



FACULTY OF  
**LANGUAGES &  
TRANSLATION**  
كلية اللغات و الترجمة



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# **English Language Program**

## **Key Performance Indicators and Benchmarking**

### **Review Report**

#### **Content of the Report**

- 1. List of the KPIs for the English Language Program**
- 2. The KPIs Achievements for the English Language Program Compared with the Internal Benchmarks**
- 3. Program KPIs Assessment, Analysis and Comparison with the External Benchmarks**
- 4. List of Recommendations Based on the Analysis of KPIs and Benchmarks**

**2020/2021**



## 1. List of the KPIs

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

**KPI-P-02:** Students' Evaluation of quality of learning experience in the program

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

**KPI-P-04:** Completion rate

**KPI-P-05:** First-year students retention rate

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

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

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

**KPI-P-09:** Employers' evaluation of the program graduate's proficiency

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

**KPI-P-11:** Ratio of students to teaching staff

**KPI-P-12:** Percentage of teaching staff distribution

**KPI-P-13:** Proportion of teaching staff leaving the program

**KPI-P-14:** Percentage of publications of faculty members

**KPI-P-15:** Rate of published research per faculty member

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

**KPI-P-17:** Satisfaction of beneficiaries with the learning resources

## 2. The KPI Achievements for the English Language Program Compared with Internal and External Benchmarks

KPI #	List of Approved KPIs	KPI Actual Benchmark	KPI Target Benchmark	KPI Internal Benchmark (2020)	KPI External Benchmark (Najran University)	KPI New Target Benchmark
KPI-P-01	Percentage of achieved indicators of the program operational plan objectives	30%	30%	25%	89.51%	40%
KPI-P-02	Students' Evaluation of quality of learning experience in the program	Males= 4.11	4.10	4.03	3.48	4.20
		Females= 4.21				
		Average= 4.16				
KPI-P-03	Students' evaluation of the quality of the courses	Males= 3.99	4.20	4.21	3.96	4.20
		Females= 4.07				
		Average= 4.03				
KPI-P-04	Completion rate	Males= 71%%	Males= 75%	Males= 62.48%	61.19%	80%
		Females= 81%%	Females= 75%	Females= 76.17%		
		Average= 76^%	Average= 75%	Average= 70.56%		
KPI-P-05	First-year students retention rate	Males=66.11%	50%	46.53	90%	75%
		Females=79.24%				
		Average=72.67%				
KPI-P-06	Students' performance in the professional and/or national examinations	41%	50%	47%	NA	50%
KPI-P-07	Graduates' employability	Males= 11.18%	25%	22.5%	55%	15%
		Females=6.44%				
		Average=8.81%				
	and enrolment in postgraduate programs	Males=5.32%	5%	6.5%	7%	5%
		Females=3.17%				
		Average=4.24%				
KPI-P-08	Average number of students in the class	Males=30	30	30	12	27
		Females=30				
		Average=30				

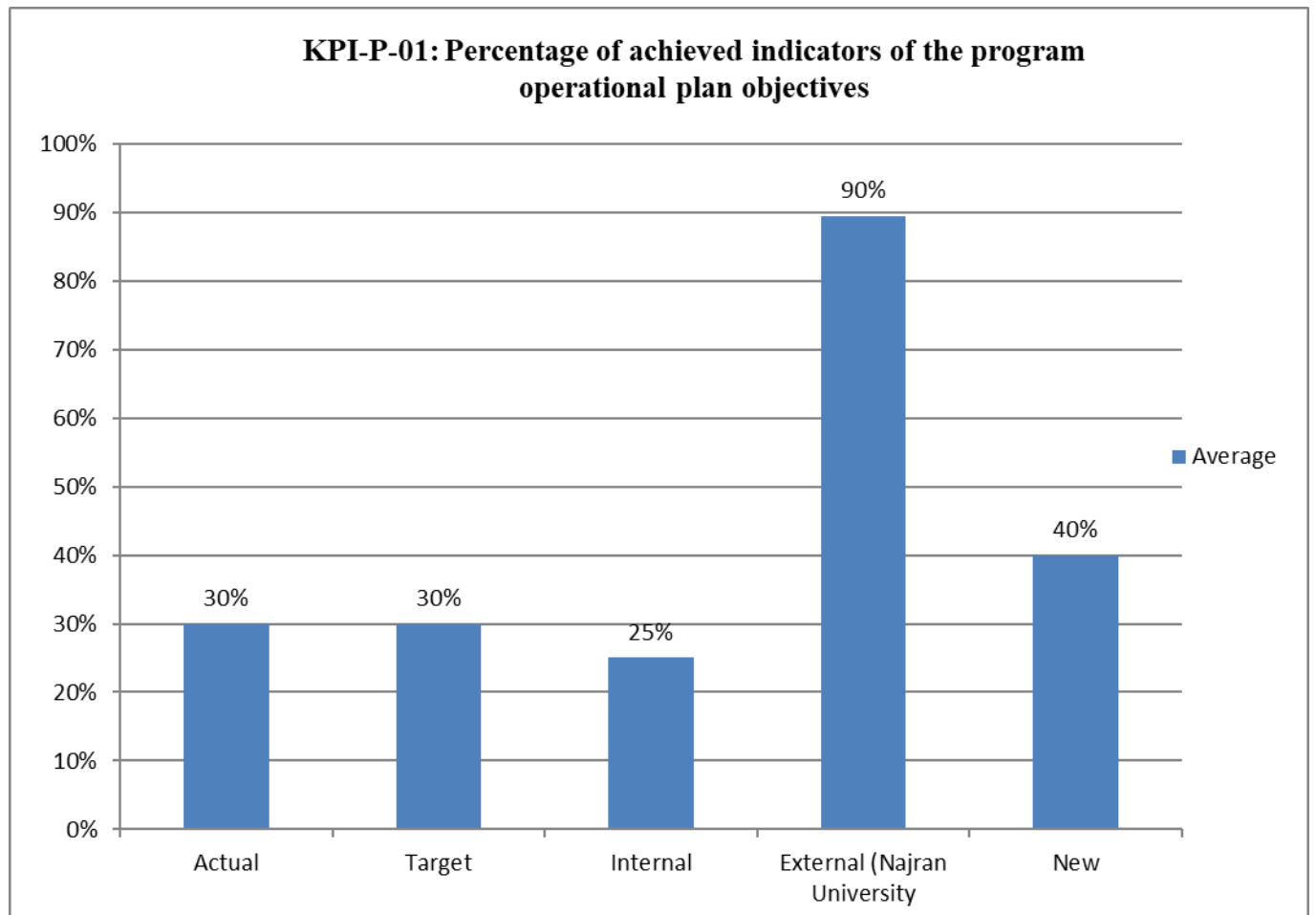


<b>KPI-P-09</b>	Employers' evaluation of the program graduate's proficiency	3.61	3.70	3.60	4.40	4.00
<b>KPI-P-10</b>	Students' satisfaction with the offered services	Males=3.76	4.10	4.02	4.08	4.00
		Females=3.90				
		Average=3.83				
<b>KPI-P-11</b>	Ratio of students to teaching staff	Males= 1/30 (3.33%)	1/20 (5%)	1/22 (4.54%)	1:10	1/20 (5%)
		Females= 1/26 (3.84%)				
		Average= 1/28 (3.57%)				
<b>KPI-P-12</b>	Percentage of teaching staff distribution	<b>Gender</b>	NA	NA	40%	NA
		Males= 53.22%				
		Females=46.78%				
		<b>Branch</b>	NA	NA	40%	NA
		Abha=41.54%				
		Guraiger=58.45%				
		<b>Academic Rank</b>	5%	NA	40%	5%
		Full Professor=2.11%				
		Associate Professor= 5.85%				
Assistant Professor=29.58%						
Lecturer=51.62%						
<b>KPI-P-13</b>	Proportion of teaching staff leaving the program	Males= 5%	3%	0%	7%	3%
		Females=1.76%				
		Average=3.38%				
<b>KPI-P-14</b>	Percentage of publications of faculty members	Males= 18%	15%	12.86%	40%	15%
		Females= 20%				
		Average= 19%				
<b>KPI-P-15</b>	Rate of published research per faculty member	Males= 18% 1/6	15%	12.86%	100%	25%
		Females= 20% 1/5				
		Average= 19% 1/5				
<b>KPI-P-16</b>	Citations rate in refereed journals per faculty member	Males= 1:4	1:4	1:3	1:5	1:7
		Females= 1:6				

		Average= 1:5				
<b>KPI-P-17</b>	Satisfaction of beneficiaries with the learning resources	Males= 3.96	4.20	3.99	2.79	4.20
		Females= 3.81				
		Average= 3.88				

### 3. The KPI Achievements for the English Language Program Compared with the External Benchmarks

The following text illustrates the analysis of the KPIS of English language program and the comparison with the external benchmarks





