the target benchmark 50% with significant improvement compared to external benchmark. Data shows that the current benchmark is less than the internal benchmark of the year 1442. Upon considering the improvement of the students' performance in current, the new target benchmark proposed for the next academic year has been raised to 60% for the next academic year. The reason for not reaching the target is mainly due to the withdrawal of students during the first and second years of registration in the program.

Strengths:

- Steady improvement in the program's apparent completion rate. The program fulfills national and international accreditation standards, especially with regard to evaluating learning outcomes
- Permanent academic guidance to the student throughout the registration period in the program, where the courses are selected each semester by consultation

Improvement priorities

Putting in place a mechanism to reduce the dropout rate for students -

- Establishing a mechanism to enable students to complete their program in the least possible period of time

Searching for possible reasons for the apparent low rate of completion -

.(e.g. review of assessment methods in some courses

KPI-P-05 First-year students retention rate

Table.10. KPI-P-05 First-year students' retention rate

Key Performance Indicators	Target Benchmark		Actual Benchmark	Internal Benchmark		External Benchmark	New Target Benchmark
				1442	1441		
First-year students retention rate	M	75%	* 0%	38%	81%	40%	75%
	F	75%	72%	82%	56%		75%
	Total	75%	72%	65%	66%		75%

No enrolment of male students in 1443*

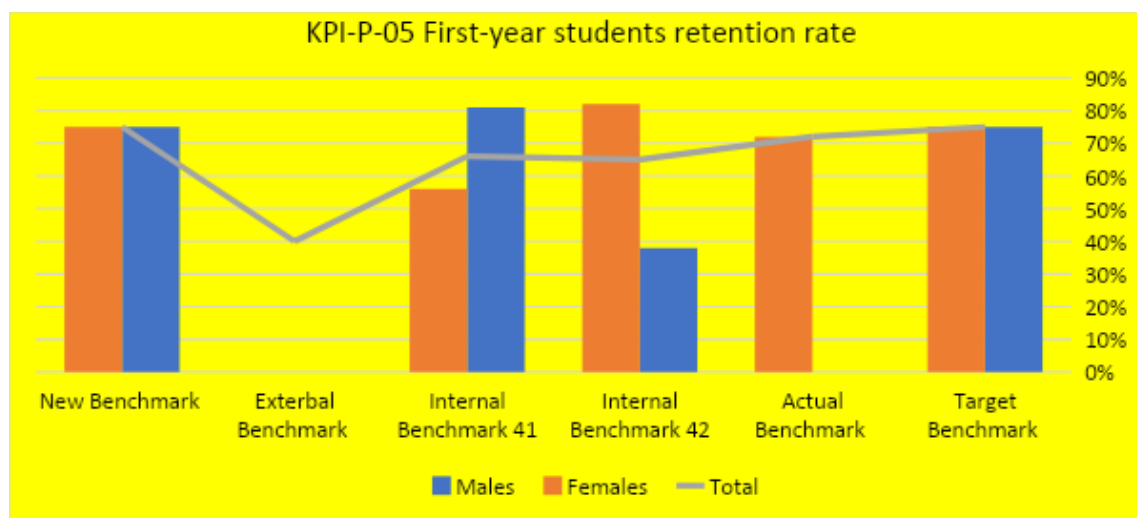


Figure .5. First-year students' retention rate

Analysis

The actual result shows that the percentage of students who entered and successfully completed the first year of their programs in the year of the report was 72%. The current score is very close to the target, and far better than the external benchmark (40%). It is also significantly higher than the values the internal benchmark (65% and 66% respectively). It worth mentioning here that no male students were enrolment in the program.

Based on the existing performance and taking in to account the internal benchmarks, the new target has been fixed as 75% for the next academic year.

:Improvement priorities

- Motivate the increase of retention rate
- .Recommendation for extra English language courses -
- Sophisticated assessment for the completion/ graduation rates in the - program

KPI-P-06 Students' performance in the professional and/or national examinations

Table .11. KPI-P-06 Students' performance in the professional and/or national examinations

Key Performance Indicators		Target Benchmark	Actual Benchmark	Internal Benchmark		External Benchmark	New Target Benchmark
				1442	1441		
				Students' performance in the professional and/or national examinations	M		
	F	50%	-	-	38%	-	50%
	Total	50%	-	-	39%	-	50%

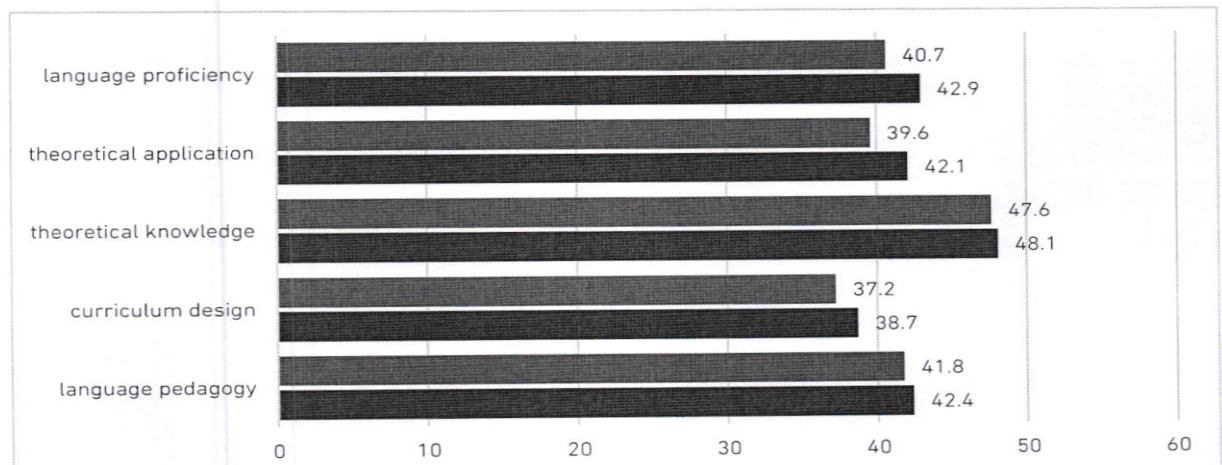


Figure 6: Average performance by English language test domains

Data was not available for the current year. The table and figure above display the data of the previous year 1442. The average overall performance in the English language test domains for Prince Sattam bin Abdulaziz University students ranged from 7 38 to 48.1 degrees, as shown in Figure 6. The average performance of Prince Sattam bin Abdulaziz University students was higher than the general average in all fields, and their highest performance was in .Theoretical Knowledge courses, and lowest in Curriculum design stores

