

Program Specification

(Postgraduate)

Program Name: Master of Arts in Linguistics

Program Code (as per the Saudi Standard Classification of Educational Levels and Specializations):

1. Theoretical Linguistics:

Arts and Humanities (02) Languages (023) Language acquisition (0231) Linguistic studies
(023113)

2. Applied Linguistics:

Arts and Humanities (02) Languages (023) Language acquisition (0231) Applied Linguistic
(023116)

Qualification Level: 7

Department: Department of English Language and Literature

College: College of Languages and Translation

Institution: Imam Mohammad Ibn Saud Islamic University

Program Specification: New updated*

Last Review Date: 13 - 04 - 2020

*Attach the previous version of the Program Specification.



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A. Program Identification and General Information:

1. Program's Main Location:

Main Campus (Male): Imam Mohammad Ibn Saud Islamic University – College of Languages and Translation –Building Number 308

Main Campus (Female): King Abdullah City for Female Students – College of Languages and Translation –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:

- Partnership Arrangement:

1. Prince Nayef Institute for Research and Consultation
2. King Abdullah bin Abdul-Aziz Center for Contemporary Islamic Studies and Civilization Dialogue
3. Prince Salman Center for Applied Linguistics
4. UNESCO Research Chair for Interfaith and Cultural Dialogue
5. UNESCO Research Chair for Quality in Higher Education
6. King Abdullah Institute for Translation and Arabization
7. Saudi Association of Languages and Translation (SAOLT)
8. The Literature, Publishing and Translation Commission

- Type of Partnership: Academic Research Partners:

- Duration of Partnership: As was specified with the institution

6. Professions/jobs for which students are qualified:

The program's graduates aspire to the following job prospects labeled according to the Saudi Standard Classification of Occupation: • Language specialist • Language teacher • Education specialist • Research specialist • Lecturer • Author • Screenplay writer • Journalist • Editor • Proofreader

7. Relevant occupational/ Professional sectors:

None

8. Major Tracks/Pathways (if any):

Major track/pathway	Credit hours (For each track)	Professions/jobs (For each track)
A. Theoretical Linguistics	48	See A:5
B. Applied Linguistics	48	See A:5

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

Exit points/Awarded degree	Credit hours
1. None	





10. Total credit hours: (48)

B. Mission, Goals, and Program Learning Outcomes

1. Program Mission:

To provide the students with in-depth and *specialized knowledge, academic and professional skills* in the field of theoretical/applied linguistics, *fostering research*, and addressing *local and global language needs*.

Mission components matrix:

Mission Components	Keywords from Mission
Academic knowledge and skills	In-depth and specialized knowledge, academic and professional skills
Research	Fostering research
Community service	Addressing local and global language needs

2. Program Goals:

The program goals cover a wide range of target areas with direct bearing on quality education, innovative research, cutting-edge linguistics technology, and enhanced employability:

- 1- Promote study of English language and linguistics more closely, critically, and comprehensively.
- 2-Build graduates' profound insights in linguistic analysis using current emerging theories linked to interdisciplinary research.
- 3-Train students to use a wide range of electronic tools and software packages for professional linguists and educators.
- 4- Equip students with up-to-date knowledge of research paradigms in linguistics studies.
5. Encourage interdisciplinary research projects that combine linguistics with other fields such as psychology, sociology, or computer science.
6. Help students engage in societal projects in terms of intercultural communication, critical thinking, and problem-solving skills within the framework of national identity and Islamic civilization.

3. Program Learning Outcomes:*

A) Program Learning Outcomes for the Theoretical Linguistics Track:

Knowledge and Understanding:

K1	Demonstrate comprehensive understanding of English language structures and concepts in theoretical linguistics.
K2	Identify major research paradigms and critical approaches in theoretical linguistics to prepare for writing research papers, designing proposals, and creating an MA thesis.

Skills:



S1	Test the applicability of theoretical linguistic concepts in various linguistic tasks and analyses.
S2	Examine language use in specific contexts and interpret the psychological and social factors associated with language acquisition and development.
S3	Use current empirical tools, such as computerized databases (corpora), to study language theories and their applications.
S4	Generate ideas, methods, approaches, arguments, and perspectives relevant to theoretical linguistics.
S5	Compose innovative, independent research under supervisory guidance (e.g., research papers, proposals, theses).
Values, Autonomy, and Responsibility:	
V1	Conduct ethical research with creativity, independence, and proactive decision-making in complex situations.
V2	Work collaboratively and responsibly in teams, managing time and deadlines effectively under pressure.

