



## Program Specification

<b>Program Name:</b> English Literature and Cultural Studies Program
<b>Qualification Level:</b> Bachelor Degree
<b>Department:</b> Department of English Literature
<b>College:</b> College of Languages
<b>Institution:</b> Princess Nourah Bint Abdulrahman University

## **Content**

<b>A. Program Identification and General Information.....</b>	<b>3</b>
<b>B. Mission, Goals, and Learning Outcomes .....</b>	<b>4</b>
<b>C. Curriculum.....</b>	<b>5</b>
<b>D. Student Admission and Support: .....</b>	<b>9</b>
<b>E. Teaching and Administrative Staff .....</b>	<b>10</b>
<b>F. Learning Resources, Facilities, and Equipment.....</b>	<b>11</b>
<b>G. Program Management and Regulations.....</b>	<b>12</b>
<b>H. Program Quality Assurance .....</b>	<b>13</b>
<b>I. Specification Approval Data .....</b>	<b>16</b>

## A. Program Identification and General Information

<b>1. Program Main Location:</b>		
Department of English Literature at the College of Languages – Princess Nourah Bint Abdulrahman University – Riyadh – AlNarjis.		
<b>2. Branches Offering the Program:</b>		
NA		
<b>3. Reasons for Establishing the Program:</b>		
(Economic, social, cultural, and technological reasons, and national needs and development, etc.)		
<b>The program supports the Kingdom's Vision 2030 through the following:</b>		
<p>The English Literature and Cultural Studies program, with its new name, supports one of the most important KSA Vision Program "Developing Human Capabilities," as it aims to: "Improve the outputs of the continuing education and training system in all its stages from early education to lifelong learning and training to reach international levels, through educational programs, qualification, and training to keep pace with the current development and adapt to the needs of the rapidly expanding and renewable local and global labor market, and the requirements of the Fourth Industrial Revolution". The Vision: The Human Capacity Development Program</p> <p>In addition, the academic program in its new name aligns with another KSA Vision Program "Quality of Life" which supports the enhancement of citizen participation in cultural activities and activating them in a way that contributes to raising the quality of life for the individual and the family in terms of preparing specialized competencies in the field of literature and cultural studies. Since the announcement of KSA Vision until now, the number of cultural activities reached 5167 at the local level, and the program with its new focus will strongly support this orientation and will inject into the labor market specialized competencies that will participate in enhancing the quality and efficiency of local cultural trends and events.</p> <p>Moreover, the orientation of the new program supports the Ministry of Culture and its specialized authorities towards cultural studies such as the Literature, Publishing and Translation Authority, the Theater and Performing Arts Authority, and the Film Commission.</p> <p>Finally, the program is certainly intended to contribute to strengthening the leadership role of the Kingdom of Saudi Arabia in building bridges of cultural communication among different civilizations.</p>		
<b>4. Total Credit Hours for Completing the Program: (186 Credit Hours)</b>		
<b>5. Professional Occupations/Jobs:</b>		
<ul style="list-style-type: none"> <li>• University teaching and continuing higher education.</li> <li>• Work in the diplomatic corps inside and outside the kingdom.</li> <li>• Work in government and private sectors utilizing the acquired English language skills, both spoken and written.</li> <li>• Work in the media and theater sector.</li> <li>• Work in the field of research and editing in local foreign press.</li> <li>• Work in publishing houses, literary clubs, and cultural societies.</li> <li>• Work in cultural and women's study centers.</li> </ul>		
<b>6. Major Tracks/Pathways (if any): None</b>		
<b>Major track/pathway</b>	<b>Credit hours</b> (For each track)	<b>Professional Occupations/Jobs</b> (For each track)
1. NA	NA	NA
<b>7. Intermediate Exit Points/Awarded Degree (if any):</b>		

Intermediate exit points/awarded degree	Credit hours
1. None	-----

## B. Mission, Goals, and Learning Outcomes

### 1. Program Mission:

Qualify women cadres with knowledge, professional and research competence in English literature and cultural studies to meet needs in the field and contribute to community service.