Actual value scores less than target benchmarking (50%), so the new
 .(target benchmarking is retained as the value of (50%

KPI-P-07 Graduates' employability and enrolment in postgraduate programs

Table.12.KPI-P-07 Graduates' employability and enrolment in postgraduate programs

Key Performance Indicators		Target Benchmark	Actual Benchmark	Internal Benchmark		External Benchmark	New Target Benchmark
				1442	1441		
Graduates employability and enrolment in postgraduate programs	M	50%	-	15%	35.18%	53.66%	50%
	F	50%	-	3.50%	15.29%		50%
	Total	50%	-	18.5%	25.23%		50%

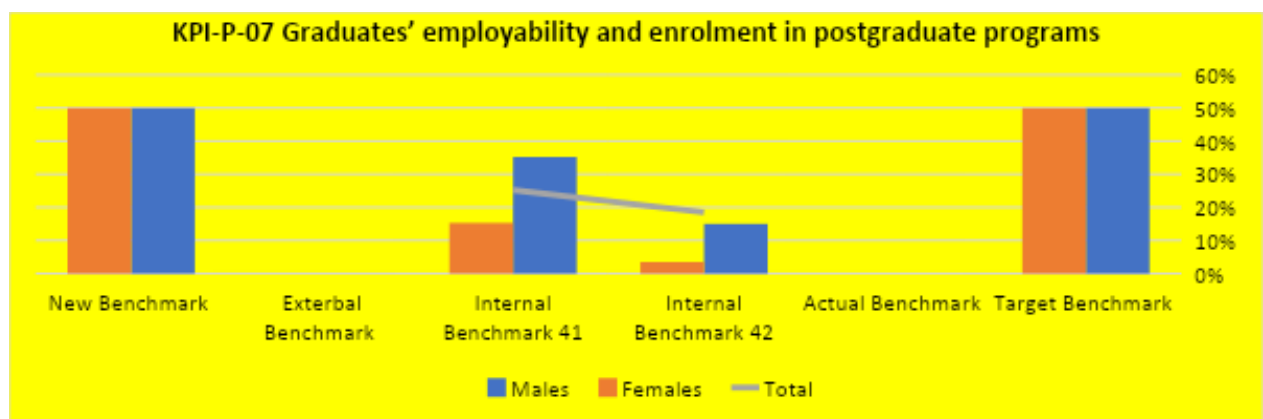


Figure .7. Graduates' employability and enrolment in postgraduate program

Analysis

Data was not available for the current year. The table and figure above display the data of the previous year 1442. Figure 8. above only displays data about graduates' employability. Data is not available about graduates' enrolment in postgraduate programs. Data is collected from the program graduate's unit. The actual benchmark value is calculated from the English language program graduates who within a year (or last two years) of graduation were employed during the first year (or last two years) of their graduation to the total number of English language program graduates in the same year.

Data of the actual benchmark of the year of the report (1442) is not available Data was also not available from the English program in Qassim University concerning this indicator.

The program should consider this issue and take action to improve the employability of graduates. To that aim, a committee should be formed to look into the reasons why graduates are unable to find work and make clear, practical recommendations for the following cycle.

Improvement priorities:

The English language program needs to organize counselling sessions for the graduates about career planning and employment

- The program also should arrange employment forums and invite companies and businessmen

KPI-P-08 Average number of students in the class

Table .13. KPI-P-08 Average number of students in the class

Key Performance Indicators		Target Benchmark	Actual Benchmark	Internal Benchmark		External Benchmark	New Target Benchmark
				1442	1441		
Average number of students in the class	M	10	3			25	25
	F	15	32	30	28		25
	Total	25	35	30	28		25

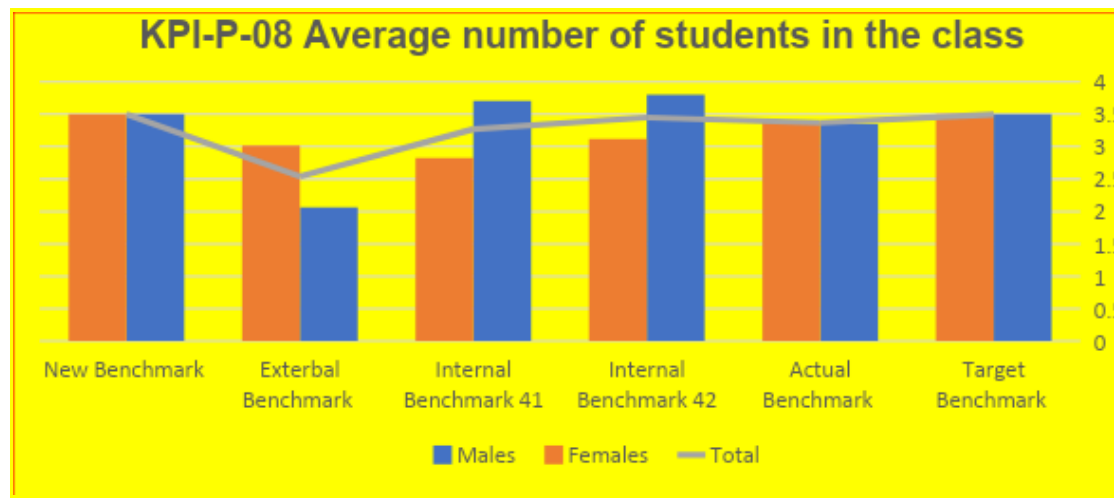


Figure.8. Average number of students in the class

Analysis: These data show that the distribution of students in the class among the different years is consistent with the capacity of each class. Lectures are given in big classrooms and the practical sessions are conducted in the labs with a capacity of 15-30 students.

