Program Specification

— (Postgraduate Programs)

Program Name:	**Master of Arts in Applied Linguistics**
Program Code:	**030104**
Qualification Level:	7
Department:	Department of English Language
College:	College of Languages and Translation
Institution:	King Khalid University
Program Specification:	New ☐ updated* ☒
Last Review Date:	September 2024

*Attach the previous version of the Program Specification.

Table of Contents

A. Program Identification and General Information:

1. Program's Main Location:

Postgraduate Studies Building, King Abdullah Road, Abha, King Khalid University

2. Branches Offering the Program (if any):

N/A

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:

There is a signed cooperation agreement and educational partnership between the College of Languages and Translation and Talent Development Schools (Tatwear Almawheba Schools).

6. Professions/jobs for which students are qualified:

- Language instructor
- Language curriculum developer/program director
- Language assessment and testing specialist
- University lecturer
- Discourse analyst
- Language policy advisor

7. Relevant occupational/ Professional sectors:

- Educational institutions (schools, colleges, universities)
- Language institutes
- Adult education and TESOL/ESL programs
- Examination boards and testing organizations
- Higher education institutions
- Government ministries and agencies
- Curriculum development agencies
- Educational publishing
- Online learning platforms
- Corporate training departments

8. Major Tracks/Pathways (if any):

Major track/pathway	Credit hours (For each track)	Professions/jobs (For each track)
1. Coursework & Research Project	39 Credits	• Language instructor • Language curriculum developer/program director • Language assessment and testing specialist • University lecturer • Discourse analyst

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

Exit points/Awarded degree	Credit hours
1. N/A	N/A
2. N/A	N/A
3. N/A	N/A
10. Total credit hours: (39 credits)	

B. Mission, Goals, and Program Learning Outcomes

1. Program Mission:

The Master of Arts in Applied Linguistics advances specialized expertise in language analysis, teaching, and policy through innovative research and applied practices. Our program equips students to address global and local linguistic challenges, emphasizing social responsibility, sustainable development, and impactful contributions to diverse communities and linguistic environments.

2. Program Goals:

The Master of Arts in Applied Linguistics program aims to equip graduates with the skills and knowledge necessary to address complex linguistic challenges in diverse global and local contexts. The following goals guide the structure and outcomes of the program:

- Equip students with a deep understanding of core linguistic concepts, including language acquisition, discourse analysis, and sociolinguistics, to apply these theories to real-world challenges.
- Provide students with the tools and methodologies to conduct research in applied linguistics, fostering critical thinking and problem-solving abilities.
- Prepare students to design and implement effective language teaching methodologies, integrating modern pedagogical strategies and curriculum development tailored to diverse learning environments.
- Enable students to analyse and propose solutions for contemporary language-related issues, such as language policy, assessment, and planning, with a focus on sustainable development and social responsibility.
- Prepare students to become leaders in the field of applied linguistics, contributing to academic, governmental, and private sector organizations through impactful language education, research, and policy development.
- Instill a sense of integrity and responsibility in students, emphasizing the ethical dimensions of language use and the importance of contributing positively to society through their professional and academic work.

3. Program Learning Outcomes:*

Knowledge and Understanding:

K1	Demonstrate an advanced understanding and critical knowledge of core concepts, theories, and current issues in applied linguistics and explain their application in real-world contexts.
K2	Demonstrate a deep understanding of the processes of language acquisition, supported by major theories and contemporary research, and critically assess the role of technology in enhancing or hindering language learning across different educational and sociocultural contexts.
K3	Identify and critically assess recent developments and innovations in applied linguistics, including diverse research methodologies used to address emerging issues in areas such as multilingualism, sociolinguistics, and discourse analysis.

Skills:

S1	Apply advanced applied linguistic theories to analyze and solve real-world language-related issues in academic, professional, and community settings, integrating practical and theoretical approaches.
S2	Design innovative language curricula, develop effective language policies, and implement language assessment tools to meet the needs of diverse linguistic communities and educational environments.
S3	Critically assess language education methodologies, technologies, and assessment tools, making informed decisions about their practical application in different settings.
S4	Conduct independent research on applied linguistic issues, employing appropriate research methods and presenting findings in a clear and scholarly manner.