### 2. Program Goals:

- 1- Enable graduates to study a comprehensive literary and cultural heritage written or translated into English that reflects diverse cultures.
- 2- Develop graduates' abilities to communicate culturally utilizing different methods including digital means.
- 3- Enhance graduates' research abilities, analytical skills and creative thinking.
- 4- Prepare graduates professionally to meet the needs of the job market.
- 5- Promote graduates' contribution to community service.

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

The mission and goals of the program are consistent with the mission and goals of both the College of Languages and the Institution, in particular the aspect of the ability to build knowledge economy bases with national and global perspectives. The rigorous and comprehensive study of English literature and cultural studies through a coherent curricular framework and well-structured course choices will provide students with the necessary skills to adapt to the changing world and to reshape their understanding of local, national, and international communities.

### 4. Graduate Attributes:

1. **Knowledge:** Graduates have comprehensive knowledge and understanding of their subject area in English literature and cultural studies.
2. **Application:** A. Graduates are able to apply their knowledge of English literature and cultural studies in practice in multi-disciplinary or multi-professional contexts.  
B. Graduates are well-prepared for using modern digital technology effectively.
3. **Creativity and Critical Thinking:** Graduates are effective problem-solvers, able to apply critical, creative thinking skills to conceive innovative responses to future challenges.
4. **Self-development:** Graduates are able to acquire sustained education and self-development in the light of changes.
5. **Leadership Skills:** Graduates are able to reflect leadership, initiation, decision-making and responsibility roles in their chosen careers and communities.
6. **Communication Skills:** Graduates are able to communicate and convey ideas and information in English to a range of audiences socially and professionally.
7. **Ethics:** Graduates are responsible and effective national citizens with ethical competency and are able to show respect for other cultures.
8. **Community Service:** Graduates are responsible members of society who are able to initiate volunteer work for the purpose of community service.

### 5. Program learning Outcomes\*

#### Knowledge and Understanding

K1	Identify different literary and cultural concepts, forms and genres as well as strategies related to basic language skills.
K2	Demonstrate comprehensive knowledge in literary and cultural studies.
K3	Recognize the relationship between English literature and cultural studies.

Skills	
S1	Critically analyze literary and cultural texts.
S2	Evaluate literary and cultural texts in different contexts.
S3	Develop creative ideas and projects in the field of literature and culture.
S4	Communicate effectively in various language forms, as well as digital means, both independently and collaboratively.
Values	
V1	Demonstrate integrity, commitment and responsibility in all academic practices.
V2	Demonstrate tolerance, confidence as well as leadership in diverse contexts.

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

## C. Curriculum

### 1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	6	18	% 10
	Elective	-----	-----	-----
College Requirements	Required	6	23	% 13
	Elective	2	8	% 4
Program Requirements	Required	26	103	% 55
	Elective	4	16	% 9
Capstone Course/Project	Required	1	4	% 2
Field Experience/ Internship	Required	1	14	% 7
Others	-----	-----	-----	-----
<b>Total</b>		<b>46</b>	<b>186</b>	<b>%100</b>

\* Add a table for each track (if any)

### 2. Program Study Plan

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level (1)	LING 131T	Grammar	Required	---	4	Department
	LITE 101	Reading and Comprehension	Required	---	4	Department
	LITE 151	Introduction to Literature	Required	---	4	Department
	ISLS 101	Islamic Culture (1)	Required		3	Institution
Level (2)	LITE 103	Public Rhetoric	Required	---	4	Department
	LITE 102	Essay Writing	Required	---	3	Department
	ARAB 101	Arabic Composition	Required	---	3	Institution
	MATH 160T	Statistics	Required	---	4	College
	ISLS 202	Islamic Culture (2)	Required	ISLS 101	3	Institution
Level (3)	LITE 161	Introduction to Culture	Required	---	4	Department
	LITE 141	Informal Logic and Critical Thinking	Required	---	4	Department
	IT 101T	Principles of Information and Technology Systems	Required		3	Institution
	ISLS 202	Islamic Culture (3)	Required	ISLS 101	3	Institution