Strengths

- The program has appropriate number of classrooms and labs.
- The average number of students in the class is satisfactory.

- Availability of educational facilities and equipment in the labs

Improvement priorities

Keeping the good distribution of the students between the classrooms

KPI-P-09 Employers' evaluation of the program graduates proficiency

Given below is the statistical data based on a questionnaire administered to stakeholder to assess their evaluation of the program graduates proficiency.

Table .14. statistical data of the employers' evaluation of the program graduate's proficiency

	statement	no	Mean	Std. Deviation
q1	Graduate has the basic knowledge and skills required for doing his/her job.	22	4.1364	.94089
q2	Graduate applies knowledge and skills properly in his field of specialization.	22	4.1818	.90692
q3	Graduate has the ability of analytical and objective thinking	22	4.0000	.87287
q4	.Graduate has the ability of critical thinking	22	4.0000	.92582
q5	Graduate has the ability of dealing with problems and solving it	22	4.4091	.59033
q6	Graduate possesses effective communication skills	22	4.0455	.99892
q7	.Graduate has high-standard professional ethics	22	4.3182	.89370
q8	Graduate gives a positive impression regarding his ability to withstand the .workload	22	4.4091	.85407
q9	Graduate has appropriate capacity for time management	22	4.2273	.97257
q10	.Graduate can work in a team to reach common goals	22	4.0455	1.13294
q11	Graduate has the ability to provide initiatives	22	4.3636	.65795
q12	.Graduate is keen to develop himself professionally and academically	22	4.4091	.73414
q13	I expect a professional excellence to graduate	22	4.1818	1.00647
q14	.Graduate has the basic skills necessary in the field of information technology	22	4.2727	.82703
Total			4.0909	.97145

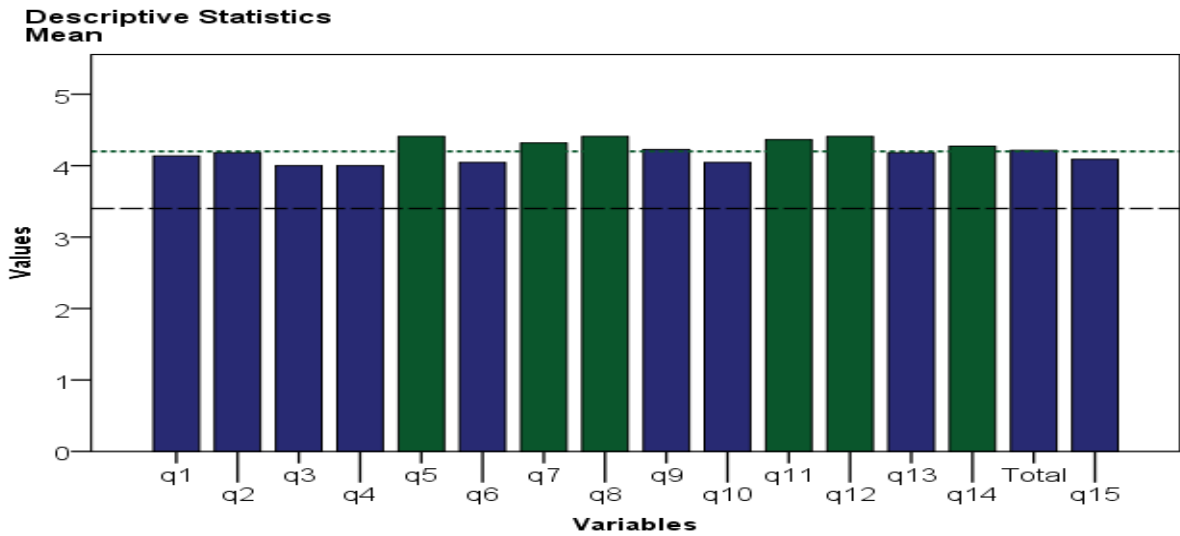


Table .15. KPI-P-09 Employers' evaluation of the program graduate's proficiency

Key Performance Indicators	Target Benchmark	Actual Benchmark	Internal Benchmark		External Benchmark	New Target Benchmark
			1442	1441		
			Total	-		
	3.4	4.2	4.03	-	-	4.3

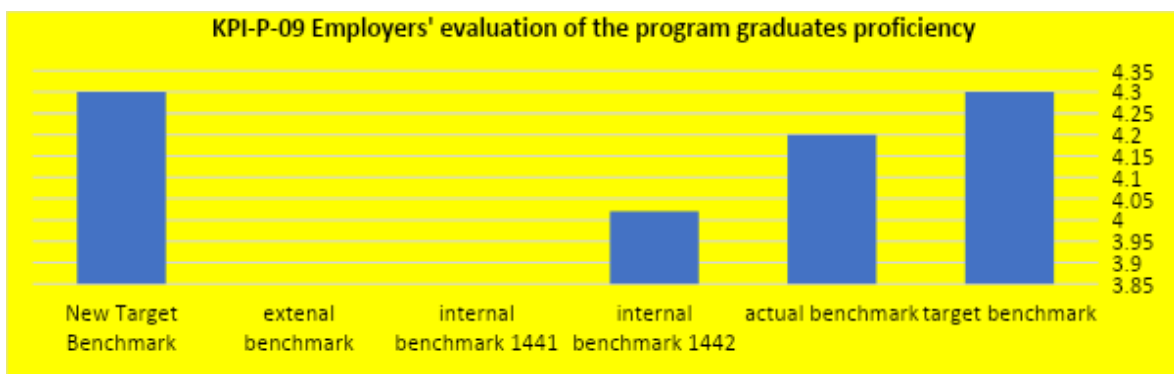


Figure .9. Employers' evaluation of the program graduate's proficiency

Analysis

This KPI has been developed to capture the opinion of the employers' evaluation of s graduates' competence. The actual benchmark (4.2) is based on "Employer Feedback Survey for graduates" for the year 1442. The value of actual benchmark is very close to achieving the target benchmark (4.3) No data were available for enteral benchmarking.