Values, Autonomy, and Responsibility:

V1	Exemplify integrity and uphold professional and academic values by consistently adhering to ethical standards in the completion of learning tasks and research assignments within the program, ensuring honesty, accountability, and respect for intellectual property.

V2	Engage in lifelong learning by continuously seeking new developments, research, and innovations in applied linguistics, and contribute to the ongoing advancement of the field through critical inquiry, professional development, and dissemination of expertise.
V3	Exhibit leadership by actively engaging in applied linguistics research initiatives and professional associations, contributing to the advancement of the field through collaboration, mentorship, and the dissemination of knowledge.

* * 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	28	71.79%
		Elective	2	6	15.38
Graduation Project (if any)		Required	1	5	12.82 %
Thesis (if any)					
Field Experience (if any)					
Others (....)					
Total			12	39	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	6521 ENGL-3	Concepts in Applied Linguistics	Required	N/A	3	Program
	6522 ENG-3	Language Acquisition	Required	N/A	3	Program
	6523 ENG-3	Sociolinguistics	Required	N/A	3	Program
	6524 ENG-3	Discourse Analysis	Required	N/A	3	Program
Level 2	6525 ENGL-3	Language Assessment and Testing	Required	6521 ENGL-3	3	Program
	6526 ENGL-3	Language Pedagogy and Curriculum Development	Required	6521 ENG-3	3	Program
	6527 ENGL-4	Research Methods and Training	Required	N/A	4	Program
Level 3	6528 ENGL-3	Language Policy and Planning	Required	N/A	3	Program
	6529 ENGL-3	Computer Assisted Language Learning	Elective	6521 ENG-3	3	Program
	6530 ENG-3	Psycholinguistics	Elective			
	6531 ENG-3	Teaching Practicum	Required	6521 ENGL-3, 6526 ENGL-3	3	Program
Level 4	6532 ENG-3	Second Language Pragmatics	Elective	6521 ENGL-3	3	Program
	6533 ENG-3	Introduction to Forensic Linguistics	Elective	6521 ENGL-3	3	Program
	6534 ENG-5	Graduation Project	Required	6527 ENGL-4	5	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/drive/folders/1avD9G0CDyWGWSdcJsTOkFM3-QsbLjuvY

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	S1	S2	S3	S4	V1	V2	V3
6521 ENGL-3	M	I	I	P	P	P		I	I	I
6522 ENG-3	P	M	I		P	I		P	P	P
6523 ENG-3	P		M	P						P
6524 ENG-3	M		M			P		P	P	
6525 ENGL-3				M			M	P		P
6526 ENGL-3	M	P			M	P			M	P
6527 ENGL-4		M						P	M	M
6528 ENGL-3		M		P	P	P			P	M
6529 ENGL-3			M	P						
6530 ENGL-3			P				P	P		
6531 ENG-3				M		P		P	P	
6532 ENG-3	P		M		P	P		M		
6533ENG-3		M								M
6534 ENG-5	M		M				P		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.

To achieve the program learning outcomes, the Master of Arts in Applied Linguistics employs a variety of teaching and learning strategies. These approaches are designed to foster deep understanding, critical thinking, and practical application of linguistic knowledge in real-world contexts. The following strategies guide the learning process:

- Lectures and seminars
- Interactive class discussions
- Case studies and problem-solving exercises
- Research projects and assignments
- Computer-assisted language learning (CALL) tools
- Group projects and collaborative learning
- Workshops on research methods and data analysis
- Fieldwork and real-world observation
- Peer review and feedback sessions
- Readings and textbook assignments

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).