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
	ARAB 202	Language Skills	Required	---	3	Institution
Level (4)	LITE 231	Greek Theater	Required	LITE 151	4	Department
	LITE 211	18th and 19th Century Novel (Harmony of Prose)	Required	LITE 151	4	Department
	LITE 221	Symphony of Pre-modern Verse	Required	LITE 151	4	Department
		College Elective (1)	Elective	----	4	College
Level (5)	LITE 242	Introduction to Literary Theory	Required	---	4	Department
	LITE 253	World Literature	Required	---	4	Department
		Second Foreign Language (1)	Elective	---	4	College
	ISLS 404	Islamic Culture (4)	Required	ISLS 101	3	Institution
	Program Elective (1)	Elective	---	4	Department	
Level (6)	LITE 252	Studies in American Literature	Required	---	4	Department
	LITE 262	Graphic literature	Required	---	4	Department
	LITE 204	Methods of Research	Required	---	4	Department
		Second Foreign Language (2)	Required	SFL (1)	4	College
Level (7)	LITE 332	Modern Theater	Required	---	4	Department
	LITE 312	Modern Fiction	Required	---	4	Department
	LITE 322	Symphony of Modern Verse	Required	---	4	Department
		Second Foreign Language (3)	Required	SFL (2)	4	College
Level (8)	LITE 305	Creative Writing	Required	LITE 102	4	Department
	LITE 364	Literature and Media	Required	---	4	Department
	LITE 363	Environment in Literature and Film	Required	---	4	Department
		Program Elective (2)	Elective	---	4	Department
Level (9)	LITE 354	Contemporary Women's Literature	Required	---	4	Department
		Second Foreign Language (4)	Required	SFL (3)	4	College
		College Elective (2)	Elective	---	4	College
		Program Elective (3)	Elective	---	4	Department
Level (10)	LITE 465	Literary Adaptation in Films	Required	---	4	Department
	LITE 433	Theater and Performance	Required	---	4	Department
	LITE 443	Literary Theory and Culture	Required	---	4	Department
	LITE 455	Modern Arabic Literature in English	Required	---	4	Department
		Program Elective (3)	Elective	---	4	Department
Level (11)		Graduation Project	Required	Passing 164 hours of total credit hours	4	Department
	LITE 491					
		LITE 492-1	Field Training (1)	Required		-

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level (12)	LITE 492-2	Field Training (2)	Required	Passing contact hours of Lite 492-1	14	Department

\* Include additional levels if needed

\*\* Add a table for each track (if any)

### 3. Course Specifications

Insert hyperlink for all course specifications using NCAAA template

<https://drive.google.com/drive/folders/1KT87xhOa-ZlGRQC4NscWO8fiWjHYZ2Ge?usp=sharing>

### 4. Program learning Outcomes Mapping Matrix

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

Course code & No.	Program Learning Outcomes								
	Knowledge and understanding			Skills				Values	
	K1	K2	K3	S1	S2	S3	S4	V1	V2
LING 131T									
LITE 101	I	I	-	I	-	-	I	I	-
LITE 151	I	I	-	I	-	-	I	I	-
LITE 103	I	-	-	-	I	I	I	I	-
LITE 102	I	I	-	-	-	I	I	I	-
LITE 161	I	-	I	I	-	I	-	-	I
LITE 141	I	I	-	I	-	-	I	I	-
LITE 231	I	I	-	I	-	-	P	-	I
LITE 211	I	-	I	I	I	-	-	P	-
LITE 221	I	-	I	I	-	-	P	P	-
LITE 242	P	-	-	P	P	-	P	P	-
LITE 253	-	P	P	P	P	-	-	P	-
LITE 252	-	P	P	P	P	-	-	-	P
LITE 262	P	-	-	P	-	P	P	P	-
LITE 204	P	-	-	P	P	-	-	P	-
LITE 332	-	M	M	P	P	-	-	M	-
LITE 312	M	M	-	M	M	-	-	M	-
LITE 322	-	M	M	M	M	-	-	M	-