Considering the actual and the ambitions of the program, the quality
 .(committee has decided to keep the new target benchmark at (4.3

:Strengths

The survey reflects the good qualities and abilities of the program -
 .graduates
 .The average value of this indicator was close to the target benchmark -
 There is an improvement in this indicator compared to the previous year. -
 .University

Improvement priorities

To keep the periodic meetings with the advisory committee that contains people -
 .from the local community
 Get information from the advisory committee about their expectations from the -
 .graduates of English program in King Khalid University
 To conduct more training sessions and workshops for students to improve their -
 .skills and competencies

Standard 4: Students .4.3

KPI-P-10 Students' satisfaction with the offered services

KPI-10 Satisfaction of beneficiaries with the offered services

Stakeholder evaluation survey about the satisfaction of beneficiaries with the offered services has been conducted and it is reported as 3.65 in the five point Likert scale during the year 1443 the table (3) below displays computational averages of the overall level of dimensions

Table.16. descriptive statistics of survey about the satisfaction of beneficiaries with the offered services.

	dimension	N	Mean	Std. Deviation
q1 to q7	Enrollment	165	3.6909	.65223
q8 to q10	Student Affairs Services	165	3.6121	.83479
q11 to q12	Cultural Services	165	3.5121	.87121
q13 to q15	Sports Activities	165	3.1030	1.01387
q16 to q18	Security Services	165	3.2707	.87929
q19 to q22	Nutrition Services	165	3.0045	1.02316
q23 to q24	Medical Service	165	3.3939	1.01331
q1 to q24	Total	165	3.4010	.68579

Table .17. KPI-10 Satisfaction of beneficiaries with the offered services

Key Performance Indicators	Target Benchmark	Actual Benchmark	Internal Benchmark		External Benchmark	New Target Benchmark
			1442	1441		

Satisfaction of beneficiaries with the learning resources	M	3.5	3.91	3.70	3.80	3.35	4
	F	3.5	3.38	2.84	3.12	3.38	4
	Total	3.5	3.65	3.27	3.46	3.37	4

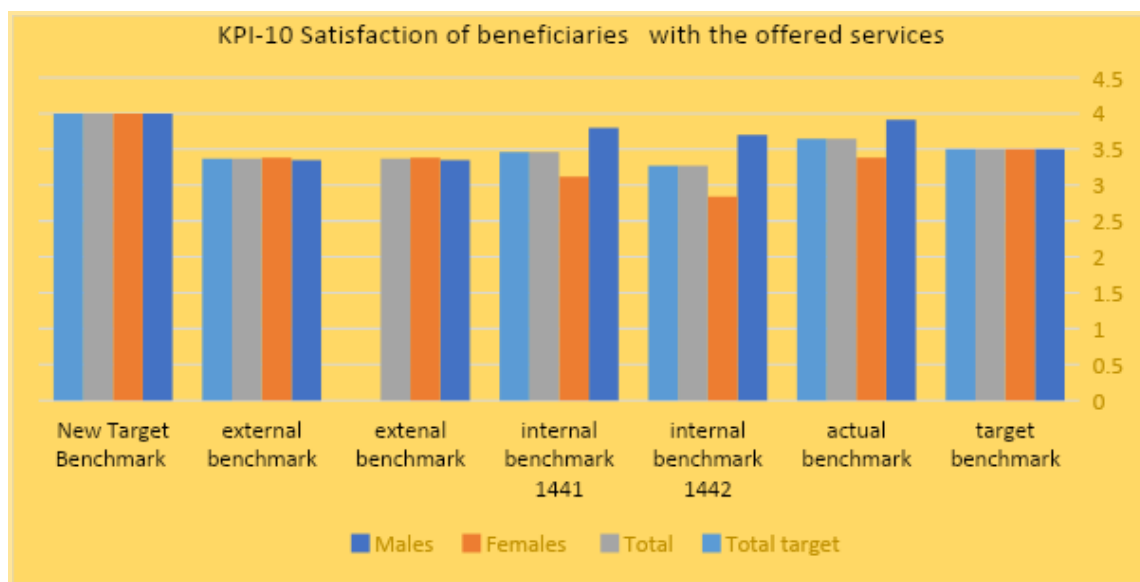


Figure .10 Satisfaction of beneficiaries with the offered services

Analysis

The beneficiaries' overall rating of quality of the offered services of the current year is approximately (3.7). From the figure, it is illustrated that the actual benchmark value is higher than the internal benchmark (3.37), and it even scores higher than the target (3.5). Keeping in view the ambitions of the program that the actual performance exceeds the of target level, the quality committee has decided to raise the target benchmark to (4).

Strengths:

- the program provides a variety of facilities and equipment.
- An increase of the student's participation in the surveys is compared to the previous years which is an indicator for their awareness about the benefit of the surveys in planning.
- Learners are generally satisfied with the facilities and equipment provided by the program

- The regular surveys conducted by the program allow consistent evaluation of the facilities and equipment.

Improvement priorities

- The program quality committee should develop a new detailed survey for evaluating the learning resources from 1443 onwards
- External performance comparison is recommended to compare actual performance to similar programs that are national or international.
- The program should develop plans for improvement and continuous update in learning resources.
- Female facilities and equipment need more improvement

KPI-P-11 Ratio of students to teaching staff

Table 18. Ratio of students to teaching staff

Key Performance Indicators		Target Benchmark	Actual Benchmark	Internal Benchmark		External Benchmark	New Target Benchmark
				1442	1441		
Ratio of students to teaching staff	M	1:15		1:4	1:4	1:13	
	F	1:35		1:19	1:19		
	Total	1:25	1:12	1:10	1:10		1:10