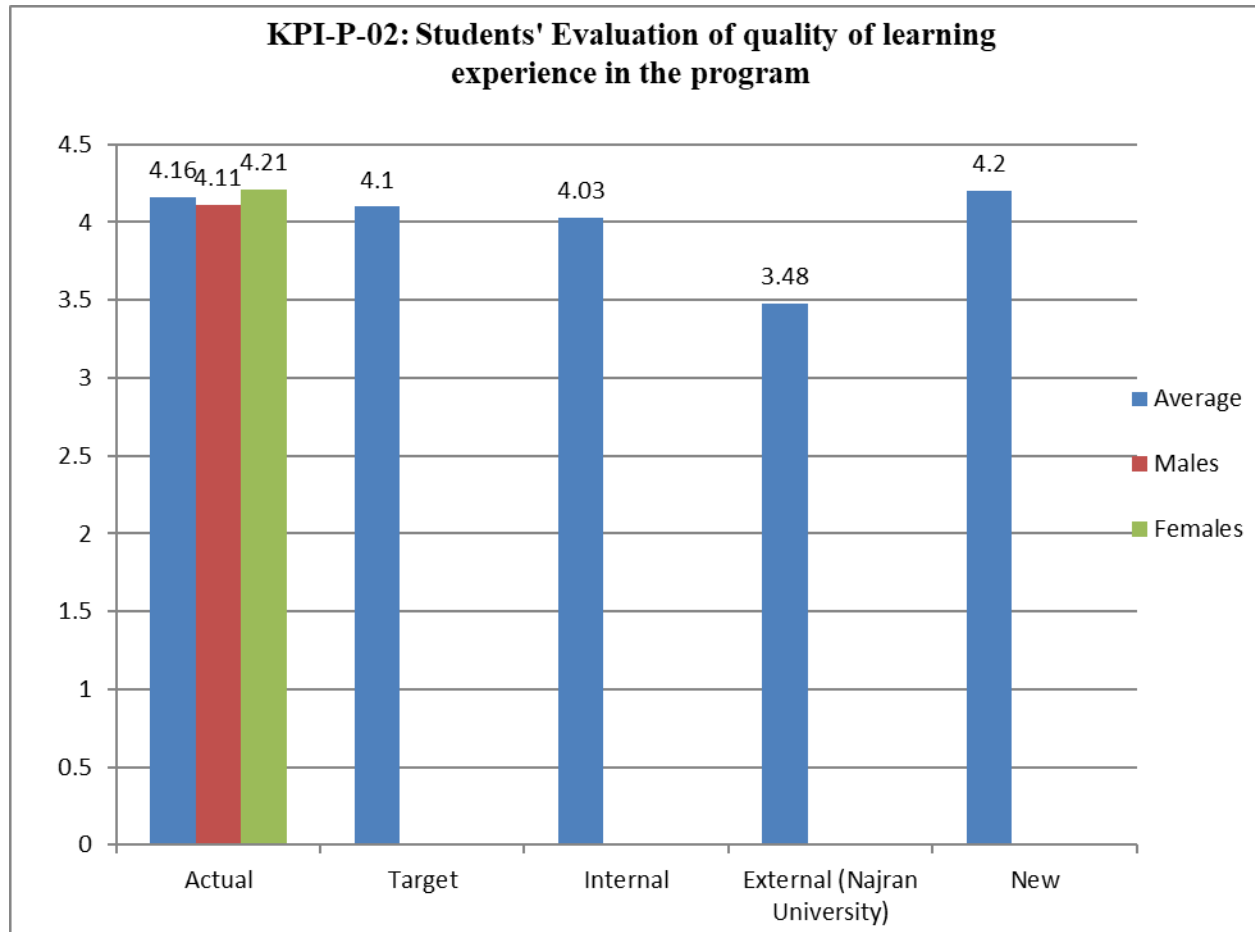
The percentage of the achieved indicators of the program operational plan objectives was (30%), and it achieved the target benchmark set for this indicator. This indicator reported higher percentage compared to the previous year. Externally, English program in Najran University achieved (90%) of the operational plan objectives and this indicates the English program in King Khalid University still lagging when it was with other similar programs.

### **Strengths**

- ✓ This indicator achieved its target benchmark
- ✓ This indicator shows improvement compared to the previous year and it is expected to show further improvement in the coming years.

### **Priorities for Improvement**

- ✓ Quality team members should keep working to achieve the new target benchmark of this indicator.
- ✓ It is recommended to form committees for each objective of the operational plan. This would help in achieving the objectives with a quality outcome.



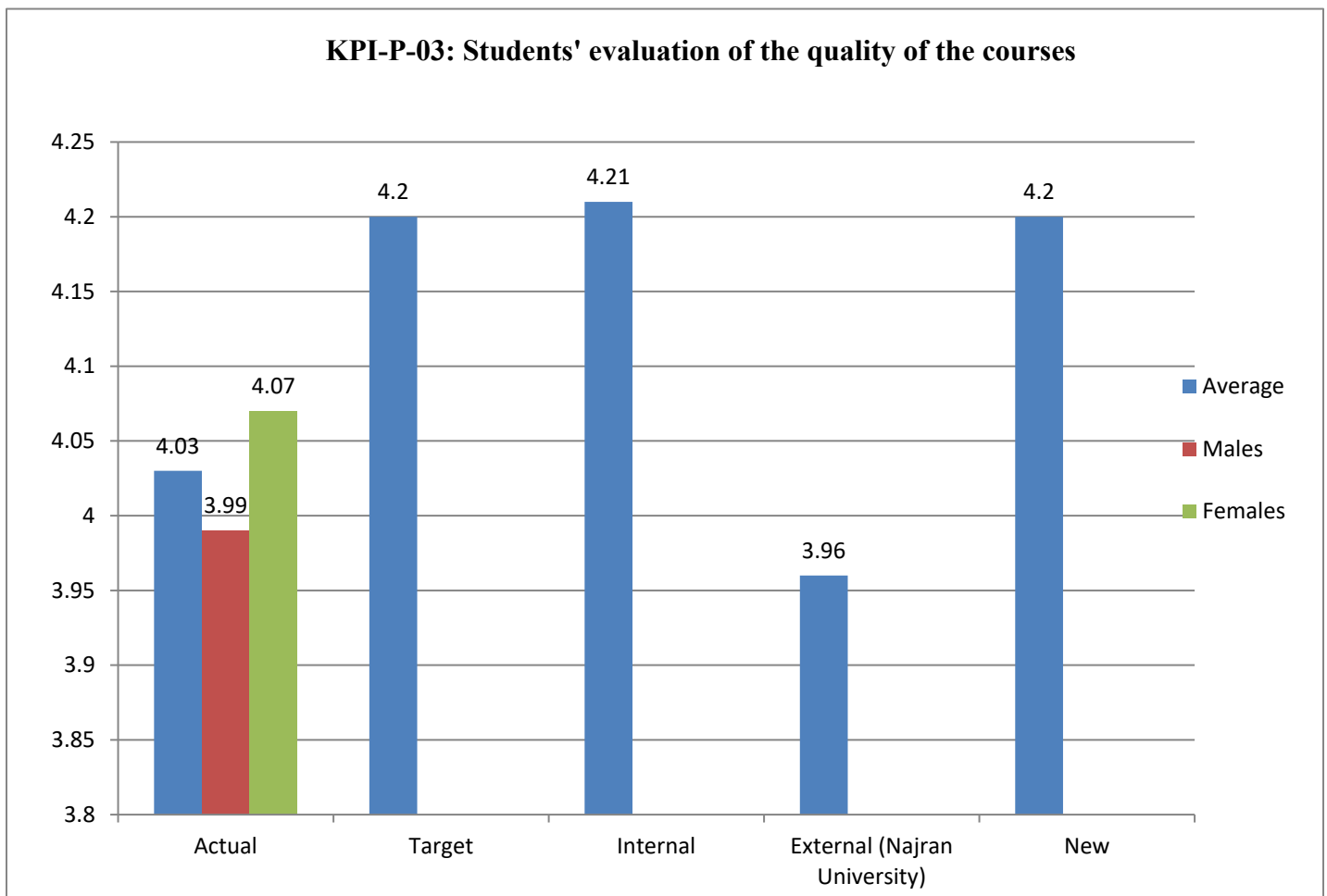
The average mean score obtained for this indicator is (4.16). Female students reported higher mean score (4.21) concerning this indicator compared to males' counterparts (4.11). This indicator got higher mean score when compare it internally (4.03) and externally (3.48).

### Strengths

- ✓ The average mean score of this indicator shows that it achieved its target.
- ✓ The actual benchmark of this indicator shows better progress compared to the previous year.

### Priorities for Improvement

- ✓ To keep improving the courses offered at the program through conducting training workshops for effective language teaching strategies.
- ✓ Establishment of different clubs to provide scientific and social services for the students.



The average mean score obtained for this indicator is (4.03), which is lower than the target benchmark (4.20). Female students got higher score (4.07) in comparison to their males counterparts (3.99). The average mean score of this indicator was lower than the previous year (4.21), and it did not achieve the target benchmark. However, the achievement of this indicator was better than the one in Najran University (3.96).



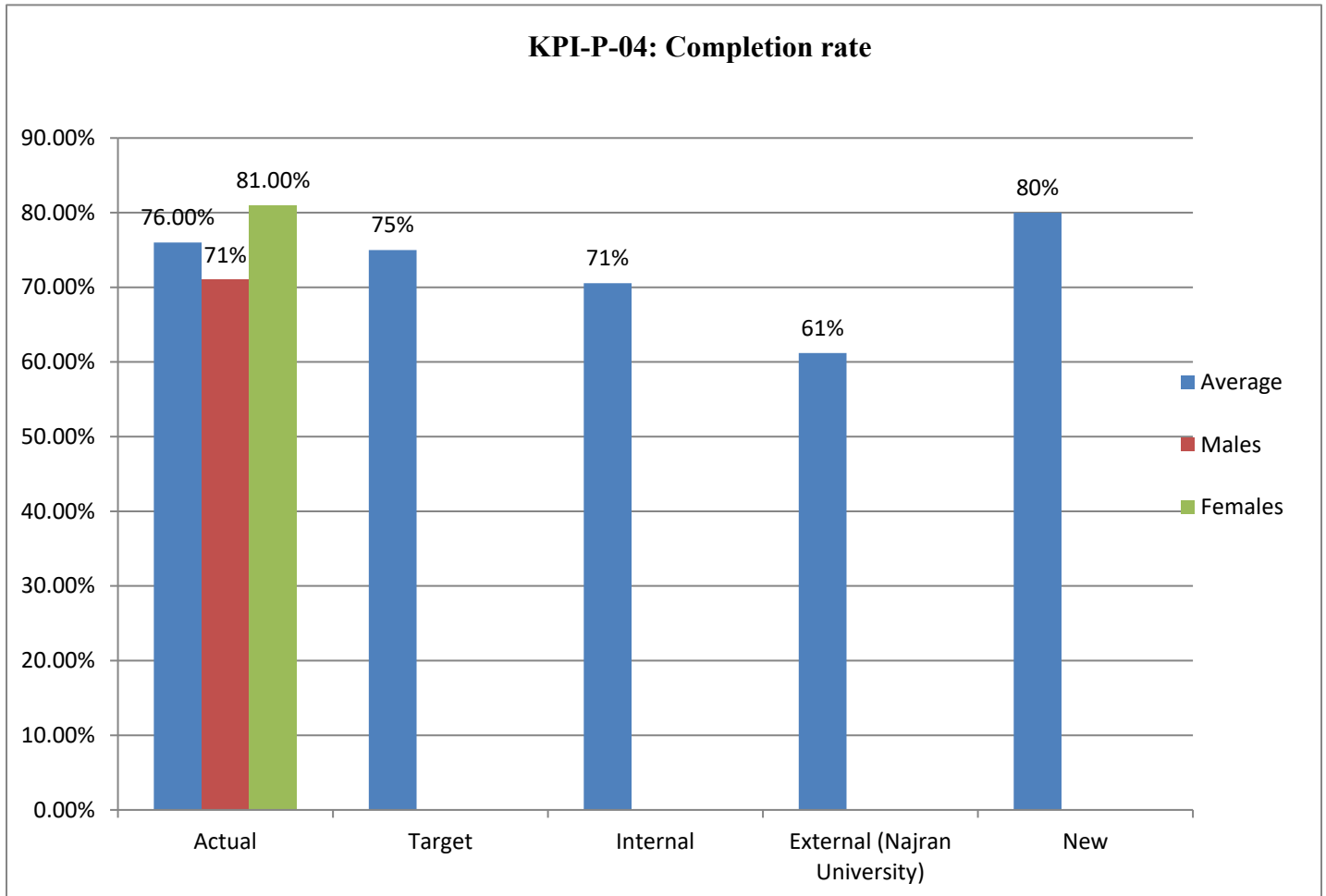


### **Strengths**

- ✓ The students showed good satisfaction of the quality of courses offered in the program.
- ✓ The achievement of this indicator was better than the one in Najran University.