Course code & No.	Program Learning Outcomes								
	Knowledge and understanding			Skills				Values	
	K1	K2	K3	S1	S2	S3	S4	V1	V2
LITE 305	M	-	-	-	-	M	M	M	-
LITE 364	-	M		-	M	M	M	M	-
LITE 363	-	-	M	-	M	M	-	-	M
LITE 354	-	M	M	-	M	-	M	-	M
LITE 465	M	-	M	M	M	-	-	-	M
LITE 433	-	M	-	-	M	M	M	-	M
LITE 443	M	-	-	M	M	-	M	M	-
LITE 455	-	M	M	-	M	-	M	-	M
LITE 491	-	-	M	-	M	M	M	M	-
LITE 492-1	-	M	-	-	M	M	M	-	M
LITE 492-2	-	M	-	-	M	M	M	-	M

\* Add a table for each track (if any)

### 5. Teaching and learning strategies to achieve program learning outcomes

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

- 1- Regular meetings are held between course coordinators and program director to assure that the program learning outcomes are being considered and implemented.
- 2- All comments and suggestions related to teaching and learning strategies, course specification development by reference to course reports and other suggestions related to assigning certain curricular or extra-curricular activities that could help achieve the PLO's are discussed by the Program Quality Committee, then by the Department Council and finally authorized by the College Council. After that, they are sent to the Vice-rector for Academic Affairs for final approval.

### 6. Assessment Methods for program learning outcomes.

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

1. In the regular meetings of the Program Committee, the members of the Committee work on setting or determining specific performance indicators as assessment tools of different PLO's for each and every domain of learning (knowledge, skills and values).
2. After setting the accurate performance indicators for each and every item of the PLO's in the three domains, a detailed plan for measuring the achievement of the PLO's is set for every semester beginning with level 2.
3. Since the program is newly developed, the plan set for measuring all the PLO's fully and precisely according to the performance indicators determined for each domain will extend till the end of the academic year 1444/1445.



## D. Student Admission and Support:

### 1. Student Admission Requirements

There are no specific admission requirements for the program.

### 2. Guidance and Orientation Programs for New Students

1. Students are initially guided about the university and the different academic programs provided through the College of Languages website.
2. An orientation program is planned by the Literature Department for new students at the beginning of each new academic year with the purpose of:
  - Encourage students' confidence to adapt faster with the university and department environments.
  - Help students understand the values and functions of the university community and its central objectives as an academic enterprise.
  - Familiarize students with the program and the educational opportunity available to them through the program: the nature of its academic courses included, its credit hours required for graduation, the regulations and rules governing their learning experience and, above all, the work opportunities available to them after graduation.

### 3. Student Counseling Services

(academic, career, psychological and social )

- Academic advisors are always available to provide help and advice to students either at the weekly office hours or by e-mail.
- Each faculty member will be asked to post her office hours during which a student can visit for receiving counselling and advising.
- The department website will also be updated regularly to include all the timetables and the required information for the students.
- As for career counselling services, events related to help students with deciding about their future careers are held for them to attend and have counselling concerning their careers. Announcements for such events are posted on the Black Board electronic means of communication between instructors and students.
- Students are also provided with social and psychological counselling through a specialist whose office is always open for students in need of social or psychological counselling.

### 4. Special Support

(low achievers, disabled, gifted and talented)

1. Low achievers are supported with extra training courses if needed.
2. Students with disabilities, other than audio visual and speech disabilities, are provided with the following services:
  - a. The College building facilities are disabled-friendly.
  - b. The student Affairs Office in the College of Languages provides social and psychological council or support.
  - c. The Academic Guidance Unit provides academic support to students with special needs and follows up their academic development through its devoted advisors.
  - d. Electronic learning is available for all students including those with special needs.
3. Gifted and talented students are given the opportunity to express their talents through different artistic events and extra-curricular activities, and are rewarded for their achievements by the end of the semesters.

## E. Teaching and Administrative Staff

### 1. Needed Teaching and Administrative Staff (NA)

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

### 2. Professional Development

#### 2.1 Orientation of New Teaching Staff

Describe briefly the process used for orientation of new, visiting and part-time teaching staff

The Program is not in need of new staff members as the number of qualified Ph.D. holders is sufficient enough at this stage.

#### 2.2 Professional Development for Teaching Staff

Describe briefly the plan and arrangements for academic and professional development of teaching staff (e.g., teaching & learning strategies, learning outcomes assessment, professional development, etc.)