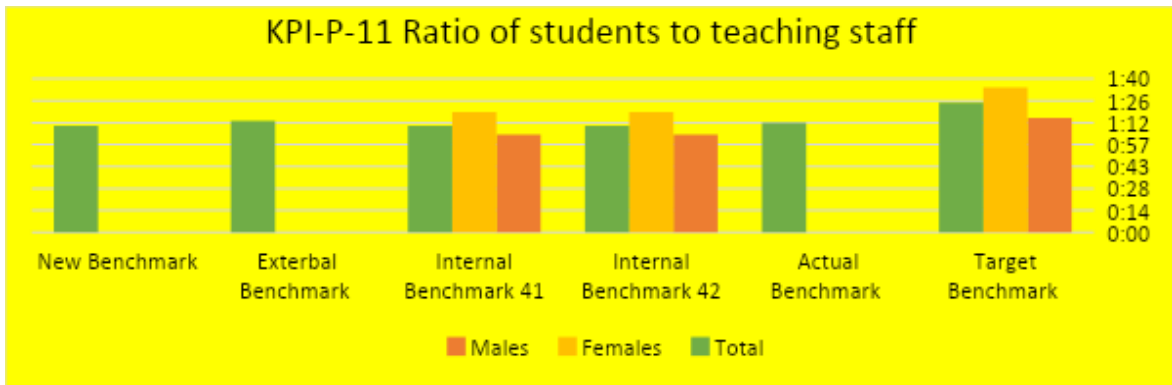


Figure .11. Ratio of students to teaching staff

Analysis: The actual result indicates (current year performance) indicates that the ratio of students to teaching staff is 1:12, while observing the last two years' data, it is observed that the ratio of students to teaching staff is recorded as 10:1 for both the academic years 1441 and 1442 respectively. The low ratio of students to teaching staff in the male section for the last three years is due to poor and none enrolment of students in these years. Also the number of the program faculty members has increased due to the return of some of the member who were in scholarships. Upon considering the current year performance, internal benchmarking data as well as the anticipated students' intake for the academic year 1441 and 1442, the new target benchmark for the next academic year is .retained at 1:10

:Strengths

- Ratio of students to teaching staff is reasonable in the current year of report

Weakness: not reported

Improvement priorities

- The college management needs to plan an appropriate students-teaching staff ratio depending on the students' admission rate., especially the female section,
- It is recommended that an external benchmark be compared with actual benchmarks both at the similar national or international programs
- It is recommended to hire more teaching staff if it aims to recruit more students in future

KPI-P-12 Percentage of teaching staff distribution

i. KPI.12. A. Percentage of teaching staff distribution based on gender

Table 19 A: KPI-P- 12 Percentage of teaching staff distribution based on gender.

Key Performance Indicators	Target Benchmark	Actual Benchmark	Internal Benchmark		External Benchmark	New Target Benchmark
			1442	1441		

Percentage of teaching staff distribution	M	60%	70%	70%	72%	50%	50%
	F	40%	30%	30%	28%		50%

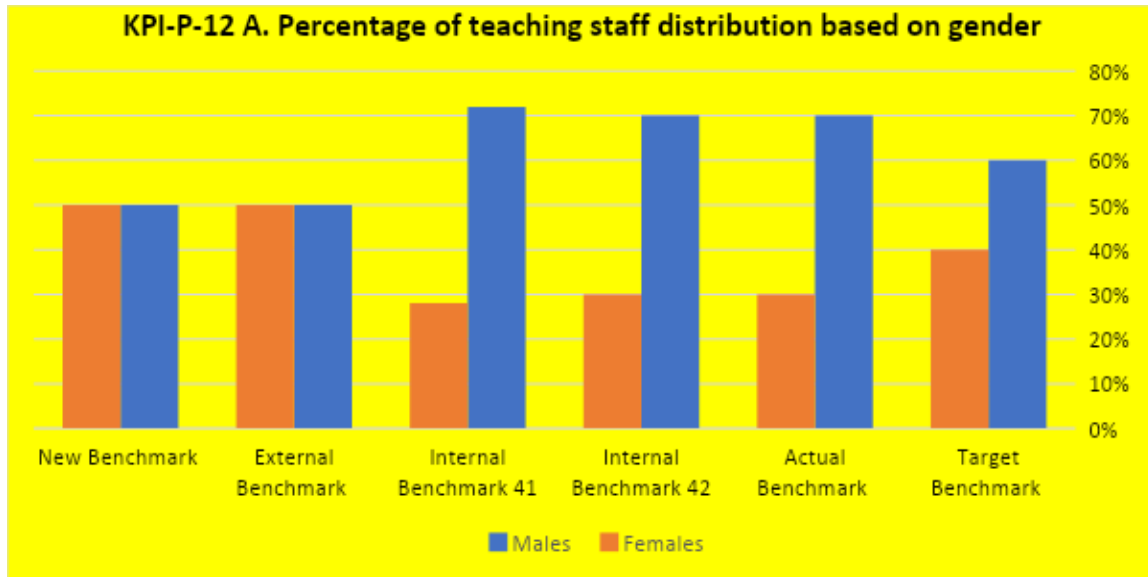


Figure 12-A: The percentage of teaching staff distribution based on gender

Analysis: Figure 12.A. above shows the percentage of teaching staff distribution according to gender

The English Language program is offered at two campuses and is available both to male and female students. The actual benchmark reveals higher percentage of male teaching staff although females' enrolment in the program is far greater than males. Upon considering the actual, internal, and external benchmarks, and the ambitions of the program, new target benchmark is retained at 50%

ii. KPI.12.B Percentage of teaching staff distribution based on academic ranking

Table 19. B: Percentage of teaching staff distribution based on gender.

Key Performance Indicators	Target Benchmark	Actual Benchmark	Internal Benchmark		External Benchmark	New Target Benchmark
			144	144		
			2	1		

Percentage of teaching staff distribution	M	Prof.	0%	0%	0%	10%
		Assoc. Prof.	5%	5%	0%	20%
		Assist Prof.	15%	15%	10%	50%
		Lecturer	60%	60%	70%	20%
		T. A	20%	20%	20%	0%
	F	Prof.	0%	0%	0%	10%
		Assoc. Prof.	0%	0%	0%	20%
		Assist Prof.	11%	11%	0%	50%
		Lecturer	56%	56%	67%	20%
		T. A	33%	33%	33%	0%