The program uses a combination of direct and indirect assessment methods to measure the achievement of learning outcomes across all areas. Each learning outcome is assessed at least once during the program cycle, ensuring comprehensive evaluation of student knowledge and skills. The following methods outline the plan for assessing program learning outcomes:

Direct assessment methods:

1. Examinations
2. Research projects and papers
3. Oral presentations
4. Graduation project
5. Course-specific assignments

Indirect assessment methods:

1. Student surveys and feedback
2. Exit surveys
3. Alumni surveys
4. Employer feedback
5. Focus group discussions
6. Self-assessment and reflection

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)

Not Applicable

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)

Not Applicable

3. Thesis Defense/Examination:

(The regulations for selection of the defence/examination committee and the requirements to proceed for thesis defence, the procedures for defence and approval of the thesis, and criteria for evaluation of the thesis)

Not Applicable

H. Student Admission and Support:

1. Student Admission Requirements:

In addition to meeting the requirements stated in the Unified Regulations for Postgraduate Studies in Saudi Universities, the applicant has to:
1. have a B. A. in language, with a GPA not less than 3.75 out of 5
2. achieve the required score in any one of the following standardized tests:
a. TOEFL Test with a minimum score of (IBT 79); STEP (97); or IELTS (06).
b. Post-Graduate General Aptitude Test (PGAT) with a minimum score of 60%
The Department and College Councils have the right to add any condition, if necessary.

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).

Guidance and orientation programs for new students

The Master of Arts in Applied Linguistics program offers specialized guidance and orientation programs tailored to meet the unique academic and professional needs of students entering the program. These initiatives are designed to go beyond the general support provided at the institutional level, addressing the specific demands of graduate-level study in applied linguistics.

1. **Customized Academic Orientation**
   Upon entry into the program, students participate in a comprehensive orientation session focused on the advanced linguistic theories, research methodologies, and practical applications they will encounter. This session introduces students to the core curriculum, electives, and specialization tracks, helping them make informed decisions about their academic path.
2. **Personalized Academic Advising**
   Each student is assigned a dedicated academic advisor from the faculty with expertise in applied linguistics. Advisors guide students through course selection, research planning, and career development. This individualized support ensures that students receive tailored advice based on their academic background and career aspirations.
3. **Research Preparation Workshops**
   The program offers exclusive workshops that focus on preparing students for the research components of their degree. These workshops cover key areas such as research design, data analysis, and academic writing, providing the foundational skills required to excel in their research projects.
4. **Access to Specialized Linguistic Tools and Resources**
   Students are given early orientation on how to utilize specialized software and resources essential for linguistics research, such as corpus analysis tools, computational linguistics platforms, and access to advanced language databases. This guidance helps students to engage with research materials and technologies specific to the field.

5. **Cultural and Language Transition Support**
For international students or those unfamiliar with the academic and cultural environment, the program provides additional support to ease their transition. This includes guidance on academic norms, expectations in language education research, and integration into the university's linguistic community.

6. **Mentorship Programs**
New students are paired with senior students or faculty members who serve as mentors, providing guidance on navigating the challenges of graduate study. These mentors offer insights into managing academic workloads, selecting research topics, and balancing professional development with coursework.

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)

The Master of Arts in Applied Linguistics program provides specialized support across academic, professional, psychological, and social dimensions that are specifically tailored to the needs of graduate students in this field. These services go beyond the standard institutional offerings, ensuring that students have a smooth transition into the program and succeed throughout their academic journey.

1. Academic Support

● **Advanced Research Methodology Workshops**
In addition to general academic resources, the program offers specialized workshops that focus on research methodologies in linguistics, data analysis, and thesis writing. These workshops are designed to address the unique academic challenges that applied linguistics students face, helping them develop the skills necessary to complete complex research projects and theses.

● **Individualized Learning Plans**
Students who require additional academic support or have diverse educational backgrounds are provided with personalized learning plans. These plans help them to meet the rigorous academic standards of the program and fill any gaps in prior knowledge.

2. Professional Development:

● **Professional Networking Events**
Exclusive networking events are organized for students, bringing together applied linguistics professionals, alumni, and industry experts. These events provide opportunities to make connections, gain insights into industry trends, and explore career options specific to the field of linguistics.

3. Psychological Support:

● **Tailored Counseling Services**
Recognizing the unique stresses associated with graduate-level research, the program offers additional psychological counselling services tailored to linguistics students. These services include one-on-one counselling sessions focusing on managing research-related stress, dealing with academic pressure, and maintaining work-life balance.

● **Workshops on Stress Management**
Periodic workshops specifically designed for MAAL students focus on techniques for managing stress, maintaining motivation, and balancing the demands of academic, professional, and personal responsibilities. This support is critical during high-pressure periods such as thesis preparation or project deadlines.