- 1- Staff members are developed professionally by attending training courses that deal with teaching skills; teaching methods and strategies, students' evaluation, designing tests, ...etc.
- 2- Sharing experience through seminars, peer reviews...
- 3- Arranging monthly meetings
- 4- Through course meetings (3 per semester) the course coordinator discusses the possibility of developing teaching and learning strategies and exchange views on learning outcomes achievement through the different methods of teaching.
- 5- Specialized seminars are held regularly within the department for staff members to exchange knowledge in the field of their specialty.

## F. Learning Resources, Facilities, and Equipment

### 1. Learning Resources.

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

- Textbooks and suggested references are recommended by teaching staff.
- The Deanship of Libraries works on making those textbooks and references available for both teachers and students by supplying the library with them
- Textbooks are regularly revised by a specialized committee (based on the final course reports presented by the course coordinators) to guarantee their quality assurance.
- Course evaluation questionnaires are also distributed among students for quality assurance purposes.
- Any suggested changes in textbooks are discussed by the Quality Committee in the department. When approved, they are authorized by both the department and college councils. After that, they are sent to the Vice-rector for Academic Affairs to get the final approval.
- As for electronic and web-based resources, they are easy to access in classrooms as the university is provided with a huge internet communication means.

### 2. Facilities and Equipment

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

- The establishment is equipped with a library that is responsible for providing the department with the required books and references needed every semester.
- The establishment is equipped with high-tech laboratories and classrooms and a huge Internet network to facilitate online access by instructors and students alike.
- Also, there are medical facilities where medical care is provided for the students in cases of emergency.

### 3. Arrangements to Maintain a Healthy and Safe Environment (According to the nature of the program.)

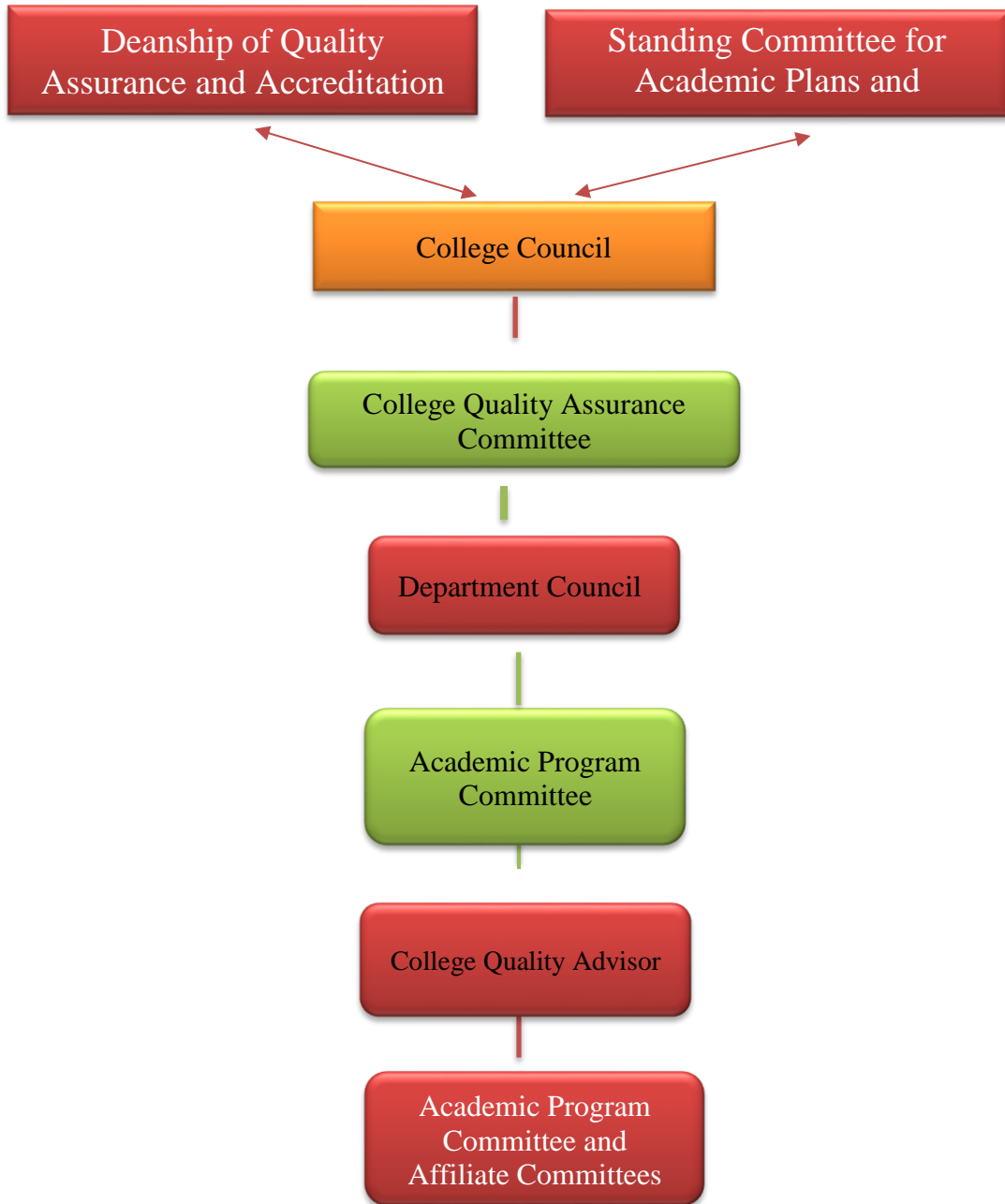
The infrastructure of the establishment provides a safe and healthy environment for both instructors and students.

