Program Specification

(Postgraduate Programs)

Program Name: Master of Arts in English Literature	
Program Code (as per the Saudi Standard Classification of Educational Levels and Specializations): 023	
Qualification Level: MA, Level **7**	
Department: English Language and Literature	
College: College of Languages and Translation	
Institution: Imam Mohammad Ibn Saud Islamic University	
Program Specification: New ☐ updated* ☐	
Last Review Date: 21/06/2025	

*Attach the previous version of the Program Specification.   Click here

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A. Program Identification and General Information:

1. Program's Main Location:

Main Campus: Imam Mohammad Ibn Saud Islamic University – College of Languages and Translation

Male: Building Number 308
Female: Building Number 326

2. Branches Offering the Program (if any):

None

3. System of Study:

☐ Coursework & Thesis   √ Coursework

4. Mode of Study:

√ On Campus   Distance Education   ☐ Other ....(specify)

5. Partnerships with other parties (if any) and the nature of each:

Not applicable

6. Professions/jobs for which students are qualified:

The program's graduates aspire to the following career prospects:
1. Academic Careers:
Lecturer (231026)
Teaching assistant (231027)
Evaluation and assessment manager (134515)
Curriculum and program manager (134514)
Educational Supervisor (134511)
Learning styles specialist (235101)
Admission and registration specialist (235904)
Teacher or supervisor of teaching of English as a Second Language (ESL) in Saudi Arabia or abroad (codes 233003-233027). With a solid background in literature and language learning, graduates of the program have a valuable cross-language perspective.
2. Editor, technical writer, or journalist (code 246): The verbal skills that literature develops are ideal for positions in editing, publishing, and writing.
* *Codes of professions are based on the [Saudi Standard Classification of Occupations](#)*
released by the Ministry of Human Resources and Social Development, Saudi Arabia

7. Relevant occupational/ Professional sectors:

Academia (code 2310): with a MA in literature, graduate students can pursue their career in academia, work as a faculty member teaching courses in departments
Journalism (code 246): among the skills graduate students of literature develop throughout their school years are those that equip them with the necessary background for positions in editing, publishing, and writing.

[The Unified Saudi Occupational Classification](#)

Public and Private Sectors:
Universities, and Higher Education Institutions
Research Centers
Academic Consultation Units

Public and Private Training and Coaching Centers
Publishing houses and agencies

8. Major Tracks/Pathways (if any):

Major track/pathway	Credit hours (For each track)	Professions/jobs (For each track)
1. N/A	**N/A**	**N/A**

9. Exit Points/Awarded Degree (if any):

Exit points/Awarded degree	Credit hours
1. N/A	**N/A**
2.	
3.	

10. Total credit hours: (48)

B. Mission, Goals, and Program Learning Outcomes

1. Program Mission:

The Master of Arts in English Literature program prepares graduates in literary studies and advanced writing through a rigorous curriculum, modern resources, and appropriate facilities that promote academic excellence, research innovation, and community engagement.

Mission Components	Keywords from Mission
Academic knowledge and skills	rigorous curriculum…. academic excellence
Research	research innovation
community service	community engagement.
Modern technology	modern resources

2. Program Goals:

1. Equip graduates with a deep and specialized knowledge of English literature for advanced academic study.
2. Educate graduates in the scholarly methods of intellectual inquiry and critical analysis to engage with key issues in English literary studies.
3. Promote a supportive research environment for knowledge discovery and critical thinking by equipping graduates with essential research skills and modern technologies.
4. Integrate coursework with research training and conduct an independent Master's graduate research project to develop expertise in publishing.
5. Prepare literature graduates to effectively translate their knowledge into practical applications that hold significance in fulfilling the needs of community.

3. Program Learning Outcomes:*

Knowledge and Understanding:

K1	Demonstrate a comprehensive grasp of the major English literary genres, including fiction, drama, and poetry, as well as key writers and essential texts in English literature.
K2	Compare/contrast the various literary theories and schools of criticism.
K3	Elucidate the impact of social, cultural, and (inter)national factors in shaping the context of literary production.
K4	Identify literary works (fiction, poetry, and drama) written in English by authors from a variety of cultures and historical periods.