4. Social Integration and Support:

- **Cross-Cultural Integration Support**
  For international students or those transitioning into a new cultural environment, the program offers additional support through cross-cultural workshops and social events. These sessions help students adjust to the social and academic environment of the university, fostering a welcoming and inclusive atmosphere.

4. Special Support:

(Low achievers, disabled, and talented students).

Special Support for Students: Low Achievers, Disabled, and Talented Students

The Master of Arts in Applied Linguistics program provides specialized support tailored to meet the needs of diverse student groups, including low achievers, students with disabilities, and talented students. These targeted interventions are designed to ensure that each student is given the opportunity to succeed, regardless of their unique challenges or abilities.

1. Support for Low Achievers:

- **Individualized Learning Plans**
  Low achievers are provided with personalized learning plans that focus on identifying academic weaknesses and addressing them through tailored interventions. This may include extra tutoring sessions, more frequent academic advising, and specialized workshops focused on improving key areas such as research skills, time management, and exam preparation.
- **Regular Academic Monitoring**
  Continuous assessment and monitoring of students' academic performance help identify those who may be falling behind. Early intervention strategies are employed to provide timely support, which may involve setting incremental goals and providing feedback on academic progress.

2. Support for Students with Disabilities:

- **Accessible Learning Resources**
  The program ensures that all learning materials are available in accessible formats, such as digital, large print, or audio, to accommodate students with visual, auditory, or mobility impairments. Classroom technologies, including screen readers and captioning services, are also made available.
- **Customized Accommodation Plan**
  Students with disabilities are provided with individualized accommodation plans that may include extended time for assignments and exams, accessible seating arrangements, and adaptive technology to assist with their studies.
- **Counseling and Support Services**
  In collaboration with the university's disability services, the program offers counselling and emotional support tailored to the needs of students with disabilities. These services help students navigate the academic challenges they may face while fostering a supportive learning environment.

3. Support for Talented Students:

- **Advanced Research Opportunities**
  Talented students are given access to advanced research opportunities, including working alongside faculty on specialized research projects. This allows them to further develop their skills and gain experience in cutting-edge areas of applied linguistics, such as computational linguistics, neurolinguistics, or TESOL innovations.
- **Leadership and Presentation Opportunities**
  Talented students are encouraged to participate in academic conferences, present their

research, and take on leadership roles in student organizations or research groups. This helps to build their professional profiles and prepare them for leadership positions in academia or industry.

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	Applied Linguistics	TESOL/Linguistics/ Sociolinguistics	-	2	2	4
Associate Professor	Applied Linguistics	TESOL/Linguistics/ Discourse analysis	-	2	3	5
Assistant Professor	Applied Linguistics	CALL Language Planning	-	2	3	5
Technicians and Laboratory Assistant	-	-	-	1	1	2
Administrative and Supportive Staff	-	-	-	1	1	2

F. Learning Resources, Facilities, and Equipment:

1. Learning Resources:

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

- Textbooks and academic references

- Journals and academic databases
- E-learning platforms and tools
- Web-based resources
- Software for data analysis
- Language learning tools
- Research methodology resources

2. Facilities and Equipment:

(Library, laboratories, classrooms, etc.)

- Library facilities
- Computer laboratories
- Classrooms
- Language laboratories
- E-learning and virtual classrooms
- Conference rooms

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

(According to the nature of the program)

- Health and safety policies
- Regular facility inspections
- Emergency procedures and training
- Accessibility and ergonomics
- Mental health support services
- Sanitation and hygiene protocols
- First aid and medical assistance
- Ventilation and air quality

G. Program Quality Assurance:

1. Program Quality Assurance System:

Provide a link to the quality assurance manual.