### **Priorities for Improvement**

- ✓ To provide frequent interaction with the students.
- ✓ To explain the importance of group work to students.
- ✓ To use various assessment methods.



The rate of completion was (76%), the completion rate in the male campus was (71%), while it was (81%) in the female campus. The rate of completion in the female campus exceeds the target benchmark which was (75%), while the completion rate in the male campus did not reach the target benchmark (75%). It is obvious that a considerable progress has been achieved when comparing this rate internally especially in the female campus. The completion rate of the previous year was (71%). The achievement of this indicator was much better than the one in Najran University (61%). Based on these results, a new target benchmark has been set to be (80%).

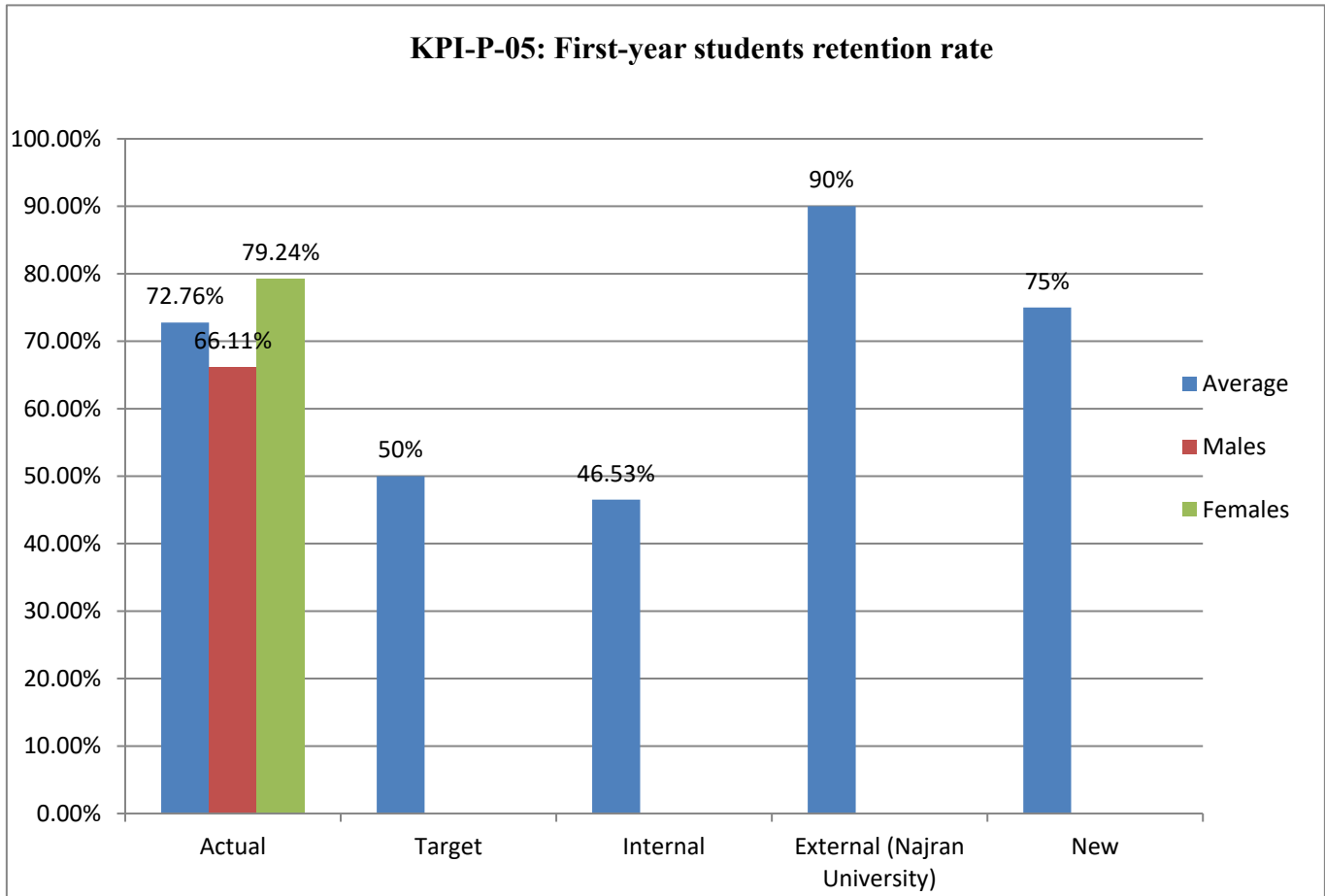


### **Strength**

- ✓ There is an increase in the completion rate compared to the previous year.
- ✓ The completion in both female and male campuses achieved the targeted completion rate.

### **Priorities for Improvement**

- ✓ There should be periodic meetings with the students to explore the difficulties and obstacles facing them to complete the program in the minimum period.



The actual benchmark indicates improvement in the retention rate of students which was (46.53%). The percentage of male students who successfully completed the first year was (66.11%) and (79.24%). The internal benchmark of this indicator was (46.53%), and this shows a very good improvement compared to the previous year. The external comparison showed that the English program in Najran University surpassed the English program in King Khalid University with much higher percentage (90%).

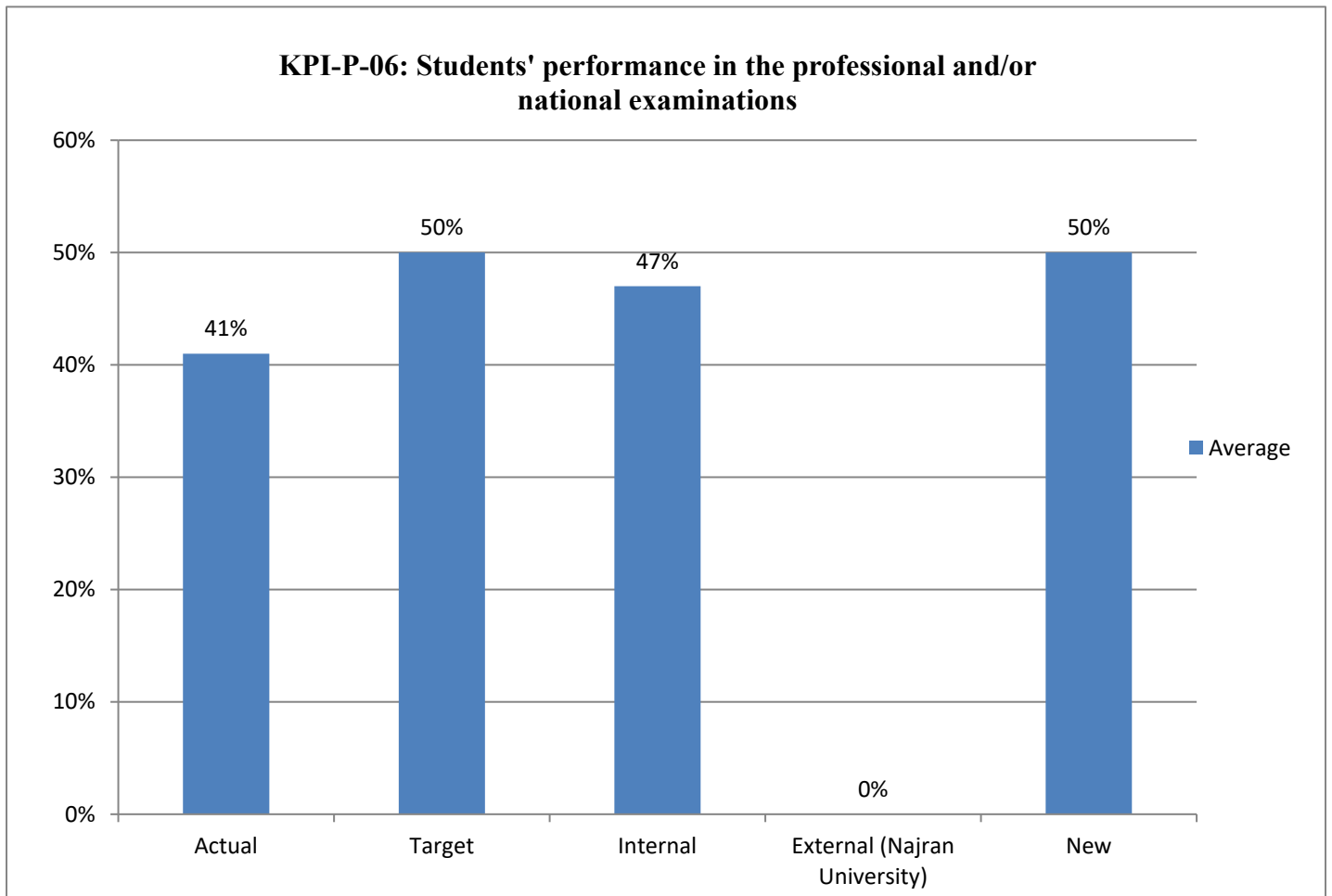
### Strengths

- ✓ First year students' retention rate raised from (46.53%) to (72.76%). The target benchmark has been achieved in both campuses.



### **Priorities for Improvement**

- ✓ It is recommended to closely study the detailed results. It is worth mentioning that there is a need to regularly review the admission requirements to guarantee that admitted students have the required basic knowledge and skills for the program and to improve contents and quality of the orientation programs for new students to increase the retention rate of students. It is believed that this indicator reported a big increase was due to COVID-19 pandemic and the consequences occurred because of it.