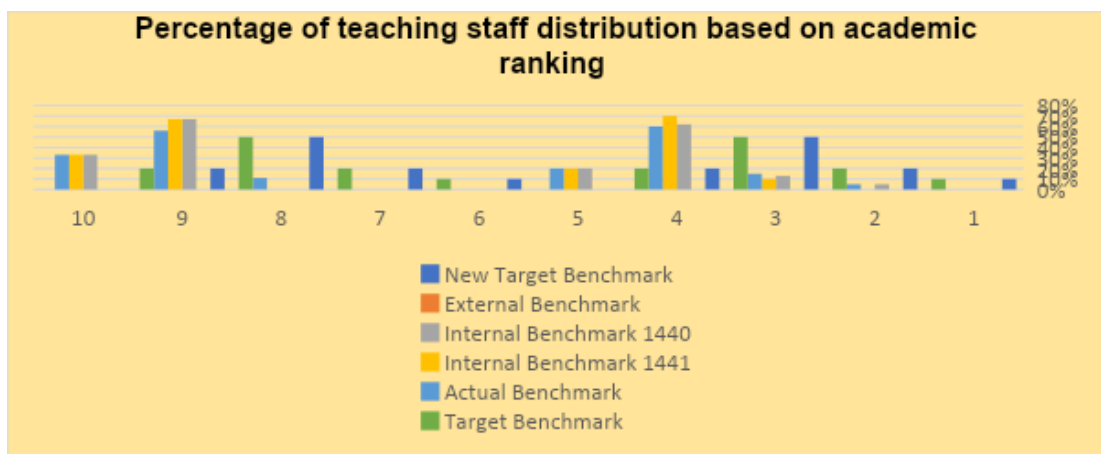


Figure 12 B: Percentage of teaching staff distribution based on gender.

Analysis: Figure 12 B above shows that the distribution of the English Language program by rank. It is note that there are currently null full professors in the program, and a poor distribution of associate and assistant professors is 10% and 80% respectively. The program should attract more associate and full professor by appointment of associate professors and encouraging assistant professors for promotion. Taking into account Keeping the actual, and target benchmarks, the it has been decided to retain the target benchmark. i.e. 10% full Professor, 20% associate professor, and 50% assistant professor. No data was available from the English program in Qassim .University concerning this indicator

:Strengths

- Faculty members are distributed due to their academic ranking
- Faculty members are distributed due to their specialists among the faculty members

:Weakness

- There is a lack of female faculty members

:Improvement priorities

The college management needs to plan to hire more teaching staff faculty members at - assistant, associate and full professor ranks

- Recruit more staff with verified doctoral qualifications in the female section

.KPI-P-13 Proportion of teaching staff leaving the program

.Table.20. KPI-P-13 Proportion of teaching staff leaving the program

Key Performance Indicators			Target Benchmark	Actual Benchmark	Internal Benchmark		External Benchmark	New Target Benchmark
					1442	1441		

Proportion of teaching staff leaving the program	M	0%	0%	0%	3.3%	3.2%	0%	0%
	F	0%	0%	0%	0%	0%	0%	0%
	Total	0%	0%	0%	1.7%	1.6%	0%	0%

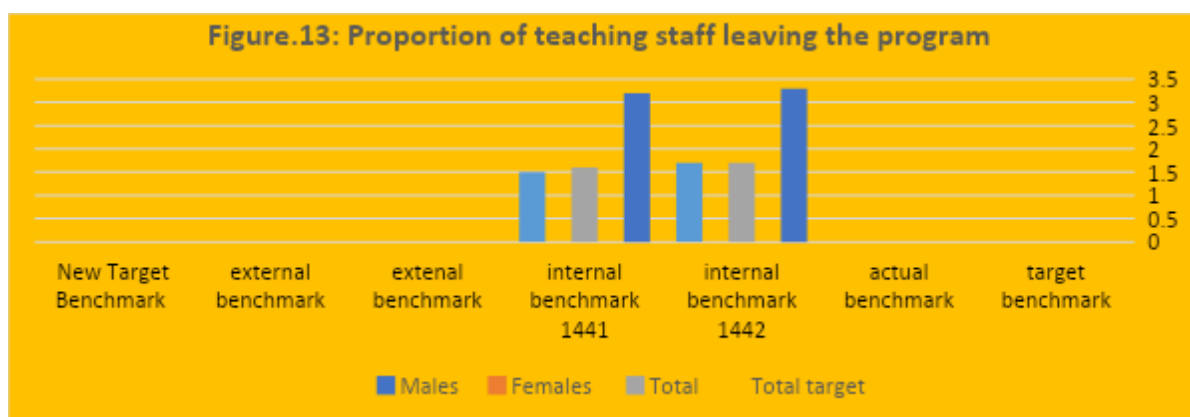


Figure.13: Proportion of teaching staff leaving the program

Analysis: The importance of this indicator comes from the fact that it shows whether the program/institution provides a stable and attractive environment for faculty members. The actual benchmark of the current year reported 0% achieving better performance than the external benchmark .((1.65

Achieving this level of performance reflects the keenness of the program leadership to provide an appropriate atmosphere for faculty members to .continue their service to the university

Taking into account the importance of this KPI and given that the performance was good, and hoping to keep the same level of and the and .the new target has been retained to 0% for the next academic year

:Strengths

- A good retainment rate of teaching staff.
- The environment in the college encouraging for continuity. Efforts should be continued to keep the distinguished faculty through improvement of the educational environment to keep them
- Availability of good number of highly qualified faculty.

Weakness: not reported

Improvement priorities

- Continue improving the educational conditions to keep the available faculty.
- Establish special awards from the program together with the university awards.