Quality Assurance System (QAS) for the Master of Arts in Applied Linguistics Programn October 2024.docx

2. Program Quality Monitoring Procedures:

- Regular program reviews
- Course evaluation by students
- Faculty performance reviews
- External examiner/reviewer feedback
- Alumni feedback and surveys
- Employer feedback on graduate competency
- NCAAA accreditation standards and required forms
- Benchmarking against similar programs
- Analysis of student performance data
- Curriculum review and updates

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

All courses in the programme are taught by faculty members of the English Department

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

The Master of Arts in Applied Linguistics program at King Khalid University operates as a co-educational program, hosting both male and female students in the same classes. These students are taught by both male and female faculty members. To ensure consistency in academic quality and learning outcomes across this integrated environment, the following procedures are implemented:

1. Unified Curriculum and Course Delivery

- A standardized curriculum is followed for all students, regardless of gender. This ensures that both male and female students are exposed to the same course materials, learning objectives, and academic content.
- Courses are taught using the same syllabus, assignments, and readings. All faculty members, whether male or female, are expected to adhere to these standards, ensuring uniformity in content delivery.

2. Equal Teaching Opportunities

- Both male and female faculty members teach mixed-gender classes, ensuring that all students have access to a diverse range of teaching styles and expertise.
- Faculty members collaborate across gender lines to share teaching resources, strategies, and insights, promoting a cohesive and unified learning environment.

3. Shared Learning Resources and Access

- All students, whether male or female, have equal access to the university's learning resources, including the Learning Management System (LMS), library services, and digital tools. This ensures that everyone has the same opportunity to succeed academically.
- The Saudi Digital Library and other academic databases are equally accessible to all students, promoting equality in research and study opportunities.

4. Standardized Assessment and Grading

- All assessments, including exams, quizzes, and assignments, are the same for male and female students, with consistent grading rubrics applied to both.
- A standardized grading system ensures that both male and female students are assessed based on identical criteria, promoting fairness and transparency in evaluation.

5. Collaborative Learning and Group Work

- In-class group activities, discussions, and projects encourage collaboration between male and female students. This fosters an inclusive learning environment where students benefit from diverse perspectives and teamwork.
- Group projects and research assignments are designed to ensure that all students engage equally, regardless of gender, promoting a unified academic experience.

6. Equal Academic and Professional Support

- Both male and female students receive equal access to academic advising, mentoring, and faculty office hours. Advisors are available to all students to provide guidance on research, thesis preparation, and career development.
- Professional development workshops, research opportunities, and extracurricular activities are open to all students, ensuring equal opportunities for growth and success.

7. Inclusive Classroom Environment

- Faculty members are trained to foster an inclusive classroom environment where both male and female students feel respected and valued. This includes promoting active participation from all students, ensuring that discussions and classroom activities are balanced and inclusive.

- Faculty are encouraged to use teaching methods that engage all students equally, ensuring a fair and supportive learning atmosphere.

8. Monitoring and Feedback

- Regular feedback from students is collected to ensure that the co-educational setting meets the academic and social needs of all participants. This feedback is used to continually improve the learning environment and address any issues that may arise.
- The program's Quality Assurance Unit monitors the consistency of teaching and learning experiences in the co-educational setting, ensuring that both male and female students receive equal treatment and opportunities for academic success.

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

The evaluation of Course Learning Outcomes (CLOs), which are mapped to the Program Learning Outcomes (PLOs), is an integral part of the program's overall assessment plan. The process ensures that individual courses contribute effectively to the achievement of the broader program outcomes. Here's how the evaluation is structured:

1. Direct Assessment of CLOs

- Student performance on course exams, quizzes, assignments, and projects is directly linked to specific CLOs. Each CLO is assessed through measurable criteria (e.g., scores on specific questions or sections of exams), and this data is analysed to determine the success of the course in meeting its intended learning outcomes.
- Standardized rubrics are used for assignments, presentations, and projects to evaluate students' mastery of CLOs. These rubrics are aligned with both the CLOs and the broader PLOs, ensuring consistency in measuring student progress.

2. Mapping of CLOs to PLOs

- Each course in the program has its CLOs mapped to specific PLOs. By reviewing how the CLOs contribute to the achievement of PLOs, the program administration can identify gaps or areas for improvement in both the course and program structure.
- Curriculum committees periodically review the mapping of CLOs to PLOs to ensure that courses are aligned with the overall program goals. This review helps determine if courses need adjustments in content, teaching strategies, or assessment methods to better contribute to the PLOs.