## G. Program Management and Regulations

### 1. Program Management

#### 1.1 Program Structure

(including boards, councils, units, committees, etc.)



<p><b>1.2 Stakeholders Involvement</b></p> <p>Describe the representation and involvement of stakeholders in the program planning and development. (students, professional bodies, scientific societies, alumni, employers, etc.)</p>
<p><b>2. Program Regulations</b></p> <p>Provide a list of related program regulations, including their link to online version: admission, study and exams, recruitment, appeals and complaint regulations, etc.)</p> <p><a href="https://www.pnu.edu.sa/ar/Faculties/Languages/DEL/Pages/Brief.aspx">https://www.pnu.edu.sa/ar/Faculties/Languages/DEL/Pages/Brief.aspx</a></p>

## H. Program Quality Assurance

<p><b>1. Program Quality Assurance System</b></p> <p>Provide online link to quality assurance manual</p> <p><a href="https://www.pnu.edu.sa/ar/Deanship/Quality/Pages/QMSGuide.aspx#content">https://www.pnu.edu.sa/ar/Deanship/Quality/Pages/QMSGuide.aspx#content</a></p>
<p><b>2. Program Quality Monitoring Procedures</b></p> <p>Through the University Quality Management System (QMS) which include:</p> <ul style="list-style-type: none"> <li>- Program committee.</li> <li>- Exam committee.</li> <li>- Submission of annual program report.</li> <li>- Annual measurement of program KPIs.</li> <li>- Measurement of PLOs and CLOs.</li> <li>- Implementation of the action plans in the annual program report.</li> </ul>
<p><b>3. Arrangements to Monitor Quality of Courses Taught by other Departments.</b></p> <p>Courses taught by other departments are monitored for quality according to the following plan:</p> <ul style="list-style-type: none"> <li>• After the end of the final exams, the teaching staff members of other departments, who are teaching courses to the students of the Program, are required to deliver a copy of quality documents to the Program Coordinator.</li> <li>• All documents, specifically course reports and students' final result statistics, are then uploaded to the quality monitoring Google Drive link that is designed for this purpose.</li> <li>• By the beginning of the semester, the Program Committee studies the documents and communicates with the other departments for any mutual actions to be taken, if needed.</li> </ul>
<p><b>4. Arrangements Used to Ensure the Consistency between Main Campus and Branches</b> (including male and female sections)</p> <p>NA</p>
<p><b>5. Arrangements to Apply the Institutional Regulations Governing the Educational</b></p>

**and Research Partnerships** (if any).

Partnerships are arranged on the college and university level.