The results of this indicator showed that the actual benchmark was (41%) which is lower than the target benchmark (50%). This indicator has not externally been compared because there was no available information in the English program in Najran University. The new target benchmark set for this indicator is (50%).

#### **Strengths**

- ✓ The students are now familiar with these kinds of tests.
- ✓ These results give the opportunities for the administrative to design a good plan to improve the students' achievement in those examinations.

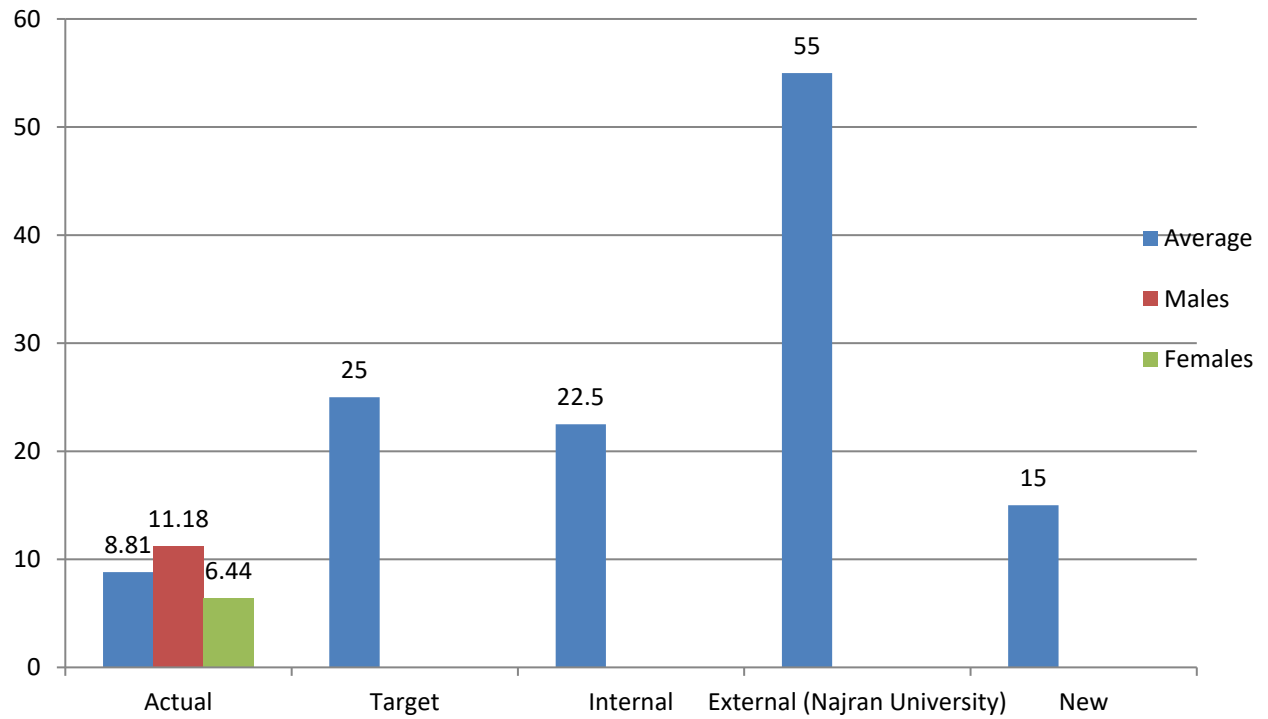
#### **Priorities for Improvement**

- ✓ To conduct similar test in the program to train students on these kinds of tests.

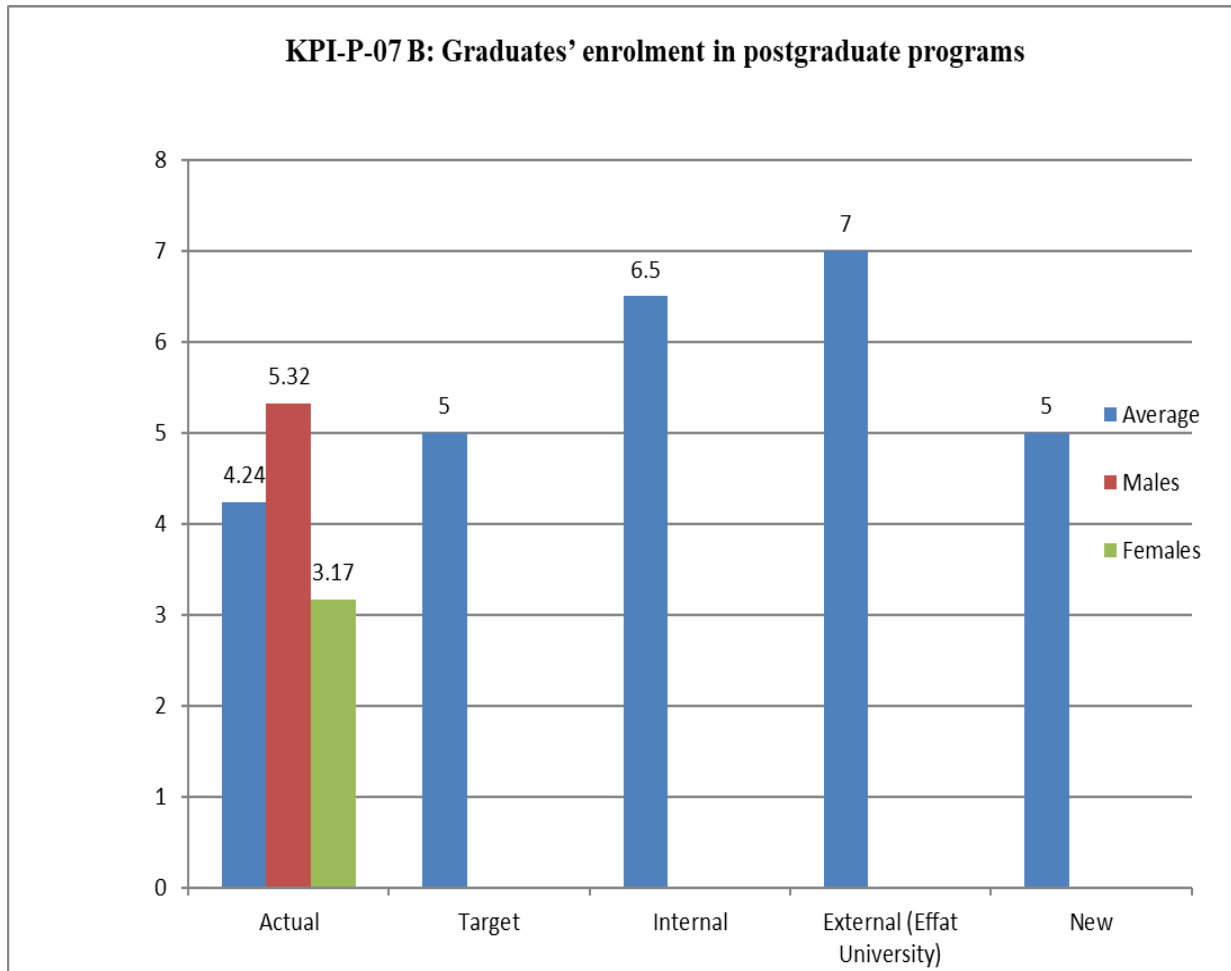


- ✓ To create question banks would be much helpful to students.
- ✓ To train students about test-taking strategies to improve their performance in such tests.

**KPI-P-07 A: Graduates' employability**







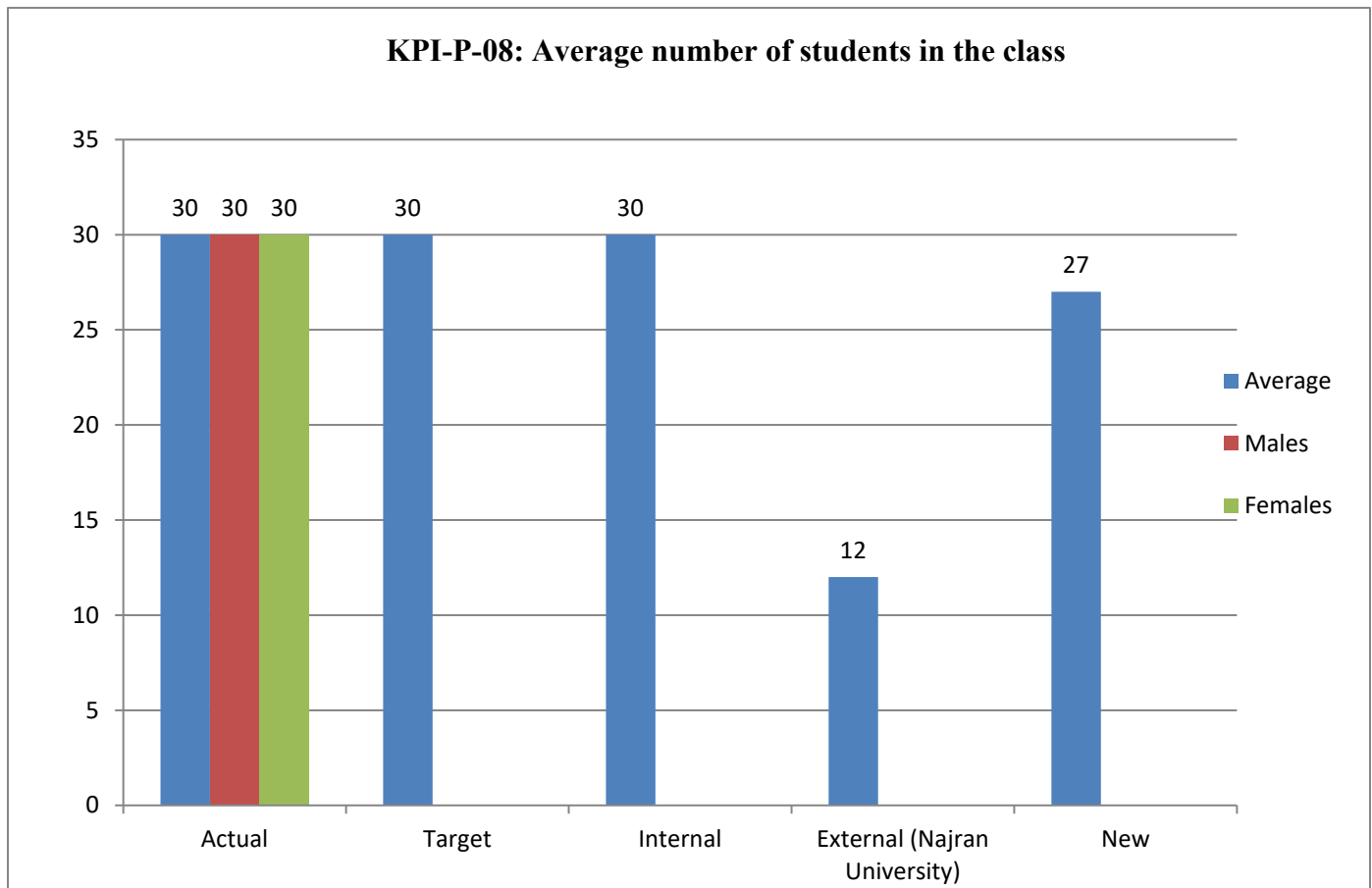
The results of this indicator revealed that the proportion of students who were employed was (8.81%). Male students were more likely to get jobs with a percentage (11.18%), while the percentage among female students was (6.44%), these percentages were lower the target benchmark (25%). Also, the proportion of students who enrolled in further study was (4.24%), which is also below the target benchmark (5%). The percentage of male students who enrolled in further studies was (5.32%) which is higher compared to female students (3.17%). The actual benchmark was lower than the previous year (6.5%), and it was also lower compared to the same program in Najran University (7%). The new target benchmark for this indicator was set to be (5%).