Skills:

S1	Examine critically any form of discourse, whether literary or non-literary, using effective reading and text analysis skills.
S2	Conduct substantial research relevant to the discipline, utilizing skills such as scholarly information retrieval, data synthesis, accurate citation of sources, and adherence to bibliographical conventions.
S3	Evaluate works of English literature from various historical periods, paying attention to the role of context in their study.
S4	Compose a literary research paper in a specific genre, using appropriate supporting arguments drawn from both traditional and electronic resources, contributing to knowledge in the field.

S5	Use information and communication technology in research methods, benefiting from insights gained from international studies.
Values, Autonomy, and Responsibility:	
V1	Engage in collaborative research and life-long learning in alignment with the ethical standards and recent developments in the discipline.
V2	Exhibit the ability to work flexibly, and collaboratively within teams, sharing theoretical knowledge, research expertise, and professional skills.
V3	Take individual responsibility for effectively managing specialized tasks in appropriate timeline and maintaining performance under pressure in both academic and professional contexts.
V4	Showcase independent creativity, intellectual autonomy, and proactive decision-making in complex academic and professional scenarios.

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

C. Curriculum:

1. Curriculum Structure:

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Course	Required	9	36	75%
	Elective	2	8	17%
Graduation Project (if any)	--	1	4	8%
Thesis (if any)	--	-	-	-
Field Experience(if any)	-	-	-	-
Others (.....)	-	-	-	-
Total		12	48	100%

* Add a separate table for each track (if any).

2. Program Courses:

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 1	ENG 6101	Research Methods in Literature	Required	--	4	Program
	ENG 6122	Readings in English Novel	Required	--	4	Program
	ENG 6123	Readings in English Poetry	Required	--	4	Program
Level 2	ENG 6124	Readings in English Drama	Required	ENG 6101 ENG 6122 ENG 6123	4	Program
	ENG 6136	Critical Theory	Required	ENG 6101 ENG 6122 ENG 6123	4	Program
	ENG 6137	Comparative Literature	Required	ENG 6101 ENG 6122 ENG 6123	4	Program
Level 3	ENG 6134	Readings in Contemporary Literary Fiction	Required	ENG 6124 ENG 6136 ENG 6137	4	Program
	ENG 6135	Readings in American Literature	Required	ENG 6124	4	Program

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
				ENG 6136 ENG 6137		
		Elective Courses	Elective	ENG 6124 ENG 6136 ENG 6137	4	Program
Level 4	ENG 6201	Dissertation Proposal	Required	ENG 6134 ENG 6135	4	Program
		Elective Courses	Elective	--	4	Program
Level 5	ENG 6299	MA Dissertation Project	Required	ENG 6201	4	Program

* Include additional levels (for three semesters option or if needed).
** Add a table for the courses of each track (if any)

3. Course Specifications:
Insert hyperlink for all course specifications using NCAAA template (T-104)

https://drive.google.com/file/d/1sHBvn6tEY-y8Tdb4yDe_GCI4mFYoKb7f/edit

4. Program learning Outcomes Mapping Matrix:
Align the program learning outcomes with the program's courses according to the desired performance levels.
(I = Introduced, P = Practiced, M = Mastered).

Course code & No.	Program Learning Outcomes												
	Knowledge and understanding				Skills					Values, Autonomy, and Responsibility			
	K1	K2	K3	K4	S1	S2	S3	S4	S5	V1	V2	V3	V4
ENG 6101	M	M			M	M		M	M	M			M
ENG 6122	M	M	P		P		P	P		P	P	P	
ENG 6123	M	M	P	P	M		M	P	P	P	M	M	M
ENG 6124	M	M	P		M	M	P	P		P	M		M
ENG 6136	P	P			P	P	P			M			P

Course code & No.	Program Learning Outcomes												
	Knowledge and understanding				Skills					Values, Autonomy, and Responsibility			
	K1	K2	K3	K4	S1	S2	S3	S4	S5	V1	V2	V3	V4
ENG 6137	P	P	P		P	M	M	M		M		P	P
ENG 6134	P	P	M	M	P	M	P	P		M	P	P	P
ENG 6135	P	P	M	M	P	M	P	P		M	P	P	P
ENG 6201	M	M				M		M	M	M		M	M
ENG 6299	M	M			M	M		M	M	M		M	M

* Add a separate table for each track (if any).