3. Course Evaluation Forms

- At the end of each course, students' complete evaluation surveys where they assess how well the course helped them meet the specific CLOs. These forms include sections on course content, teaching methods, and assessments. This feedback provides data on whether course activities are aligned with achieving the intended PLOs.

4. Analysis and Reporting

- The results of the CLO assessments are aggregated across multiple courses to evaluate how well students are achieving the mapped PLOs. This data is reviewed by program administrators and faculty to assess overall program effectiveness.

- The aggregated data on CLO and PLO achievement is presented during English Department Council meetings, providing a basis for decisions on curriculum adjustments, teaching methods, and resource allocation.

5. Continuous Improvement

- Based on the evaluation of CLOs and their contribution to PLOs, instructors and program coordinators develop improvement plans for individual courses. These plans may involve revising the curriculum, altering assessment methods, or introducing new teaching strategies.
- If data shows that certain PLOs are not being met across multiple courses, the program leadership may revise the overall curriculum or introduce new learning opportunities to strengthen those outcomes.

6. Program Evaluation Matrix:

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Effectiveness of teaching	Faculty members, students, program leaders, course reports	Survey, observation PLOs assessment	End of academic year
Effectiveness of assessment methods and practices.	Faculty members, students	Annual survey, focus group interview	End of academic year
Learning resources	Students, faculty members, administrative staff, independent reviewers	Surveys, observation, focus group interview	End of academic year
Effectiveness of leadership	Students, faculty members, administrative staff	Surveys, focus group interview	End of academic year
Overall quality of the program	PLOs, teaching/assessment, improvement	Course reports, program report	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 (_____) year(s).

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
1	KPI-PG-1	Students' Evaluation of quality of learning experience in the program	4.5	• Student Surveys and Questionnaires • Focus Group Discussions • Course Evaluation Forms	In the middle and end of each academic year.

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
5				• Alumni Surveys • Thesis and Research Project Feedback	
2	KPI-PG-2	Students' evaluation of the quality of the courses	4.50	• Student Surveys and Questionnaires • Focus Group Discussions • Course Evaluation Forms • Alumni Surveys • Thesis and Research Project Feedback	At the end of each semester
3	KPI-PG-3	Students' Evaluation of the Quality of Academic Supervision	4.20	• Supervision Evaluation Surveys • Mid-Project Feedback Forms • Focus Group Discussions • Exit Interviews or Surveys • Alumni Feedback	At the end of each academic year
4	KPI-PG-4	Average time (in semesters) spent by students to graduate from the program.	4 semesters	Statistical data analysis based on data received from the registrar	At the end of each two academic year
5	KPI-PG-5	Rate of Students Dropping Out of the Program	5% or less	Statistical data analysis based on data received from the registrar	At the beginning of each academic year
6	KPI-PG-6	Employers' Evaluation of the Program Graduates' Competency	4.30	• Employer Feedback Surveys • Interviews with Employers • Industry Focus Group Discussions • Job Performance Assessments	Annually

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
				• Alumni Employment Tracking and Feedback	
7	KPI-PG-7	Students' Satisfaction with Services Provided	4.40	• Student Satisfaction Surveys • Focus Group Discussions • Feedback Forms on Support Services • Exit Surveys • Service-Specific Evaluation (e.g., library, IT, advising)	At the end of each academic year
8	KPI-PG-8	Ratio of students to faculty members	One faculty member to 3 students	Statistical data analysis based on data received from the registrar	At the end of each academic year
9	KPI-PG-9	Percentage of Publications of Faculty Members	75%	Statistical data analysis	Annually
10	KPI-PG-10	Rate of Published Research per Faculty Member	2	Statistical data analysis collected via survey	Annually
11	KPI-PG-11	Citations Rate in Refereed Journals per Faculty Member	5 citations per faculty member	Google scholar report ResearchGate report Scopus report publication report	Annually
12	KPI-PG-12	Percentage of Students' Publication	30%	Statistical data analysis	Within six months of graduation
13	KPI-PG-13	Number of Patents, Innovative Products, and Awards of Excellence	2	Survey	Annually

* including KPIs required by NCAAA

H. Specification Approval Data:

Council / Committee	English Department Council
Reference No.	1/5/46
Date	October 14, 2024