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

B) Program Learning Outcomes for the Applied Linguistics Track:	
Knowledge and Understanding:	
K1	Demonstrate comprehensive understanding of language structures and concepts across various languages within the context of applied linguistics.
K2	Recognize key research paradigms and critical methodologies in applied linguistics to effectively prepare for writing research papers, developing proposals, and composing an MA thesis.
Skills:	
S1	Assess the practicality of applied linguistic concepts in addressing diverse language-related tasks and conducting analyses.
S2	Investigate language use in specific contexts and analyze the psychological and social factors influencing language acquisition and development.
S3	Employ modern empirical tools, such as computerized databases (corpora), to study and apply principles of applied linguistics in practical contexts.
S4	Develop ideas, methods, approaches, arguments, and perspectives relevant to applied linguistics.
S5	Conduct innovative, independent research under supervisory guidance (e.g., research papers, proposals, theses) in applied linguistics.
Values, Autonomy, and Responsibility:	
V1	Conduct ethical research with creativity, independence, and proactive decision-making in complex applied linguistics contexts.
V2	Collaborate effectively and responsibly in teams, managing time and deadlines efficiently under pressure.



C. Curriculum:

1. Curriculum Structure:

A. Theoretical Linguistics				
Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Course	Required	9	36	75%
	Elective	2 to 4 (Depending on the credit hours)	8	17%
Graduation Project (if any)	Required	1	4	8%
Thesis (if any)				
Field Experience(if any)				
Others (. ...)				
Total		12 to 14	48	100%

B. Applied Linguistics				
Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Course	Required	9	36	75%
	Elective	2 to 4 (Depending on the credit hours)	8	17%
Graduation Project (if any)		1	4	8%
Thesis (if any)				
Field Experience(if any)				
Others (. ...)				
Total		12 to 14	48	100%

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



a. Program Courses:

A. Theoretical Linguistics Track						
Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 1	LNG 6102	Research Methods in Linguistics	Required	-	4	(Program)
	LNG 6162	Readings in Language Acquisition	Required	-	4	(Program)
Level 2	LNG 6163	Readings in Sociolinguistics	Required	-	4	(Program)
	LNG 6165	Readings in Psycholinguistics	Required	LNG 6102 LNG 6162	4	(Program)
	LNG 6141	Readings in Phonology	Required	LNG 6163 LNG 6102 LNG 6162 LNG 6163	4	(Program)
	LNG 6142	Readings in Syntax	Required	LNG 6102 LNG 6162 LNG 6163	4	(Program)
Level 3	LNG 6143	Readings in Semantics	Required	LNG 6165 LNG 6141 LNG 6142	4	(Program)
	LNG 6144	Readings in Pragmatics	Required	LNG 6165 LNG 6141 LNG 6142	4	(Program)
Level 4		*Electives Elective Courses	Elective	LNG 6165 LNG 6141 LNG 6142	4	(College)
	LNG 6201	Dissertation Proposal	Required	LNG 6143 LNG 6144	4	(Program)
Level 5		*Electives Elective Courses	Elective	LNG 6165 LNG 6141 LNG 6142	4	(College)
	LNG 6299	MA Dissertation Project	Required	LNG 6201	4	(Program)

* Include additional levels (for three semesters option or if needed).

** Add a table for the courses of each track (if any)

B. Applied Linguistics Track						
Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College, or Program)
Level 1	LNG 6102	Research Methods in Linguistics	Required	-	4	(Program)
	LNG 6162	Readings in Language Acquisition	Required	-	4	(Program)
Level 2	LNG 6163	Readings in Sociolinguistics	Required	-	4	(Program)
	LNG 6165	Readings in Psycholinguistics	Required	LNG 6102 LNG 6162 LNG 6163	4	(Program)
	LNG 6166	Theories of Language Learning and Teaching	Required	LNG 6102 LNG 6162 LNG 6163	4	(Program)
	LNG 6167	Teaching English as a Foreign Language (TEFL)	Required	LNG 6102 LNG 6162 LNG 6163	4	(Program)
Level 3	LNG 6168	Technology in English Language Teaching	Required	LNG 6165 LNG 6166 LNG 6167	4	(Program)
	LNG 6169	Testing and Assessments	Required	LNG 6165 LNG 6166 LNG 6167	4	(Program)
		*Electives Elective Courses	Elective	LNG 6165 LNG 6141 LNG 6142	4	(College)
Level 4	LNG 6201	Dissertation Proposal	Required	LNG 6143 LNG 6144	4	(Program)
		*Electives Elective Courses	Elective	LNG 6165 LNG 6141 LNG 6142	4	(College)
Level5	LNG 6299	MA Dissertation Project	Required	LNG 6201	LNG 6299	(Program)

b. Course Specifications:

Insert hyperlink for all course specifications using NCAA template (T-104)

[The hyperlink for all course specifications for both tracks](#)

C. 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).

A. Theoretical Linguistics Track									
Course code & No.	Program Learning Outcomes								
	Knowledge and understanding		Skills					Values, Autonomy, and Responsibility	
	K1	K2	S1	S2	S3	S4	S5	V1	V2
LNG 6102	P	P	P		P	P	P		M
LNG 6162	M	M	M	P	P	P	P		M M
LNG 6163	M	M	P	P	M	P	M		M M
LNG 6165	M	M	M	P	P	M	M		M M
LNG 6141	M	M	M	M	M	P	P		M M
LNG 6142	M	M	M	P	M	M			M M
LNG 6143	M	P	M	P	P	M	M		M M
LNG 6144	M	M	P	M	M	M			M M
LNG 6201	M	M		M		P	M		M
LNG 6299	M	M	M	M		M	M		M

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

B. Applied Linguistics Track									
Course code & No.	Program Learning Outcomes								
	Knowledge and understanding		Skills					Values, Autonomy, and Responsibility	
	K1	K2	S1	S2	S3	S4	S5	V1	V2
LNG 6102	P	P	P		P	P	P		M
LNG 6162	M	M	M	P	P	P	P		M M
LNG 6163	M	M	P	P	M	P	M		M M
LNG 6165	M	M	M	P	P	M	M		M M
LNG 6166	M	M	M	M	P	P			M M
LNG 6167	M	P	P	P		P			M M
LNG 6168	M	P	P	P	P	P	P		M M
LNG 6169	M	P	P	P	P	P			M M
LNG 6201	M	M		M		M	M		M
LNG 6299	M	M	M	M		M	M		M

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

Describe teaching and learning strategies, to achieve the program 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 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. The extracurricular component comprises a set of community-oriented activities enriching students acquired academic knowledge and skills. The items below are the pedagogical concepts and methods applied:

a. Teacher centered Approaches:

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

b. 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. translation centers in public or private sector). The extracurricular component comprises a set of community-oriented activities enriching students acquired academic knowledge and skills.

e. 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).

The PLOs are assessed periodically and systematically. The results are then used for improvements in the program. These procedures include: Direct assessment methods: students' achievement of the PLOs is assessed using the mapping matrix. Course evaluations of higher-level courses in the curriculum that are mapped as (A) Advanced, are used to assess the students' level of achievement of the PLOs. The course learning outcomes: Assessment of the CLOs supports the assessment of the PLOs. The course specifications of the program include a table which maps each CLO to its compatible PLO. The CLOs are assessed by specialized faculty members teaching the course. Course Reports: course reports record the level of achievement for each CLO. The CLO results are then aligned with their complementary PLOs to calculate the overall level of achievement of the programs PLOs. The Annual Program Report (APR): The Quality Unit collect the data from the course report and add the results in the APR. These results summarize the overall achievements and are the basis for decision making processes in the program. Dissemination of the APR: The APR is published and shared with all faculty and discussed in the Department Council. Accordingly, the strengths, weaknesses, and priorities for improvement are determined and added in the action plan to be implemented. Key Performance Indicators: The NCAAA Key Performance Indicators (KPIs) for Graduate Programs contribute in assessment of the PLOs via specified surveys and reports. Surveys: Feedback on the overall quality of the program, its performance and assessment results are collected from stakeholders: faculty, students and employers. These surveys include: - Current students and graduates of the program. - Graduate Satisfaction Surveys - Student Experience Survey - Employers, Advisory Committee, and other related stakeholders Surveys The Action Plans: the established action plans for improvement are based on the PLOS and KPIs assessment results. Prior to implementation the processes in these plans are discussed and then approved in the College Council. The program administration and the Quality Unit, then form committees and collaborate with the concerned units in the college and university to implement all actions for improvement. Documentation: The department administration and quality unit monitor all processes. All data related to improvements are documented as evidence of performance that ensure the PLOs have been systematically assessed to close the quality loop in this area.