5. Teaching and learning strategies applied to achieve program learning outcomes:

Describe teaching and learning strategies to achieve the program's learning outcomes in all areas.

The program uses an array of teaching-learning strategies which are deemed to be conducive to the aforementioned learning outcomes in terms of knowledge, skills, and competence. In addition to the direct instruction mode (mainly teacher-centered formal lecturing, tutorials, seminars, and workshops), the program content is delivered via a battery of learner-centered strategies including collaborative learning, experiential learning, inquiry-guided instruction (student forums moderated by instructor), task-based self-learning (e.g. assignments), independent reading and private study, and classroom work (discussion and presentations). The items below are the pedagogical concepts and methods applied:

Teaching and learning strategies to achieve the program are based on the following notions and pedagogical concepts and methods:

Teacher-centered Approaches:
1. Lecturing (face-to-face learning)
2. Virtual learning and online classroom
3. Seminars
4. Tutorials
5. Workshops

Learner-centered Approaches:
1. Problem-Inquiry- Based Learning
2. Analytical thinking, logical reasoning and inquiry during group discussions
3. Student seminar presentations
4. Feedback and reporting
5. Classroom work (discussion and presentations)
6. Self-learning or Life-long learning practices
7. independent reading and private study
8. Critical research tasks
9. Collaborative learning
10. Experiential learning

The practical facet of learning strategies is not limited to hands-on tutorials, but it also extends to experiential learning tasks jointly undertaken with professionals outside the university (e.g., teaching in centers in public or private sectors). The extracurricular component comprises a set of community-oriented activities enriching

students' acquired academic knowledge and skills.

6. Assessment Methods for program learning outcomes:

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

The program should devise a plan for assessing Program Learning Outcomes (all learning outcomes should be assessed at least once in the program's cycle).

Types of Assessment and Measurements:

1. **Direct Method**: direct measures assess the extent to which students' work needs the learning outcome performance standards. Direct assessment methods are methods for assessing actual samples of students' work to provide evidence of students' performance relative to the learning outcomes.

● *Direct measures tools:*

a. Course Portfolio: A course portfolio is maintained for each MA in English literature program courses. The course teacher uses the collected material to assess the achievement of course learning outcomes. The course portfolio is evaluated by using rubrics.

b. Projects and personations using rubrics.

c. Exam papers using rubrics: faculty members use rubrics to assess final exam questions in program courses.

2. **Indirect Method**: indirect assessment methods are approaches used to capture students' perceptions, reflections, and feedback about secondary information on students' learning that do not rely on actual samples of students' work.

● *These methods include:*

1. **Program Evaluation Survey:** conducted in the final year before students' graduation.
2. **Employers' Survey:** employers are asked to rate the achievement of program outcomes through a survey that is distributed periodically.
3. **Course evaluation Survey:** conducted at the end of every semester and provides feedback from students for all courses offered in the program.
4. **Students' Survey:** it elicited students' learning outcomes satisfaction.

● The Head of the Program will ensure that such information is appropriately collected and discussed with all the concerned parties.

[The PLOs Plan for the MA in English literature](#)

D. Thesis and Its Requirements (if any):

1. Registration of the thesis:

(Requirements/conditions and procedures for registration of the thesis as well as controls, responsibilities and procedures of scientific guidance)

To receive a Master's degree in English Literature, completion of a Master's Graduation Dissertation Project is a requirement. The following is a summary of the implemented process:

After completing their academic courses, students undertake a graduation research project in two stages. These stages are carefully designed to help students develop specialized knowledge within their fields, as well as essential skills such as effective communication, in-depth analysis, and critical evaluation of complex concepts. This comprehensive process prepares students to create and contribute new insights and knowledge to their disciplines.

The first stage focuses on the Dissertation Proposal Course, where students formulate and present their research project topic. The second stage is dedicated to the actual writing and completion of the Dissertation Project.

Students are required to register their graduation dissertation project with the course professor, as detailed in Article Forty-Three. This registration process does not require approval from the Department or College Council. It is imperative to adhere to the established regulations, conditions, and ethical standards of scientific research as approved by the university when registering for the graduation research project.