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

- The Program Learning Outcomes (PLOs) will be measured yearly based on a Rubric with a set of Performance Indicators for each PLO.
- Analysis of PLOs assessment will be obtained through calculations and graph representations.
- Specific recommendations will be set based on the results and action plans will be developed with detailed schedule and implementation dates.

**7. Program Evaluation Matrix**

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Effectiveness of teaching and assessment	Students, graduates, faculty, program leaders, employers, and independent reviewer.	Surveys, peer review, and visits.	End of semesters, and end of year.
Learning resources	Students, graduates, faculty, program leaders, and independent reviewer.	Surveys, peer review, and visits.	End of semesters, and end of year.

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

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

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

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

**8. Program KPIs\***

The period to achieve the target ( ..... ) year.

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
-1- Mission and Goals	KPI-P-01	Percentage of achieved indicators of the program operational plan objectives		Percentage of performance indicators of the operational plan objectives of the program that achieved the targeted annual level to the total number of indicators targeted for these objectives in the same year	Yearly
-3- Teaching and Learning	KPI-P-02	Students' evaluation of quality of learning experience in the program		Average of overall rating of final year students for the quality of learning experience in the program on a five - point scale in an annual survey	Yearly

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
	KPI-P-03	Students' evaluation of the quality of the courses		Average students overall rating for the quality of courses on a five-point scale in an annual survey	Yearly
	KPI-P-04	Completion rate		Proportion of undergraduate students who completed the program in minimum time in each cohort	Yearly
	KPI-P-05	First-year students retention rate		Percentage of first-year undergraduate students who continue at the program the next year to the total number of first-year students in the same year	Yearly
	KPI-P-06	Students' performance in the professional and/or national examinations	NA	Percentage of students or graduates who were successful in the professional and / or national examinations, or their score average and median (if any)	NA
	KPI-P-07	Graduates' employability and enrollment in postgraduate programs		Percentage of graduates from the program who within a year of graduation were: a. employed b. enrolled in postgraduate programs during the first year of their graduation to the total number of graduates in the same year	Yearly
	KPI-P-08	Average number of students in the class		Average number of students per class (in each teaching session/activity: lecture, small group, tutorial, laboratory or clinical session)	Every semester
	KPI-P-09	Employers' evaluation of the program graduates proficiency		Average of overall rating of employers for the proficiency of the program graduates on a five-point scale in an annual survey	Yearly
-4- Students	KPI-P-10	Students' satisfaction with the offered services		Average of students' satisfaction rate with the various services offered by the program (restaurants, transportation, sports facilities, academic advising, ...) on a five-point scale in an annual survey	Yearly
-5- Teaching Staff	KPI-P-11	Ratio of students to teaching staff		Ratio of the total number of students to the total number of full-time and fulltime equivalent teaching staff in the program	Yearly
	KPI-P-12	Percentage of		Percentage of teaching staff	Yearly

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
		teaching staff distribution		distribution based on: a. Gender b. Branches c. Academic Ranking	
	KPI-P-13	Proportion of teaching Staff leaving the program		Proportion of teaching staff leaving the program annually for reasons other than age retirement to the total number of teaching staff.	Yearly
	KPI-P-14	Percentage of publications of faculty members		Percentage of full-time faculty members who published at least one research during the year to total faculty members in the program	Yearly
	KPI-P-15	Rate of published research per faculty member		The average number of refereed and/or published research per each faculty member during the year (total number of refereed and/or published research to the total number of full-time or equivalent faculty members during the year)	Yearly
	KPI-P-16	Citations rate in refereed journals per faculty member		The average number of citations in refereed journals from published research per faculty member in the program (total number of citations in refereed journals from published research for full-time or equivalent faculty members to the total research published)	Yearly
-6- Learning Resources, Facilities, and Equipment	KPI-P-17	Satisfaction of beneficiaries with the learning resources		Average of beneficiaries' satisfaction rate with the adequacy and diversity of learning resources (references, journals, databases... etc.) on a five-point scale in an annual survey.	Yearly

\* including KPIs required by NCAAA

### I. Specification Approval Data

Council / Committee	DEPARTMENT COUNCIL
Reference No.	#2
Date	8/3/1444- 4/10/2022