**Strengths**

- ✓ This indicator still shows an acceptable rate of employability and postgraduate enrollment especially with the outbreak of COVID-19 outbreak which affects all life aspects.

**Priorities for Improvement**

- ✓ To activate the alumni unit to support students and follow up their activities.
- ✓ Support the graduated student with some specialized high-level training courses that helps to raise the employment opportunities for our graduated students.
- ✓ Work to set up partnerships with the business sector.
- ✓ Work to organize various events such as Career Day so that our students explore different opportunities.





The average number of students in the class in both males and females' campuses was (30), which is considered an accepted average and it also achieved the target benchmark. The internal benchmark of this indicator was (30), while the external benchmark with Najran University was (12). The program intends to decrease the average number of students in the class to be (27).

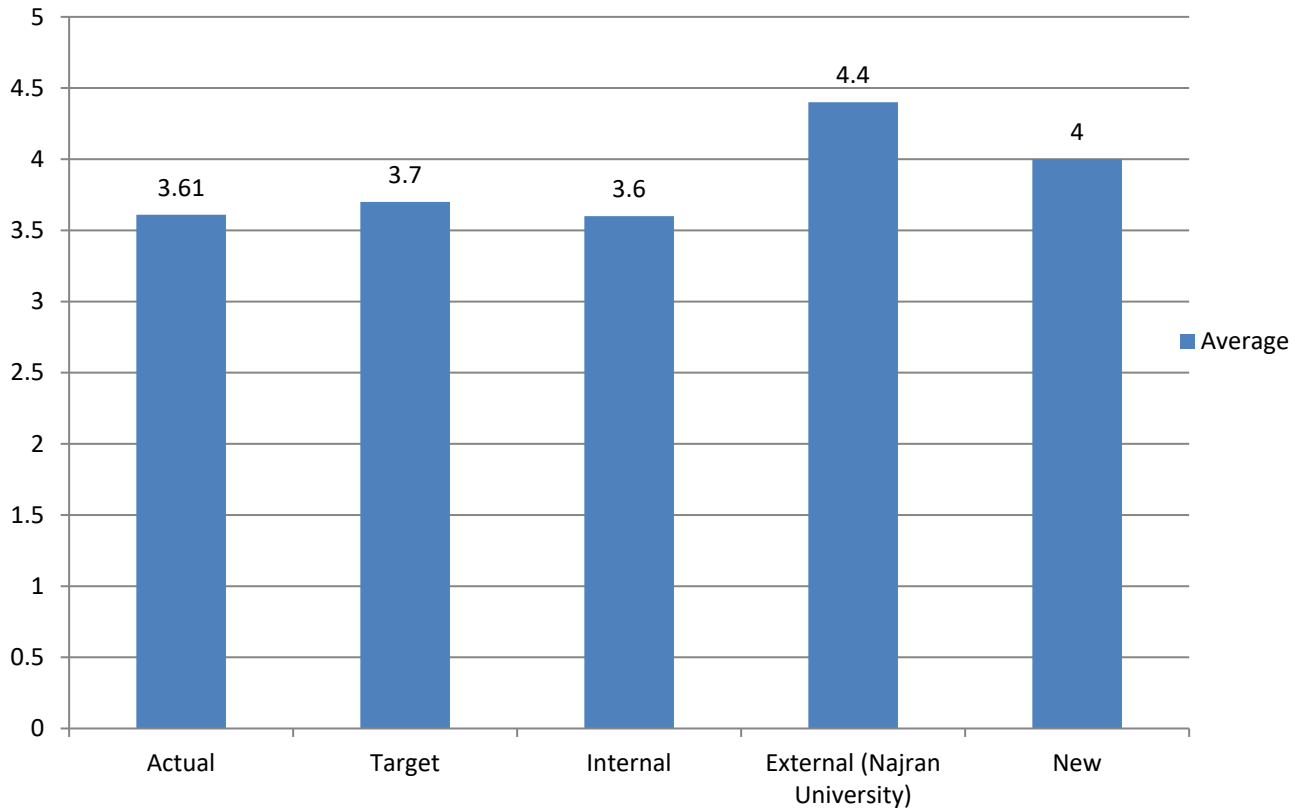
### **Strengths**

- ✓ This indicator achieved its target, and it is hoped to keep the same rate or even less.

### **Priorities for Improvement**

- ✓ To keep the average number of the students the same or trying to decrease the average number to be (25)
- ✓ Recruiting new faculty members and having new classrooms would help in achieving this target.

**KPI-P-09: Employers' evaluation of the program graduate's proficiency**



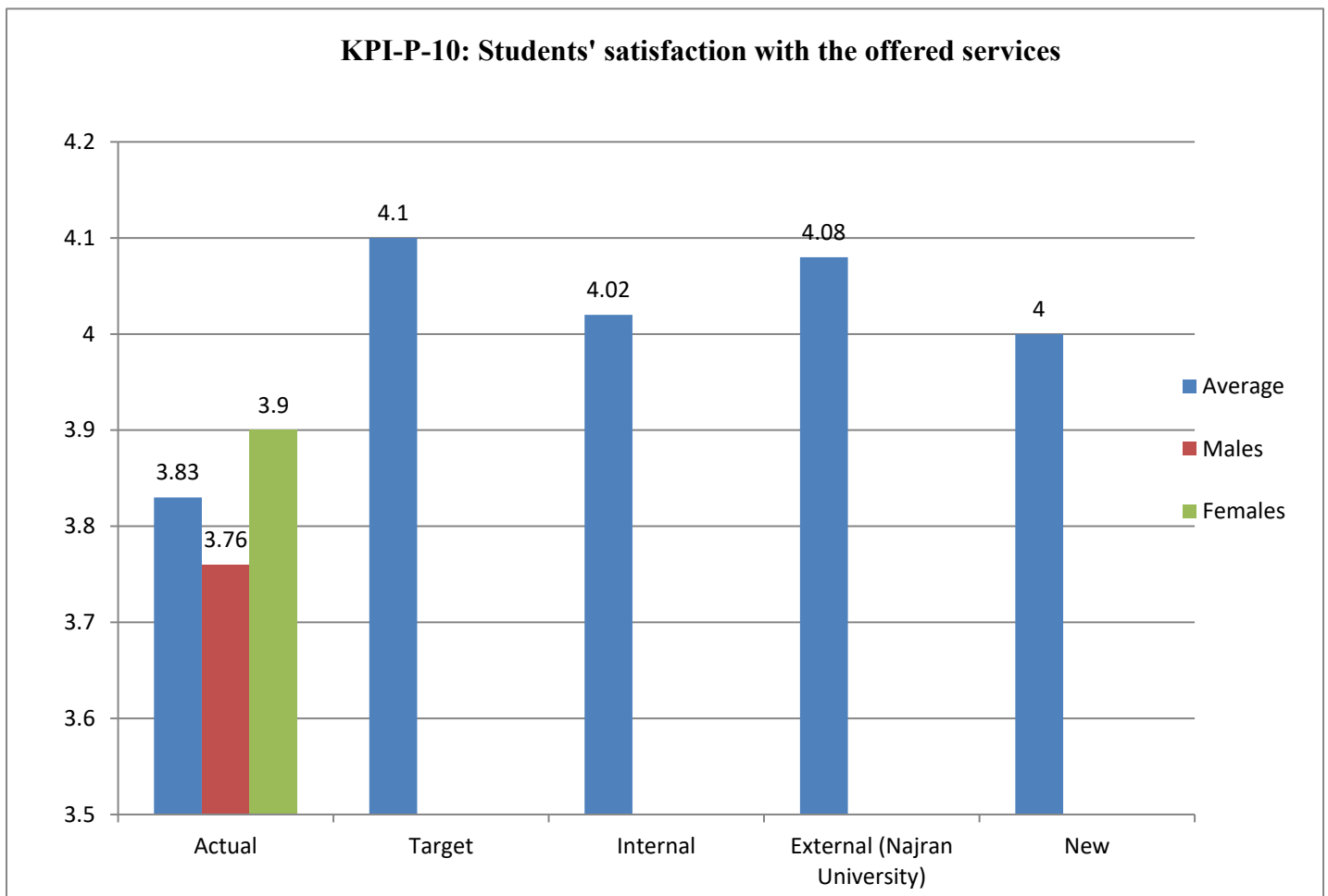
The average mean score of this indicator on a five-point Likert scale was (3.61) and it is a bit higher than the previous value (3.60), but slightly lower than the target one (3.70). The external benchmark shows that the program in Najran University is more satisfactory to employers (4.40); the new target benchmark for this indicator is set to be (4.00).

### Strengths

- ✓ A good number of employers were surveyed to get information about this indicator.
- ✓ There is an improvement in this indicator compared to the previous year.
- ✓ Overall, this indicator shows good percentage of satisfaction reported by employers.