Details of the requirements and procedures are available in the *Unified Bylaws for Graduate Studies in Saudi Universities* article 43

Thesis Registration Bylaws

2. Scientific Supervision:
(The regulations of the selection of the academic supervisor and their responsibilities, as well as the procedures/ mechanisms of the scientific supervision and follow-up)

Supervision Policy

3. Thesis Defense/Examination:
(The regulations for selection of the defense/examination committee and the requirements to proceed for thesis defense, the procedures for defense and approval of the thesis, and criteria for evaluation of the thesis)

Graduation Dissertation Project

Details of the requirements and procedures are available in the *Unified Bylaws for Graduate Studies in Saudi Universities* article 43

H. Student Admission and Support:

1. Student Admission Requirements:

General admission requirements pursuant to the university by-laws regulating higher studies in general:

The applicant to this program should fulfill the following requirements:

a) Saudi nationality or beneficiary of an official scholarship on an exchange program for non-Saudis
b) Holder of a university degree (Saudi or other recognized university)
c) Commendable ethical behavior and medically fit
d) Two letters of recommendation delivered by the applicant's former instructors
e) Employer's permission if applicable
f) Paying for the Program's fees.

NB: The student is not authorized to simultaneously enroll in two programs

Department's admission requirements for enrolling in the English Literature MA program:

g) BA degree in one of the following majors with GPA 3.75 (out of 5.00) and above:
   ▪ BA in English Language
   ▪ BA in English Literature
   ▪ BA in English Language and Literature
   ▪ BA in English Language and Linguistics
   ▪ BA in English Language and Translation

h) The applicant must have completed three of the following BA courses:
   ▪ Introduction to Literature
   ▪ History of English Literature
   ▪ Literary Criticism
   ▪ English Drama
   ▪ English Novel
   ▪ English Poetry

i) At least 80 points in the Post-Graduate General Aptitude Test (*Qiyas*).
j) At least (6.5) general score in the IELTS academic test or its TOEFL equivalent with (6.5) special score in the writing and reading tests.
k) The applicant must pass the department's admission test and interview.
l) Selection of the best candidates having prior experience and training record in case of equal applicant scores or excess in number of applicants to the program.

2. Guidance and Orientation Programs for New Students:

(Include only the exceptional needs offered to the students of the program that differ from those provided at the institutional level).

Before the start of classes, the academic advising team at the graduate studies office at the College of Languages and Translation arranges for an orientation program, which is scheduled for all new postgraduate students. The main goals of the orientation program are listed below:

1- Acquainting the newly admitted students with the general academic university regulations, policies, and services.

2- Familiarizing them with the specific regulations and the registration process of the MA program at Imam Mohammad Ibn Saud University.

3- Introducing the students to their rights and responsibilities. The students are also oriented on adding and dropping classes and receiving refunds deadlines.

4- Introducing them to the University Life on the campus through making tours and visits to university facilities such as the library, parking lots, playgrounds, students' activities centers, etc. during these tours, the advising team locates the classrooms for them before classes begin.

5- Introducing students to the program's faculty members who are students' potential MA supervisors and their research interests.

Manual guide for postgraduate students at the university

Upon the completion of the orientation program, postgraduate students receive a package that includes:

1-   The Student Handbook, The Student ID Card, with terms and conditions.

2- The Academic Calendar.

3- Location maps to the building facilities and classrooms.

4- A booklet on how to create an email, Banner, and blackboard accounts.

5- Security documents explaining to the students how to receive security stickers for their cars.

6- Healthcare booklet

Freshmen's Manual

University Student Manual

3. Student Counseling Services:

(Academic, professional, psychological and social)

(Include only the exceptional needs offered to the students of the program that differ from those provided at the institutional level)

Before the start of classes, the academic advising team at the graduate studies office at the College of Languages and Translation arranges for an orientation program, which is scheduled for all new postgraduate students. The main goals of the orientation program are listed below:

1- Acquainting the newly admitted students with the general academic university regulations, policies, and services.

2- Familiarizing them with the specific regulations and the registration process of the MA Program of Literature at Imam Mohammad Ibn Saud University.

3- Introducing the students to their rights and responsibilities. The students are also oriented on adding and dropping classes and receiving refunds deadlines

4- Introducing them to the University Life on the campus through making tours and visits to university facilities such as the library, parking lots, playgrounds, students' activities centers, etc. during these tours, the advising team locates the classrooms for them before classes begin.