KPI-P-14 Percentage of publications of faculty members

Table .21. KPI-P-14 Percentage of publications of faculty members

Key Performance Indicators		Target Benchmark	Actual Benchmark	Internal Benchmark 41		External Benchmark	New Target Benchmark
				1442	1441		
Percentage of publications of faculty members	M	50%	80%	40	50%	52%	50%
	F	50%	0%	0%	0%		50%
	Total	50%	40%	20%	25%		50%

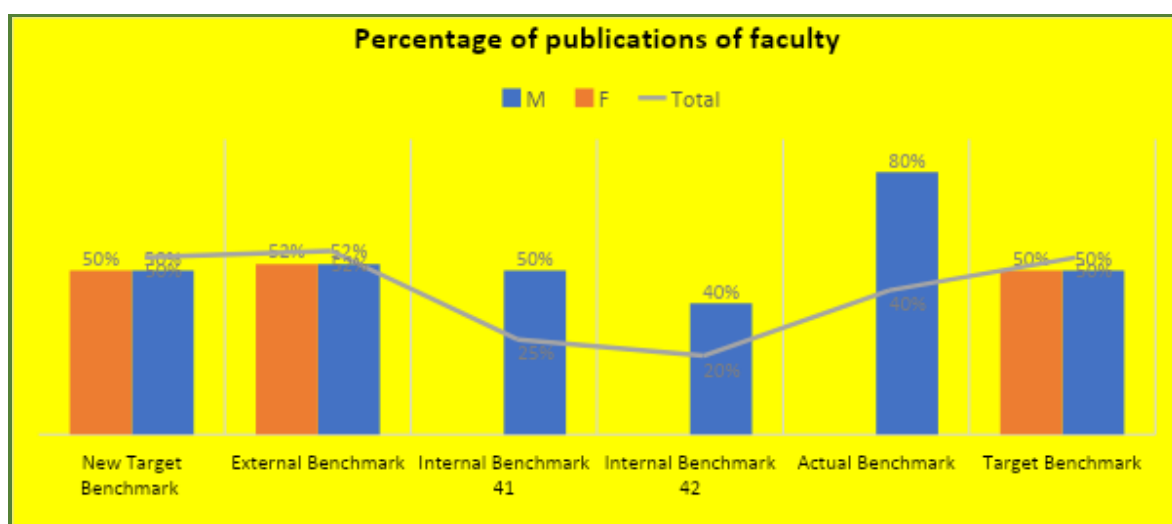


Figure .14: Percentage of publications of faculty

Analysis: These data show that 80% of the total male teaching staff had at least one refereed publication during the year of the report 1443 in contrast to 0% reported in the female section. The overall achievement is less the external benchmark (52%). It is recommended to keep the target of 50% of the total teaching staff will have at least one refereed publication for which all academic staff will be encouraged and their co-operation will be needed.

:Strengths

- There is an increase of the number of published papers in the male section
 - Diversity of publishing sources
 - The program of the male sections actively participates in both funded and non-funded projects
- Research projects supported by the Deanship of Scientific Research encourages faculty members for write more research.

:Weakness

- Focus posting on a specific number of members.
- A considerable ratio of the publications are in unrecognized journals

- Female faculty members contribute no scientific publishing.

Improvement priorities

- - English language program is to provide more activities about researches.

- - The program should offer journal subscriptions.

External benchmark is recommended to compare actual benchmarks to similar programs that are national or international.

Raising awareness of the importance of distinguished scientific publishing.

KPI-P-15. Rate of published research per faculty member

Table 22. KPI-P-15. Rate of published research per faculty member

Key Performance Indicators		Target Benchmark	Actual Benchmark	Internal Benchmark		External Benchmark	New Target Benchmark
				1442	1441		
Rate of published research per faculty member	M	1:1	1:0.6	1:03	1:0.2	1:0.5	1:1
	F	1:1	0:0	0:0	0:0		1:1
	Total	1:1	1:03	1:02	1:0.1		1:1

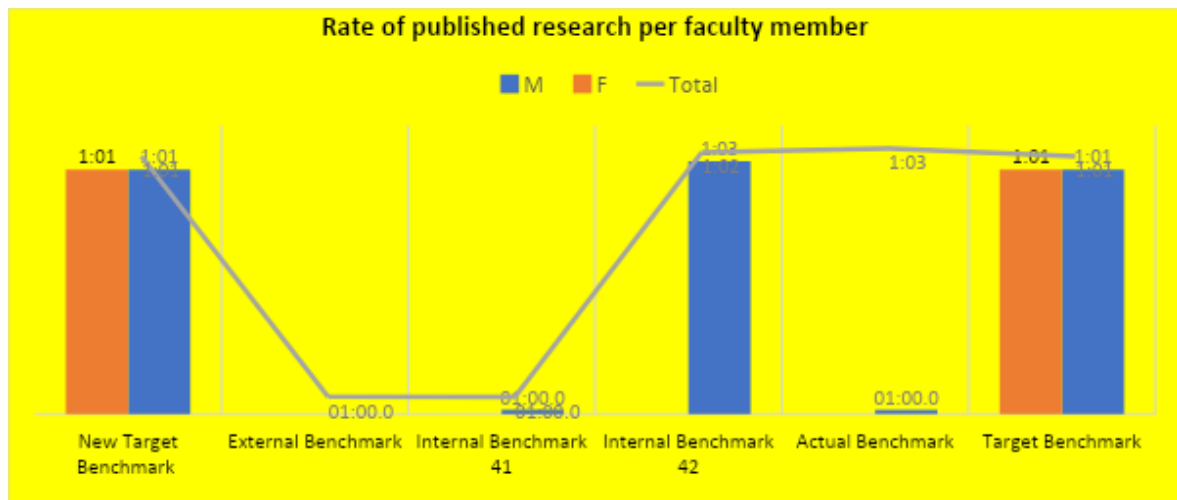


Figure 15. Rate of published research per faculty member

Analysis:

Figure 15 above shows an increase in the number of papers presented during 1443 in comparison to the actual benchmark for the academic years 1441-1442 which serve as the internal benchmark. The actual benchmark also less than the target benchmark (1.1) by a significant margin. However, the achieved benchmark is marginally lower than external benchmark provided by Qassim university (external benchmark), indicating a clear need for improvement. Taking into account the actual, and the expectations of the program, the quality committee has decided to retain the new target benchmark to 1.1

Strengths:

- There is an increase of the publishing rate in comparison to previous years.

- Most of the counted papers (all refereed) were published in Scopus and ISI indexed journals

Improvement priorities

-Female teaching staff should be encouraged to contribute to research.