### Priorities for Improvement

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



This indicator got lower value (3.83) compared to the previous one (4.02). Also, it was lower than the value obtained from the English program in Najran University (4.08). A new value was set for



the target benchmark (4). There was a difference between males and females with regard to their satisfaction with the offered services (males=3.76, females=3.90).

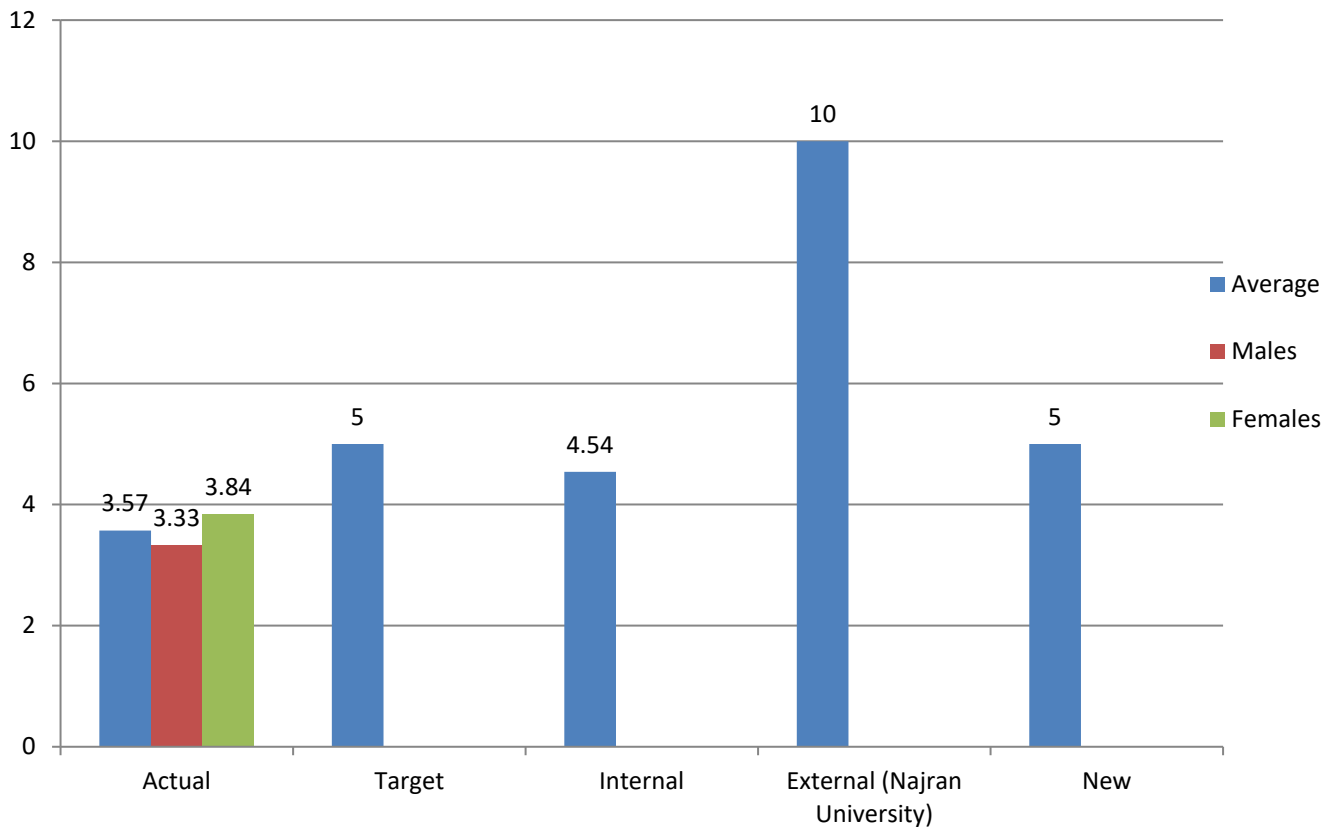
### **Strengths**

- ✓ This indicator still shows good percentage despite the hard situation we all faced because COVID-19 outbreak.

### **Priorities for Improvement**

- ✓ A closer look at the detailed data and results is recommended to detect areas of dissatisfaction and possible actions for improvement at the program level.

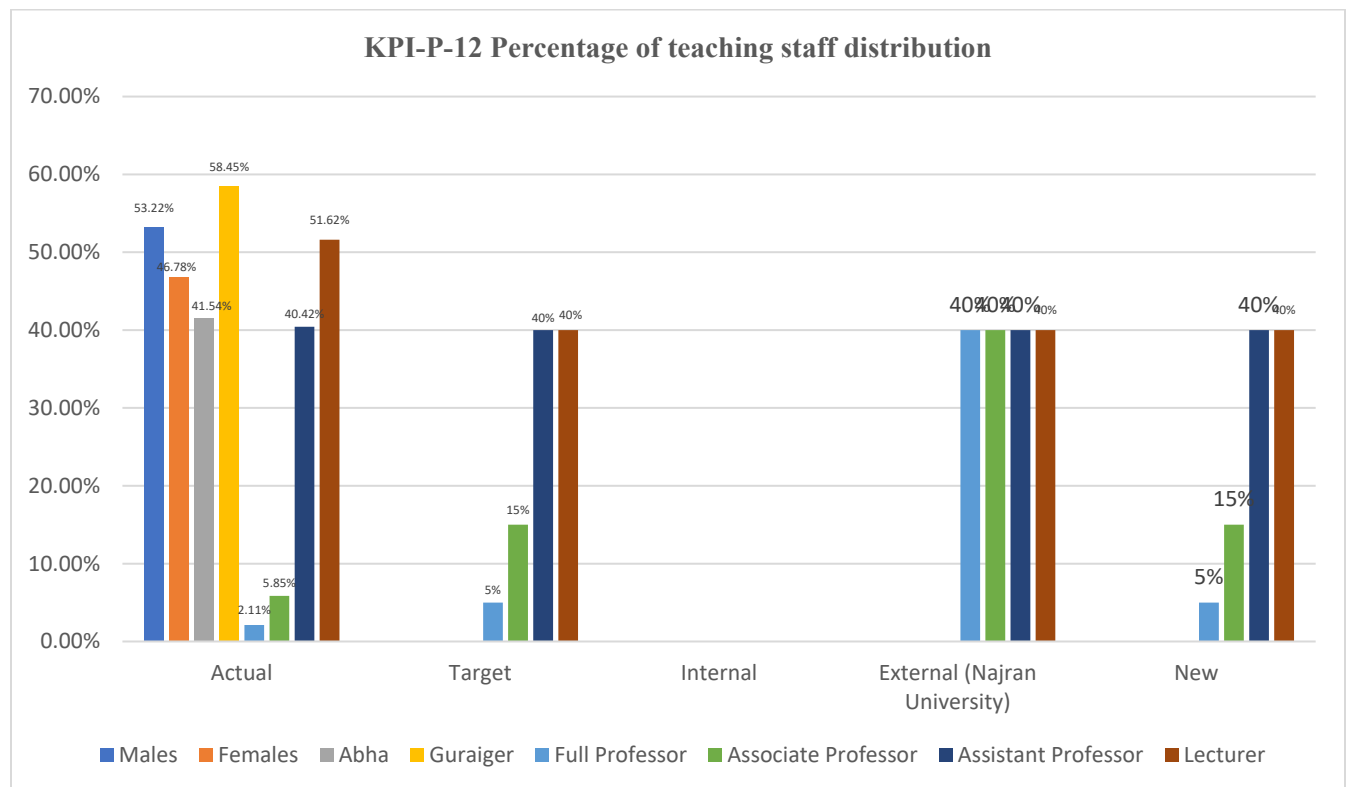
**KPI-P-11: Ratio of students to teaching staff**



The number of teaching staff include tutors, lecturers, and assistant, associate and full professors whether involved with teaching, research or both teaching and research. The overall ratio of students to teaching staff was 3.57%. The ratio of female students to teaching staff 3.84 was more satisfied in comparison with the same ration at the male campus 3.33. It is clear that the actual benchmarks did not meet the target benchmarks, as well as it is lower than external benchmarks in Najran University (10%).

### Priorities for Improvement

- ✓ It is clear that the program suffers from high ratio of students to teaching staff. Our recommendation is to hire a high more teaching staff for both sections (females and males) with verified doctoral qualifications as was planned in the strategic plan for the program.



This indicator shows the distribution of teaching staff according to gender, location, and academic rank. The results show that (53.22%) of the teaching staff were males, while (46.78%) were females. Concerning the location, (41.54%) of the teaching staff were in Abha campus, while (58.45%) were in the main campus (Guraiger). The percentage of full professors was (2.11%), Associate Professor (5.85%), Assistant Professor (40.42%), and lecturers (51.62%).