Upon the completion of the orientation program, postgraduate students receive a package that includes:

1-   The Student Handbook, The Student ID Card, with terms and conditions.

2-   The Academic Calendar.

3-   Location maps to the building facilities and classrooms.

4-   A booklet on how to create an email, Banner, and blackboard accounts.

5-   Security documents explaining to the students how to receive security stickers for their cars.

6-   Healthcare booklet

Academic Counseling:

In collaboration with the English department, the QADU prepares a yearly counseling calendar for

students. The counseling program is meant to help students in matters related to students' diverse activities within the university and if need be to respond favorably to their psychological needs. The Unit uses digital means in its counseling mission; making thus relevant information and data available to students with easy and rapid access. Here are some hints about the functioning of the student counselling system in the program:

1. The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the Student Advising Unit office at male and female campuses, where they can receive social, psychological, and financial assistance.
2. In the student-mentoring unit, a faculty member is assigned to about 3-4 doctoral students as an academic advisor. Academic Advisors meet with the assigned students individually or in groups at least four times during the academic semester. These meetings provide valuable opportunities for information exchange and suggestions as to how the advisors can improve the student's educational experience.
3. Faculty members are also available two times a week to give consultations and advice to students during their office hours. The students may visit instructors in their offices or call them on the phone or other multimedia means. Accommodations for one-on-one consultations are also available if students need them.

Psychological and Social:
Social and psychological consultation is provided for students through *Enaya Unit* under the deanship of Students' Affairs which arrange for confidential counseling appointments by certified specialists.
Enaya unit website

4. Special Support:
(Low achievers, disabled, and talented students).

Students with special needs have been taken into consideration by the university and the college in several respects, most notably easy access to the premises, curriculum design and course delivery mode. Both remedial work and some tests are given to these students to improve their low achievement.

- **Low achievers**: Many efforts are made to help these students overcome what impedes their high achievement and take advantage of the learning process
- **Disabled**: The *Special Needs Unit* in the college is responsible for providing accommodations and facilities that fit students of disabilities. Committee members work with special needs students by identifying their individual problems and working on fulfilling his/her academic requirements.
- **Talented and gifted students** are encouraged to participate in research activities, active seminars, community service, mentoring sessions and other activities available in the department.

 the academic counselling manual

E. Faculty and Administrative Staff:

1. Needed Teaching and Administrative Staff:

Academic Rank	Specialty	Special Requirements /	Required

			Skills (if any)	Numbers		
	General	Specific		M	F	T
Professor	2	2	- Recent publications in the field - Professional renown as academics and/or professionals in literature (with research interests in literary studies, interdisciplinary approaches, critical theories, comparative studies…etc.) - Recognized supervisory contributions	1	1	2
Associate Professor	4	4	- Recent publications in the field - Professional renown as academics and/or professionals in literature (with research interests in literary studies, interdisciplinary approaches, critical theories, comparative studies…etc.). - Recognized supervisory contributions	2	2	4
Assistant Professor	6	6	- Specialist background in literature - Combined profile (academic and professional experience in literature). - Specialists in literature and literary research	3	3	6
Technicians and Laboratory Assistant	2	2	- Experience in tutorial work - Current enrollment in postgraduate programs	1	1	2
Administrative and Supportive Staff	2	2	- Student mentoring skills	1	1	2
Others (specify)	None	None	None	none	none	none

F. Learning Resources, Facilities, and Equipment:

1. Learning Resources:

Learning resources required by the program (textbooks, references, e-learning resources, web-based resources, etc.)

1. Prince Sultan Library : The university operates two central university libraries in its campus, which are Prince Sultan Library for Science and Knowledge and the King Abdullah City's Central Library.
2. Subscriptions to paper and online periodicals are annually updated in accordance with emerging

program needs.

3. References such as Journals: a list of the academic journals has been developed and recommended by the faculty members. A comprehensive search of the available journals according to their scientific impact index has been carried out and the University subscribes to a list that includes more than thirty-five journals from a different publication.

4. The Saudi Digital library: Electronic Journals: E-Journals, full-text articles archives, and up to date databases are available at the University library. Open Access to all journals is available through the Saudi Digital library.

5. The University has partnerships with electronic platforms, for educational purposes, such as ZOOM WEBEX, Blackboard, Cloud and Microsoft Office 365.