C. Thesis and Its Requirements (if any):

N/A

H. Student Admission and Support:

1. Student Admission Requirements:

Student Admission and Transfer Requirements, and Courses Equivalency General admission requirements pursuant to the university by-laws regulating higher studies in general: The applicant to this program should fulfill the following requirements:

1. Saudi nationality or beneficiary of an official scholarship on an exchange program for non-Saudis
2. Holder of a university degree (Saudi or other recognized university)
3. Commendable ethical behavior and medically fit
4. Two letters of recommendation delivered by the applicant's former instructors
5. Employer's permission if applicable
6. The student is not authorized to simultaneously enroll in two programs Department's admission requirements for enrolling in the Linguistics MA program: a) 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 b)

The applicant must have completed the following BA courses:

- Introduction to linguistics
 - At least one course in phonetics/phonology
 - At least one course in semantics/pragmatics
 - At least one course in syntax/morphology
 - At least on course in teaching methods (for applicants to the applied linguistics track)
- c) At least 80 points in the Post-Graduate General Aptitude Test (Qiyas).
- d) 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.
- e) The applicant must pass the department's admission test and interview.
- f) 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. g) C.V.

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 of Linguistics 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.

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)

Academic Counseling In collaboration with the English department, the QADU prepares a yearly counseling calendar for students. The counseling program is meant to provide assistance to students in matters related to students' diverse activities within the university and 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 counseling 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 MA 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.

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.

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. 5. Talented and gifted students are encouraged to participate in research activities, active seminars, community service, mentoring sessions and other activities available in the department.

[For more details, see here.](#)

3. Special Support:

(Low achievers, disabled, , and talented students).

Students with special needs have been taken into consideration by the university and the college in a number of respects, most notably easy access to the premises, curriculum design and course delivery mode. Both remedial work and some particular tests are given to these students to improve their low achievement. Many efforts are made to help these students overcome what impedes their high achievement and take advantage of the learning process. (For further details check again point 4 in the previous section: Special Needs Unit).



E. Faculty and Administrative Staff:

1. Needed Teaching and Administrative Staff:

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professor	2	2	- Recent publications in the field - Professionals renown as academics - Recognized supervisory skills and contributions	1	1	
Associate Professor	4	4	- Recent publications in the field - Professionals renown as academics - Recognized supervisory skills and contributions	2	2	
Assistant Professor	6	6	-Specialist background in various domains in theoretical and applied linguistics - Combined profile (academic and professional experience in literature)	3	3	
Lecturers	4	4	- Experience in tutorial work Current enrollment in postgraduate programs	2	2	
Teaching Assistants	4	4	- Experience in tutorial work Current enrollment in postgraduate programs	2	2	
Technicians and Laboratory Assistant	2	2	- Experience in equipment installation and maintenance	1	1	
Administrative and Supportive Staff	2	2	- Student mentoring skills	1	1	
Others (specify)						

F. Learning Resources, Facilities, and Equipment:

1. Learning Resources:

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

- Prince Sultan Library for Science and Knowledge is affiliated with Imam Mohamed ibn Saud Islamic University and contains a collection of about 500, 000 titles.
- Subscriptions to paper and online periodicals are annually updated in accordance with emerging program needs.
- 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 subscripct a list that includes more than thirty-five journals from a different publication.



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

The college has all the necessary conditions for the program in terms of libraries, medical center and lecture rooms to ensure the success of the program. The medical center of the university is accessible to all students irrespective of their levels and offers high quality medical services. The availability of a rich library with highly reputed online databases makes it easy for MA students to widen their knowledge and to engage in research activities that are closely related to their MA program. The availability of enough space for teaching makes it possible to offer lectures during convenient time for students without any pressure.

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 over crowdedness and pollution of the city. The campus will soon be part of the state's big environmental project that is meant "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 project will be much to the advantage of MA students.

G. Program Quality Assurance:

1. Program Quality Assurance System:

Provide a link to quality assurance manual.

- [See the Quality assurance Manual](#)

Program Quality Monitoring Procedures:

- [See the program quality monitoring procedures](#)

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

N/A

3. Procedures Used to Ensure the Consistency between within the main campus:

(including male and female sections).