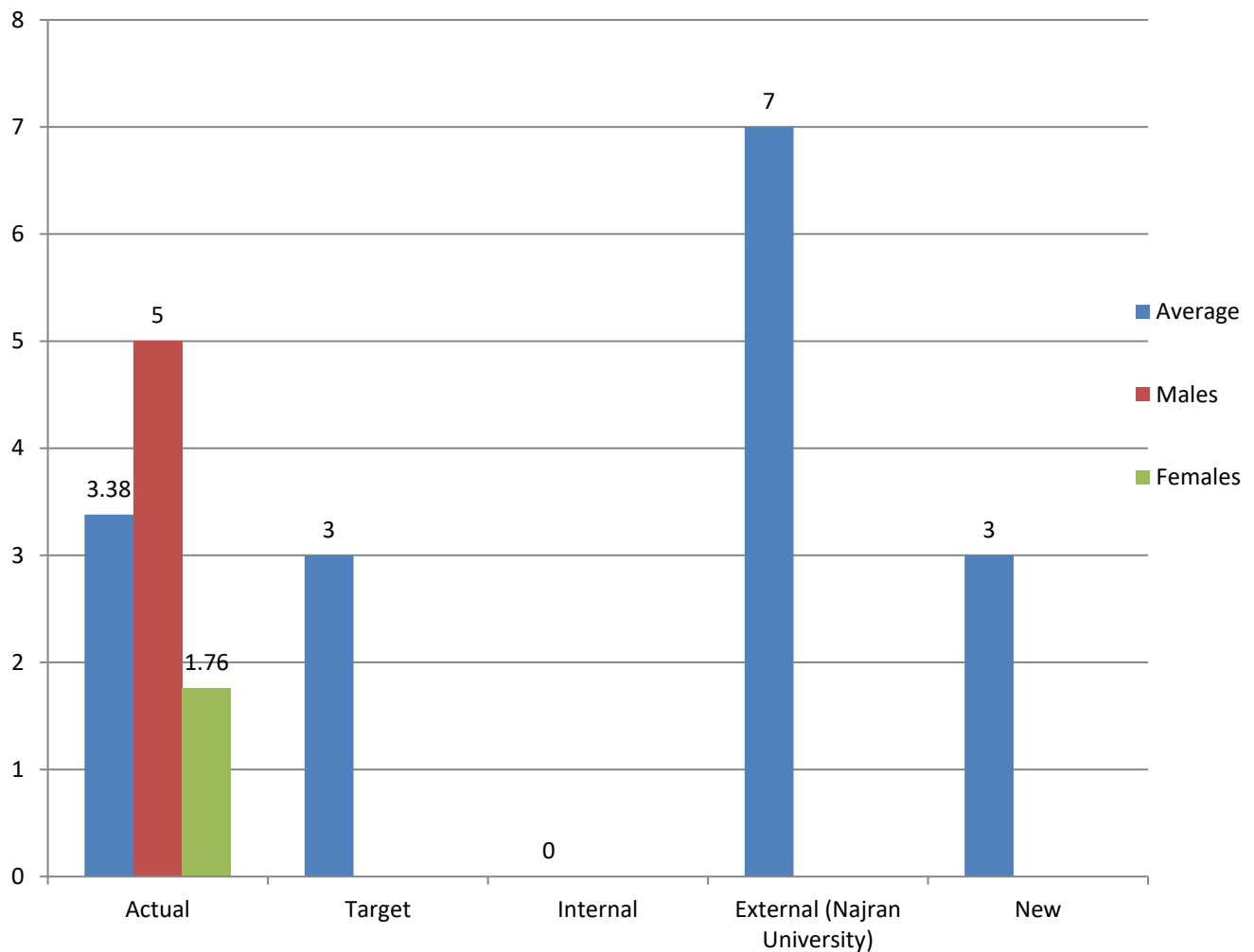
### **Strengths**

- ✓ The results showed a good percentage for PhD holders.

### **Priorities for Improvement**

- ✓ There is a need to increase the percentage of full professors and associate professors since the college contains different postgraduate programs.
- ✓ There is also a need to decrease the number of lecturers or transfer them to English language center since only Assistant, Associate, and Full Professors are accounted for quality assurance purpose.

**KPI-P-13: Proportion of teaching staff leaving the program**



Proportion of teaching staff leaving the department in the past year for reasons other than age retirement rated (3.38%), which is low value, but it is higher than the internal benchmark (0%). The zero percentage of leaving the program in the last year was because the difficulties faced by faculty members who wish to travel to their countries. In general, the English program at KKU achieved a higher level of employment stability for faculty members. The proportion of leaving



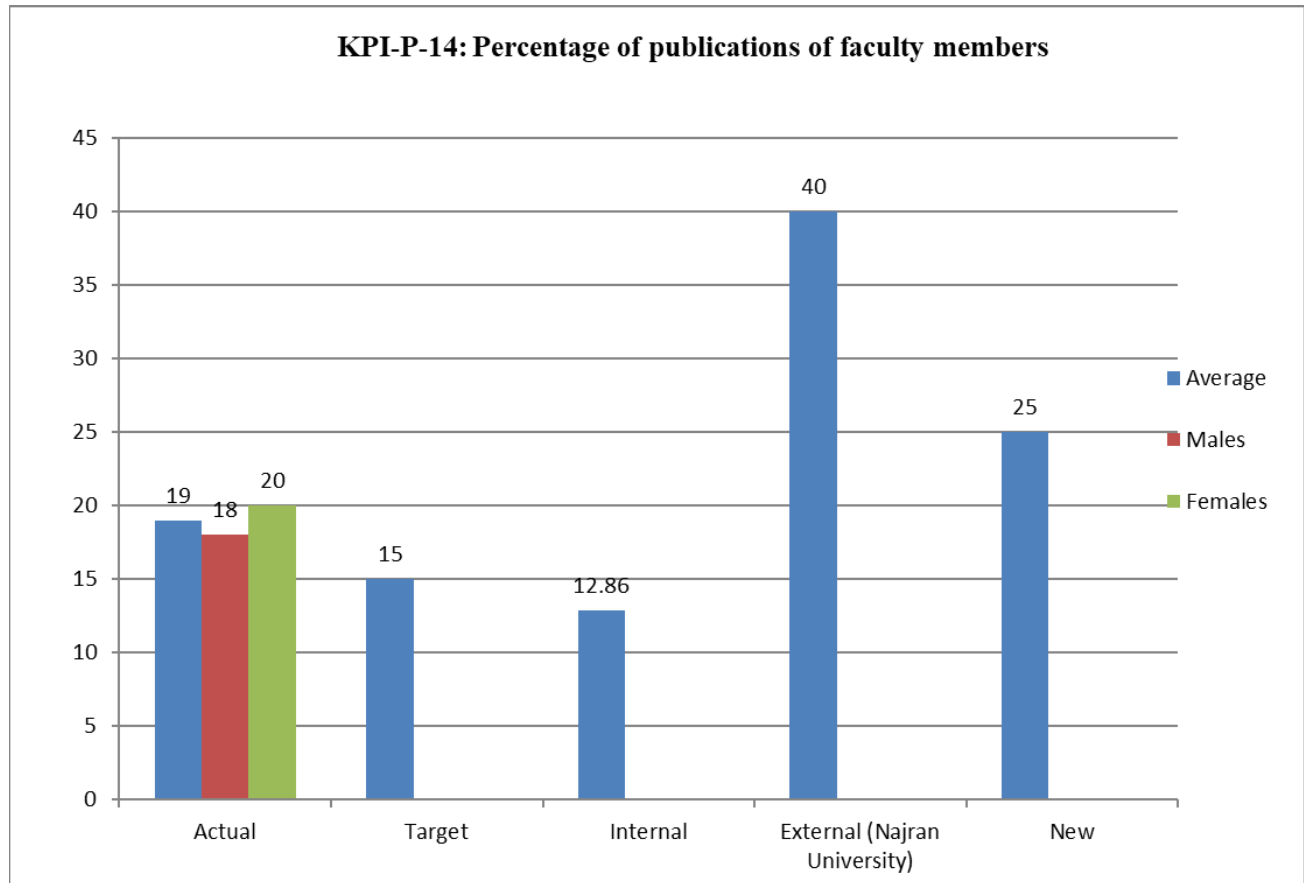
teaching staff was a bit higher at the males' campus (5%) compared to those at the female campus (1.76%).

### **Strengths**

- ✓ There was a great decline of the faculty members leaving the program in the past two years.
- ✓ The average mean score for this indicator was close to reach its target.

### **Priorities for Improvement**

- ✓ To ensure employment stability as it satisfies the homogeneity and adaptation in the work.
- ✓ To improve the support for new and existing faculty members through establishment of better tenure and rewarding system.



The percentage of publications of faculty members was (19%), which shows improvement compared to the previous year (12.68%). However, this value is still far from the very high value recorded at the English program in Najran University (40%). Female teaching staff were more active regarding research publication than male teaching staff (males= 18%, females 20%).

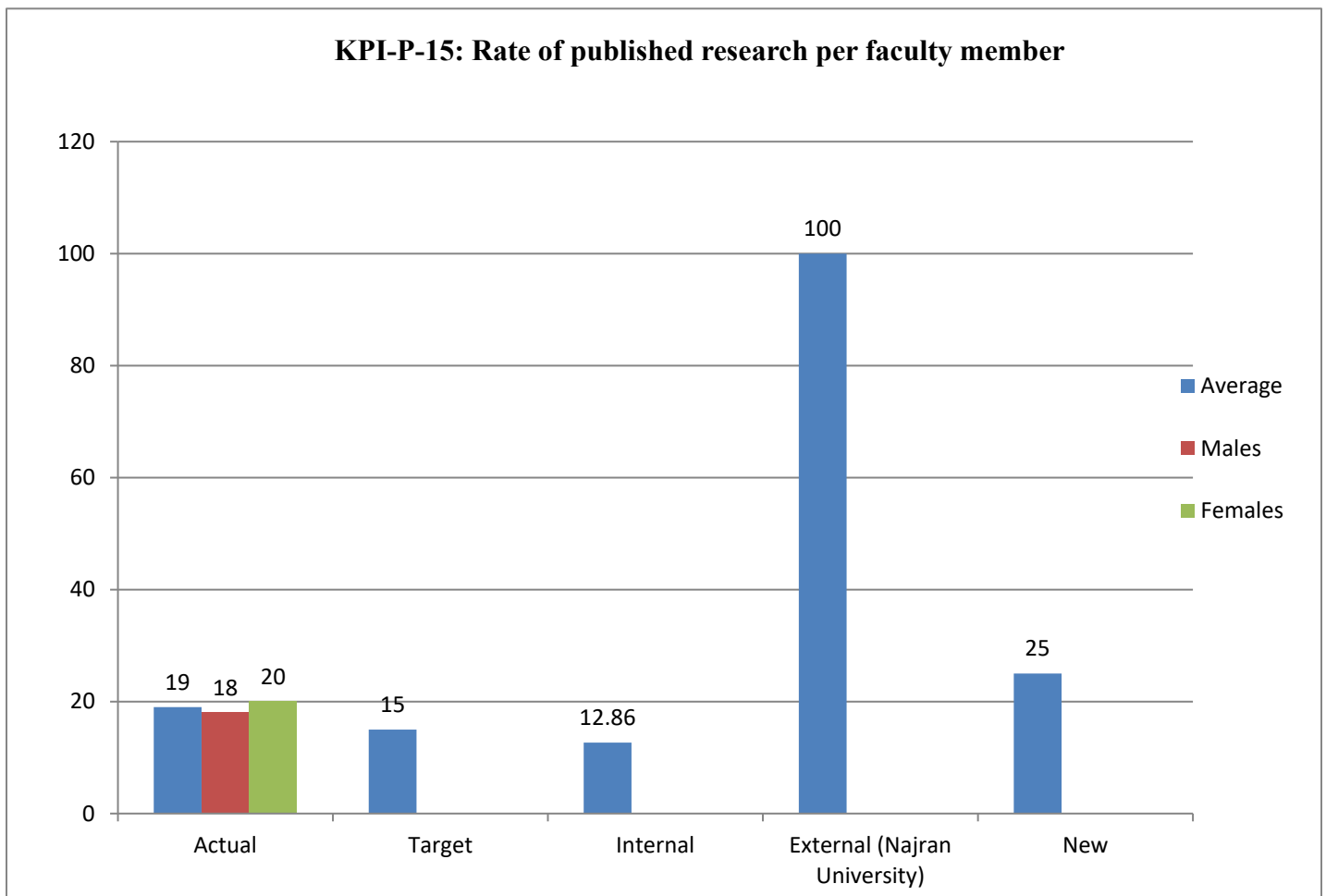
### Strengths

- ✓ The average percentage of this indicator showed improvement compared to the previous year.
- ✓ This indicator achieved its targeted percentage.