6. The library consistently updates and tracks with what comes new to the field in the form of books and journals.

2. Facilities and Equipment:

(Library, laboratories, classrooms, etc.)

1. *Central University Library*: The program has at its disposal the university library and a modern medical center. The availability of a rich library with highly reputed online databases makes it easy for PhD students to widen their knowledge and to engage in research activities that are closely related to their PhD program.

2. *Modern Medical Center on Campus*: The medical center of the university is accessible to all students irrespective of their levels and offers high quality medical services.

3. *Lecture Halls and Labs*: The English department has enough lecture halls and laboratories to host the students seeking admission to the MA in English Literature.

3. Procedures to ensure a healthy and safe learning environment:

(According to the nature of the program)

Much attention is being paid to issues of health and safety standards to better the environmental quality of the campus. The university has an excellent geographical location in that it is relatively far away from the overcrowdedness and pollution of the city. The campus will soon be part of the state's big environmental project that is meant to "encourage the citizens of Riyadh to follow a healthy lifestyle, exercising and participating in different sports, particularly, walking, cycling and horse riding. A rich cultural, environmental, and recreational ambience will be created by events and activities, which are aligned with the goals of the Kingdom Vision 2030 (https://www.riyadhalmasar.sa/en/). Such a project will be much to the advantage of MA students. Furthermore, safety and security is an essential priority for all members of the university. The General Administration of Safety and Security at the university plans to evaluate regularly and act promptly for any safety concerns to ensure that safety standards are maintained at the highest level all the time.

The Deanship of student affairs has established a Special Unit for social and psychological consultation which aims at supporting students emotionally and socially during their learning experience. Also, the Modern Medical Center on Campus is one of the important parts of the university. The medical center of the university is accessible to all students irrespective of their levels and offers high quality medical services.

G. Program Quality Assurance:

1. Program Quality Assurance System:

Provide a link to the quality assurance manual.

Program Quality Assurance Guide for the Master of Arts in English Literature Program

System of Quality Management & Academic Accreditation (SQMAA)

Quality Assurance Manual

2. Program Quality Monitoring Procedures:

Program quality monitoring procedures are done based on annual reviews and planning for improvement as follows:

1. A subject coordinator and a course convener are appointed (from both the male and the female campuses) for each subject and each course to ensure that the new specification is followed.

2. A unified policy concerning textbooks, scope, and depth of coverage of content, exams, and marking rubrics are established and followed by the subject coordinator.

3. The course convener composes a generalized course report compiled from a synthesis of course reports submitted by different instructors.

4. Teaching staff from the male and female sections have participation in monitoring program quality through surveys distributed to them to evaluate the program almost every semester or annually. Upon their evaluation plans for improvement, action plans are initiated and implemented for areas of weaknesses.

5. Quality portfolio for each course.

Program Quality Monitoring Procedures
Quality Assurance Manual

3. Procedures to Monitor Quality of Courses Taught by other Departments:

N/A

4. Procedures adopted to ensure consistency between the program's sections (male and female sections, if any).

1. All of the courses are usually taught by the same professor at the same time.
2. Evaluation and assessment methods are essentially the same for all students
3. Facilities and resources are equally accessible for both male and female learners.

5. Assessment Plan for Program Learning Outcomes (PLOs):

The Master of Arts in English literature program adopts an assessment cycle to assess the PLOs of the program. The assessment cycle is a structured and ongoing approach to assess the effectiveness of the program in meeting the PLOs. The assessment cycle underscores thoughtful consideration, informed decision making based on data, and persistent advancement. All PLOs will be measured once in the program cycle. The PLOs in this program are divided among two years which represents the program cycle.

Types of Assessment and Measurements:

3. **Direct Method**: direct measures assess the extent to which students' work needs the learning outcome performance standards. Direct assessment methods are methods for assessing actual samples of students' work to provide evidence of students' performance relative to the learning outcomes.

● *Direct measures tools:*

d. Course Portfolio: A course portfolio is maintained for each MA in English literature program courses. The course teacher uses the collected material to assess the achievement of course learning outcomes. The course portfolio is evaluated by using rubrics.

e. Projects and personations using rubrics.

f. Exam papers using rubrics: faculty members use rubrics to assess final exam questions in program courses.