KPI-P-16. Citations rate in refereed journals per faculty member

Table 18. KPI-P-16 Citations rate in refereed journals per faculty member

Key Performance Indicators		Target Benchmark	Actual Benchmark	Internal Benchmark		External Benchmark	New Target Benchmark
				1442	1441		
Citations rate in refereed journals per faculty member	M	1:5	1:3	1:2	1:1	1:0.6	1:5
	F	1:5	0:0	0:0	0:0		1:5
	Total	1:5	1:1.5	1:1	1:0.5		1:5

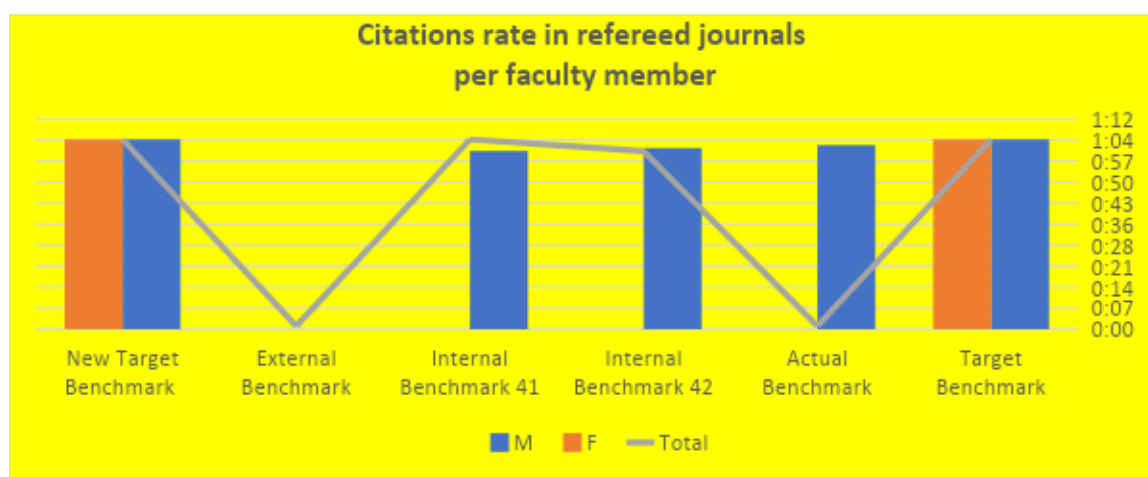


Figure 16: Percentage Citations rate in refereed journals per faculty member

Analysis

The actual performance is calculated for the academic year 1443. This actual performance is lower than the target (1:5) and is slightly higher than the actual performance for the previous cycle (1441-1442) which also serves as the internal performance. Considering the actual and internal performance, the value of new performance has been retained the 1:5.

:Strengths

-There has been a significant increase in the number of papers published during this year of the report.

.Most of the papers were cited in Scopus and ISI indexed journals -

Improvement priorities

- The program should continue to gradually increase the number of publications.
- Forming research groups that can collectively publish as co-authors will have a direct effect on improving the KPI.

Female faculty members should be notified and encouraged to contribute to scientific research.

KPI-17 Satisfaction of beneficiaries with the learning resources

Table .24. KPI-17 Satisfaction of beneficiaries with the learning resources

Key Performance Indicators		Target Benchmark	Actual Benchmark	Internal Benchmark 4		External Benchmark	New Target Benchmark
				1442	1441		
Satisfaction of beneficiaries with the learning resources	M	3.5	2.06	3.71	3.80	3.35	3.5
	F	3.5	3.02	2.83	3.12	3.38	3.5
	Total	3.5	2.54	3.27	3.45	3.37	3.5

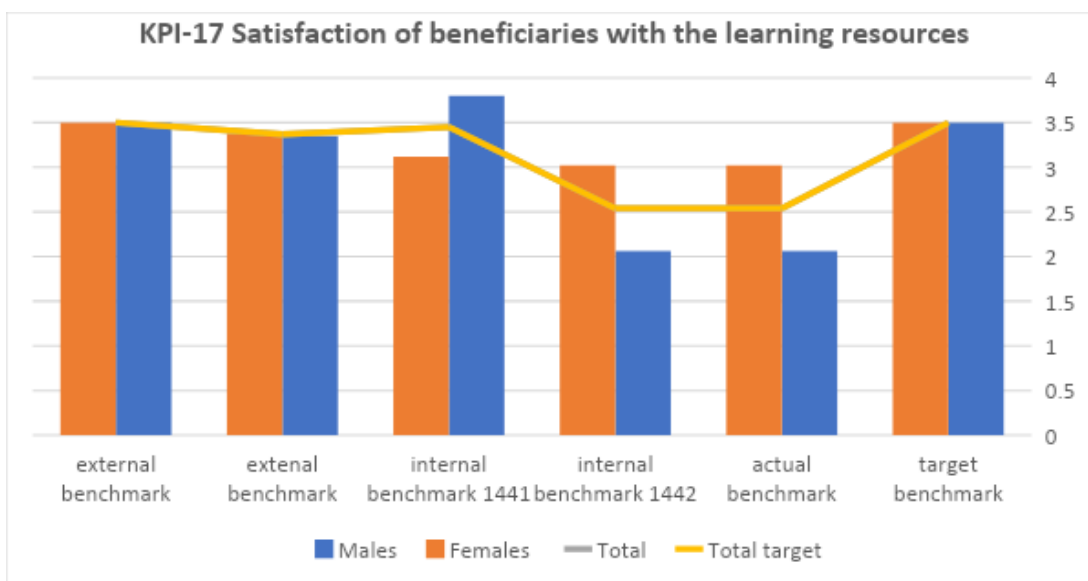


Figure .17: Satisfaction of beneficiaries with the learning resources

Analysis: The beneficiaries 'overall rating of quality of the learning resources of the current year is approximately 2.5. It is noted that the actual benchmark is lesser than the actual value for the previous year (1441&1442) which has been reported as 3.27 and 3.45 respectively. Since the actual benchmark did not meet the expectation of the

program and did not meet the previous target, it has decided to retain the same (i.e., 3.5) target for next year.

Strengths:

- the program provides a variety of facilities and equipment.
- An increase of the students participation in the surveys is compared to the previous years which is an indicator for their awareness about the benefit of the surveys in planning.

Improvement priorities

- The program quality committee should develop a new detailed survey for evaluating the learning resources from 1443 onwards.
- External performance comparison is recommended to compare actual performance to similar programs that are national or international .
- The program should develop plans for improvement and continuous update in learning resources.