### Priorities for Improvement

- ✓ Establishment of research lab and research groups.

- ✓ Establishment for strategic plan for research work in the program.
- ✓ Reduce the teaching load for faculty members to improve their performance in research.



The number of published research papers past year per faculty member was (19 or 1:5), which is higher than the internal benchmark (12.68). This indicator achieved the target benchmark which was 15% or 1:7. The rate of published research papers among males and females was almost the same (males=18% or 1:6, females=20% or 1:5). The actual benchmark of this indicator was lower compared with the faculty members in Najran University where the rate of published research papers was wonderful (100% or 1:1). The new target benchmark set for this indicator is (25% or 1:4).

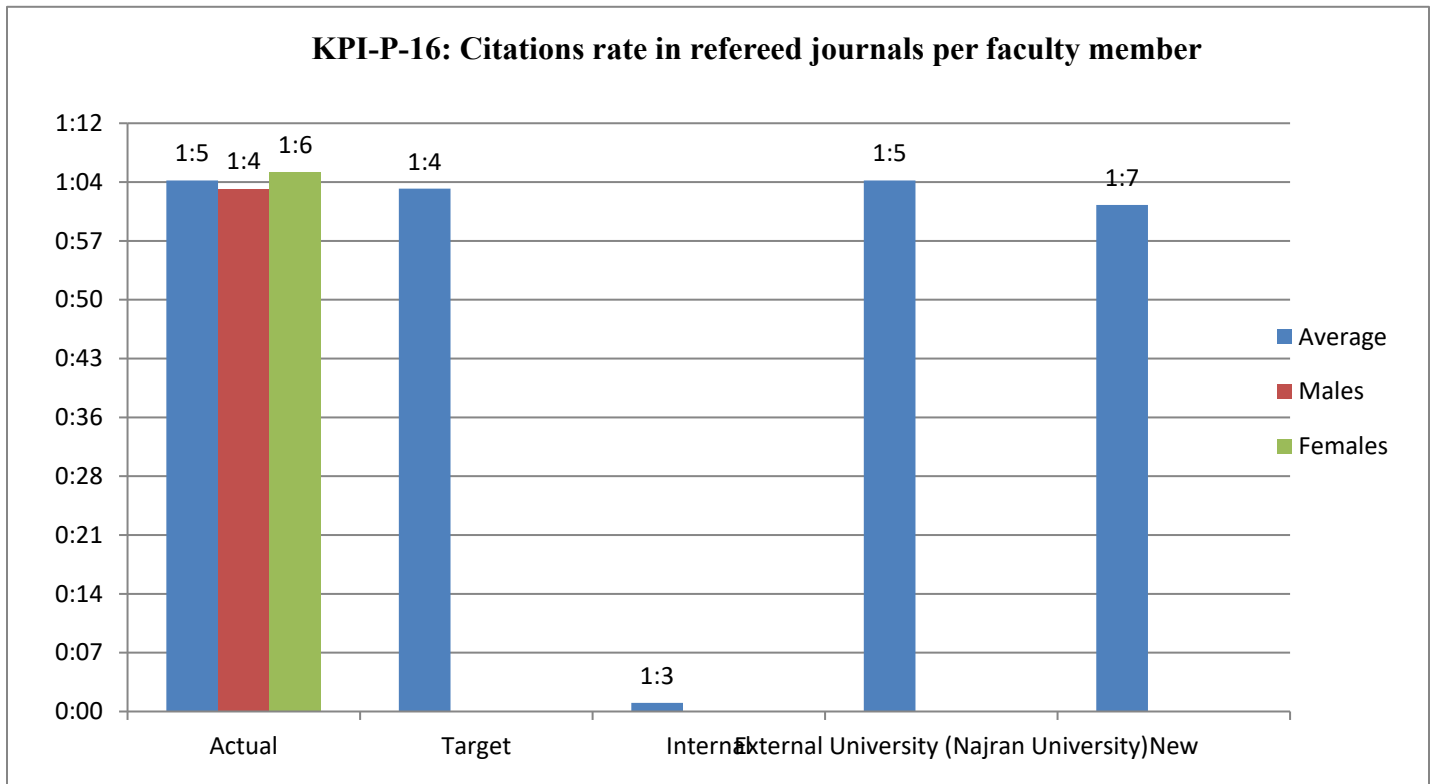


### **Strengths**

- ✓ There is increase in the published papers per faculty member.
- ✓ This indicator achieved the target benchmark, and a new benchmark was set.

### **Priorities for Improvement**

- ✓ To design improving plan to improve the performance indicator in this respect.
- ✓ To enhance the culture and skills of active participation in the scientific conferences among faculty members.
- ✓ To review the rules and conditions pertaining research publication set by the university.



The number of citations in refereed publications in the previous year per full time teaching staff was 5 citations which are considered very low value, but it surpassed the internal value and the external value. The number of citations of female faculty was much higher than those of males (males=5 citations, females= 6 citations).

### Strengths

- ✓ There is increase of the citation rate per faculty member compared to the previous year.
- ✓ This indicator achieved its target benchmark.

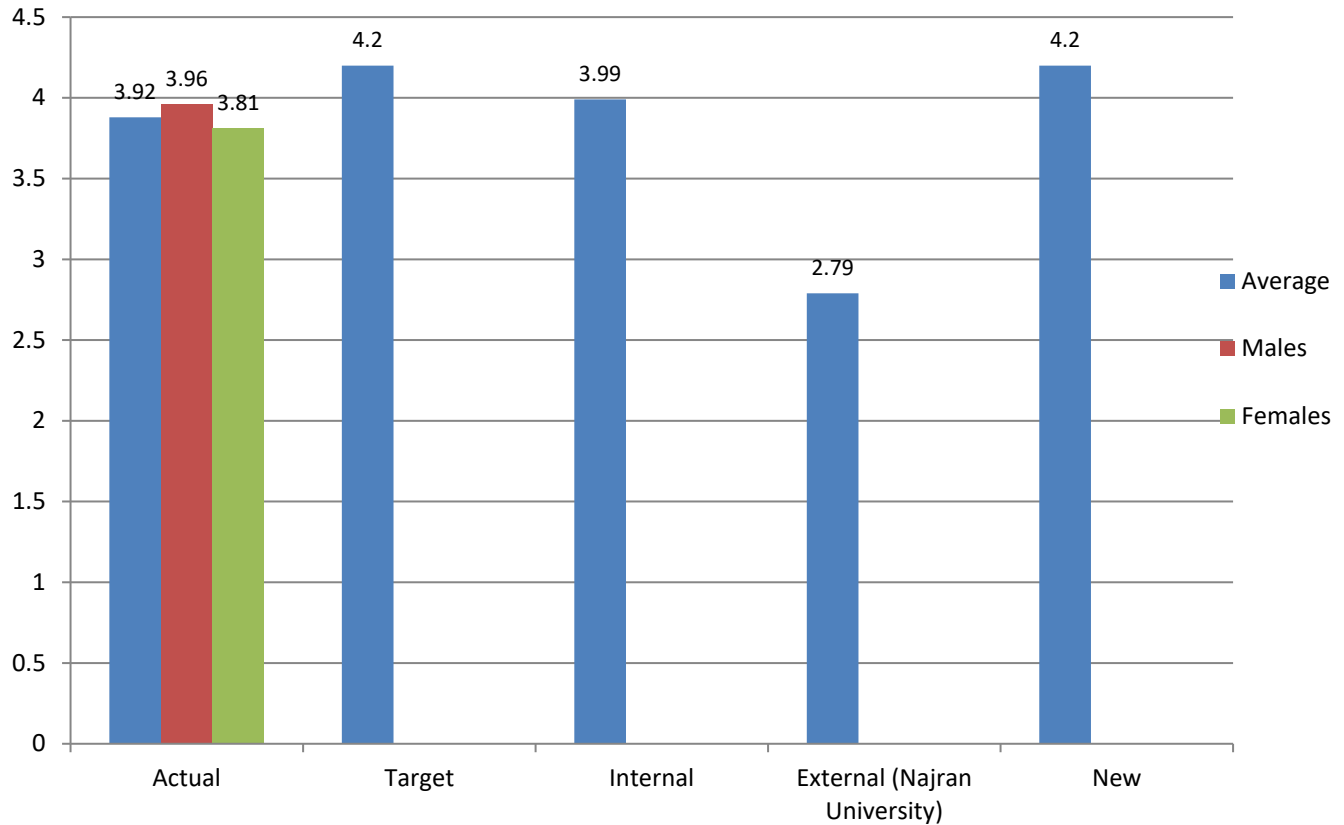


### **Priorities for Improvement**

- ✓ It is recommended to enhancing the culture and skills of international publishing of scientific research in ISI scientific journals among faculty members. This will result in increasing the number of citations per faculty member.



**KPI-P-17: Satisfaction of beneficiaries with the learning resources**



The mean score of this indicator was (3.92) which is slightly lower compared to the previous year value (3.99). This indicator was much higher than the value obtained from the English program in Najran University (2.79). A new value was set for the target benchmark (4.20). The mean score of this indicator was higher in male campus than female campus (3.96 and 3.81) respectively.

### Strengths

- ✓ The students reported a good rate of satisfaction with the learning sources.



### **Priorities for Improvement**

- ✓ The detailed report should be sent to the deanship of E-Learning to set their improvement plan after detecting the weakness points pertaining this indicator.
- ✓ To conduct questionnaires to be administered to students to explore their needs about learning resources.