4. **Indirect Method**: indirect assessment methods are approaches used to capture students' perceptions, reflections, and feedback about secondary information on students' learning that do not rely on actual samples of students' work.
● *These methods include:*
    5. **Program Evaluation Survey:** conducted in the final year before students' graduation**.**
    6. **Employers' Survey:** employers are asked to rate the achievement of program outcomes through a survey that is distributed periodically.
    7. **Course evaluation Survey:** conducted at the end of every semester and provides feedback from students for all courses offered in the program**.**
    8. **Students' Survey:** it elicited students' learning outcomes satisfaction.

[The PLOs Plan for the MA in English literature](#)

6. Program Evaluation Matrix:

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Efficient teaching	Students, faculty peers, independent reviewer, alumni	Surveys, peer classroom observation	Tri-annual End of term
Efficient learning	Students, employers	Surveys and statistical KPI Analysis Sheet	Tri-annual End of term
Learning resources	Students, administrative staff, faculty members	Surveys and statistical KPI Analysis sheet	Tri-annual End of term
Assessment	Students, independent reviewers, administrative staff, stakeholders	Surveys and random joint grading of sample Papers	End of term
Employability	Potential employers: governmental agencies &private business	Surveys, interviews, program self-study report, alumni	Annual (end of academic year)
Stakeholders' satisfaction	Parents, governmental agencies & private Business	Surveys	Annual (end of academic year)
Program leadership	Alumni, independent reviewers, international ranking schemes	Surveys, program self-study report, KPI Analysis Sheet	Annual (end of academic year)

Evaluation Areas/Aspects (e.g., leadership, effectiveness of teaching & assessment, learning resources, services, partnerships, etc.)
Evaluation Sources (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others.
Evaluation Methods (e.g., Surveys, interviews, visits, etc.)
Evaluation Time (e.g., beginning of semesters, end of the academic year, etc.)

7. Program KPIs:*

The period to achieve the target (1) year(s).

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
1	KPI-PG-1	Percentage of achieved indicators of the program operational plan	100%	Statistical calculations	By the end of the academic year
2	KPI-PG-2	Students' evaluation of quality of learning experience in the program	4.3	Survey	After students complete the program's requirements
3	KPI-PG-3	Students' evaluation of the quality of the courses	4.3	Survey	By the end of each semester
4	KPI-PG-4	Students' evaluation of the quality academic supervision	4.3	Survey	By the end of the academic year
5	KPI-PG-5	Average time of students' graduation	2 years	Statistical calculations	Throughout the academic year
6	KPI-PG-6	Rate of students dropping out of the program	0%	Statistical calculations	After the dropping time
7	KPI-PG-7	Graduates' employability	100%	Survey	By the end of the academic year
8	KPI-PG-8	Employers' evaluation of the program graduates' competence	4.3	Survey	By the end of the academic year
9	KPI-PG-9	Students' satisfaction with services provided	4.3	Survey	By the end of the academic year
10	KPI-PG-10	Ratio of students to faculty members	2:1	Statistical calculations	At the beginning of the academic year
11	KPI-PG-11	Percentage of faculty members' distribution based on academic ranking	Professor: 10% Associate Professor: 50% Assistant Professor: 40%	Statistical calculations	By the end of the academic year
12	KPI-PG-12	Proportion of faculty members leaving the program	0%	Statistical calculations	By the end of the academic year
13	KPI-PG-13	Satisfaction of beneficiaries with learning resources	4.25	Survey	By the end of the academic year

14	KPI-PG-14	Satisfaction of beneficiaries with research facilities and equipment	4.2	Survey	By the end of the academic year
15	KPI-PG-15	Percentage of publications of faculty members	75%	Survey	By the end of the academic year
16	KPI-PG-16	Rate of published research per faculty members	0.8:1	Survey	By the end of the academic year
17	KPI-PG-17	Citation rate in refereed journals per faculty member	1:1	Survey	By the end of the academic year
18	KPI-PG-18	Percentage of students' publication	75%	Survey	By the end of the academic year
19	KPI-PG-19	Number of Patents, innovative products, and awards of excellence	2	Survey	By the end of the academic year

* including KPIs required by NCAAA

H. Specification Approval Data:

Council / Committee	College Council
Reference No.	Minutes (11)
Date	22/11/1444 AH