N/A



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

The Assessment plans of the Quality Assurance Deanship include multiple processes to evaluate and develop the program learning outcomes. These Quality Assurance procedures include:

1. Appointing subject coordinators and Course conveners for each subject and each course.
2. The coordinators and conveners hold regular meetings with the instructors of the different sections of each subject and course. The primary purpose of this session is to make sure course specifications are being followed and that exams cover the same content and range of the learning outcomes. Conducting a peer review process among the instructors to disseminate good practice.
3. The KPIs of PLOs and CLOs are assessed at the level of instructors through peer review, course reports, course evaluation surveys, student evaluation surveys to their instructors, and students experience surveys.
4. The program for obtains assessments of the overall quality of the program and achievement of its intended learning outcomes from different resources:
 - Current students and graduates of the program.
 - Graduate Satisfaction Surveys
 - Student Experience Survey
 - Independent advisors and evaluator(s)
 - Employers, Advisory Committee, and other stakeholders Surveys
5. Based on the results obtained from the different resources above, special reports are written about each survey. Actions plans are written based on data analysis. The action plan with recommendations is passed from the quality Assurance Deanship to the Program Head to close the Quality Loop according to the action plan report.

5. Program Evaluation Matrix:

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Efficient teaching	Students, faculty peers, independent reviewers, alumni	Surveys, peer classroom observation	End of term
Efficient learning	Students, employers	Surveys and statistical KPI Analysis Sheet	End of term
Learning resources	Students, administrative staff, faculty members	Surveys and statistical KPI Analysis Sheet	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)
Efficient teaching	Students, faculty peers, independent reviewers, alumni	Surveys, peer classroom observation	End of term
Efficient learning	Students, employers	Surveys and statistical KPI Analysis Sheet	End of term

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.)

6. Program KPIs:*

The period to achieve the target (Five) 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 objectives	75%	Quantitative indicators (annual statistics; KPI Excel Sheet)	Forthcoming (After program implementation)
2	KPI-PG-2	Students' Evaluation of quality of learning experience in the program	80%	Qualitative indicators: surveys and periodic self-study	Forthcoming
3	KPI-PG-3	Students' evaluation of the quality of the courses	80%	Electronic surveys	Forthcoming
4	KPI-PG-4	Students' evaluation of the quality of scientific supervision	75%	Program periodic self-study report	Forthcoming
5	KPI-PG-5	Average time for students' graduation	2 years	KPI Analysis Sheet	Forthcoming
6	KPI-PG-6	Rate of students dropping out of the program	10%	KPI Analysis Sheet	Forthcoming
7	KPI-PG-7	Graduates' employability	75%	KPI Analysis Sheet	Forthcoming
8	KPI-PG-8	Employers' evaluation of the program graduates' competency	75%	KPI Analysis Sheet	Forthcoming
9	KPI-PG-9	Students' satisfaction with the provided services	80%	Electronic surveys	Forthcoming

10	KPI-PG-10	Ratio of students to 5:1 faculty members		Common Dataset Form	Forthcoming
11	KPI-PG-11	Percentage of faculty members' distribution based on academic ranking	85%	Common Dataset Form	Forthcoming
12	KPI-PG-12	Proportion of faculty members leaving the program	5%	Common Dataset Form	Forthcoming
13	KPI-PG-13	Satisfaction of beneficiaries with learning resources	85%	KPI Recommendation and Approval Sheet	Forthcoming
14	KPI-PG-14	Satisfaction of beneficiaries with research facilities and equipment	80%	Periodic program self-study report	Forthcoming
15	KPI-PG-15	Percentage of publications of faculty members	70%	KPI Analysis Sheet	Forthcoming
16	KPI-PG-16	Rate of published research per faculty member	2:1	KPI Analysis Sheet	Forthcoming
17	KPI-PG-17	Citations rate in refereed journals per faculty member	50%	KPI Analysis Sheet	Forthcoming
18	KPI-PG-18	Percentage of students' publication	40%	KPI Analysis Sheet	Forthcoming
19	KPI-PG-19	Number of patents, 20% innovative products, and awards of excellence		KPI Analysis Sheet	Forthcoming

*including KPIs required by NCAAA

H. Specification Approval Data:

Council / Committee	College Council
Reference No.	Minutes (22)
Date	19-08-1441