



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



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English Language Program

Key Performance Indicators and Benchmarking

Review Report

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2019/2020



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 (2019)	KPI External Benchmark	KPI New Target Benchmark
KPI-P-01	Percentage of achieved indicators of the program operational plan objectives	25%	30%	-	82.7%	30
KPI-P-02	Students' Evaluation of quality of learning experience in the program	Males= 4.19	4.00	3.97	2.42	4.10
		Females= 3.87				
		Average= 4.03				
KPI-P-03	Students' evaluation of the quality of the courses	Males= 4.17	4.20	4.13	3.69	4.30
		Females= 4.26				
		Average= 4.21				
KPI-P-04	Completion rate	Males= 62.48%	Males= 75%	Males= 66%	23%	75%
		Females= 76.17%	Females= 75%	Females= 79.23%		
		Average= 70.56%	Average= 75%	Average= 72.61%		
KPI-P-05	First-year students retention rate	Males=43.05%	60%	51.75%	95.79%	50%
		Females=50.02%				
		Average=46.53%				
KPI-P-06	Students' performance in the professional and/or national examinations	47%	60%	39%	NA	50%
KPI-P-07	Graduates' employability	Males= 26.36%	35%	24.01%	17.18%	25%
		Females=18.66%				
		Average=22.51%				
	and enrolment in postgraduate programs	Males=4.37%	5%	3.20%	9%	5%
		Females=3.21%				
		Average=3.79%				
KPI-P-08	Average number of students in the class	Males=30	30	30	16	25
		Females=30				
		Average=30				

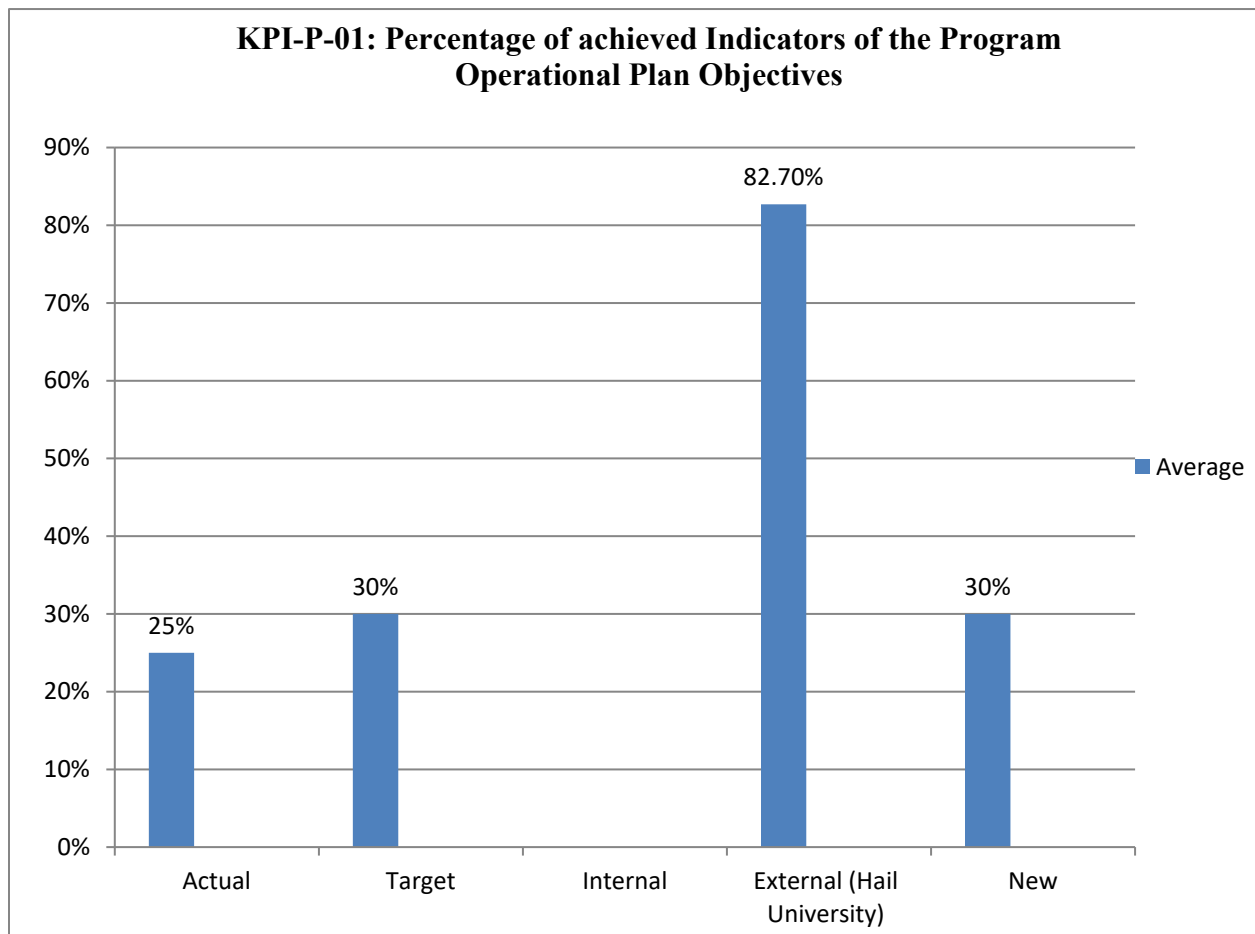


KPI-P-09	Employers' evaluation of the program graduate's proficiency	3.60	3.70	3.54	3.71	3.70
KPI-P-10	Students' satisfaction with the offered services	Males=4.12	4.00	3.93	3.52	4.10
		Females=3.93				
		Average=4.02				
KPI-P-11	Ratio of students to teaching staff	Males= 1/30 (3.33%)	1/20 (5%)	1/22 (4.54%)	1:20 (5%)	1/20 (5%)
		Females= 1/26 (3.84%)				
		Average= 1/28 (3.57%)				
KPI-P-12	Percentage of teaching staff distribution	Gender	-	-	NA	-
		Males= 58.45%				
		Females=41.54%				
		Branch				
		Abha=41.54%	-	-	NA	-
		Guraiger=58.45%	-	-	NA	-
		Academic Rank				
		Full Professor=2.11%	5%	2.11	NA	5%
		Associate Professor= 9.85%	15%	9.85%	NA	15%
		Assistant Professor=30.98%	40%	30.98%	NA	40%
Lecturer=57.04%	40%	57.04%	NA	40%		
KPI-P-13	Proportion of teaching staff leaving the program	Males= 0%	3%	3.47%	35%	3%
		Females=0%				
		Average=0%				
KPI-P-14	Percentage of publications of faculty members	Males= 9.23%	15%	12.86%	42%	15%
		Females= 7.44%				
		Average= 8.33%				
KPI-P-15	Rate of published research per faculty member	Males= 9.23%	15%	12.86%	17%	15%
		Females= 7.44%				
		Average= 8.33%				
KPI-P-16	Citations rate in refereed journals per faculty member	Males= 3	4	3	1	4
		Females= 4				
		Average= 3.5				

KPI-P-17	Satisfaction of beneficiaries with the learning resources	Males= 4.03	4.20	3.92	4.13	4.20
		Females= 3.96				
		Average= 3.99				

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





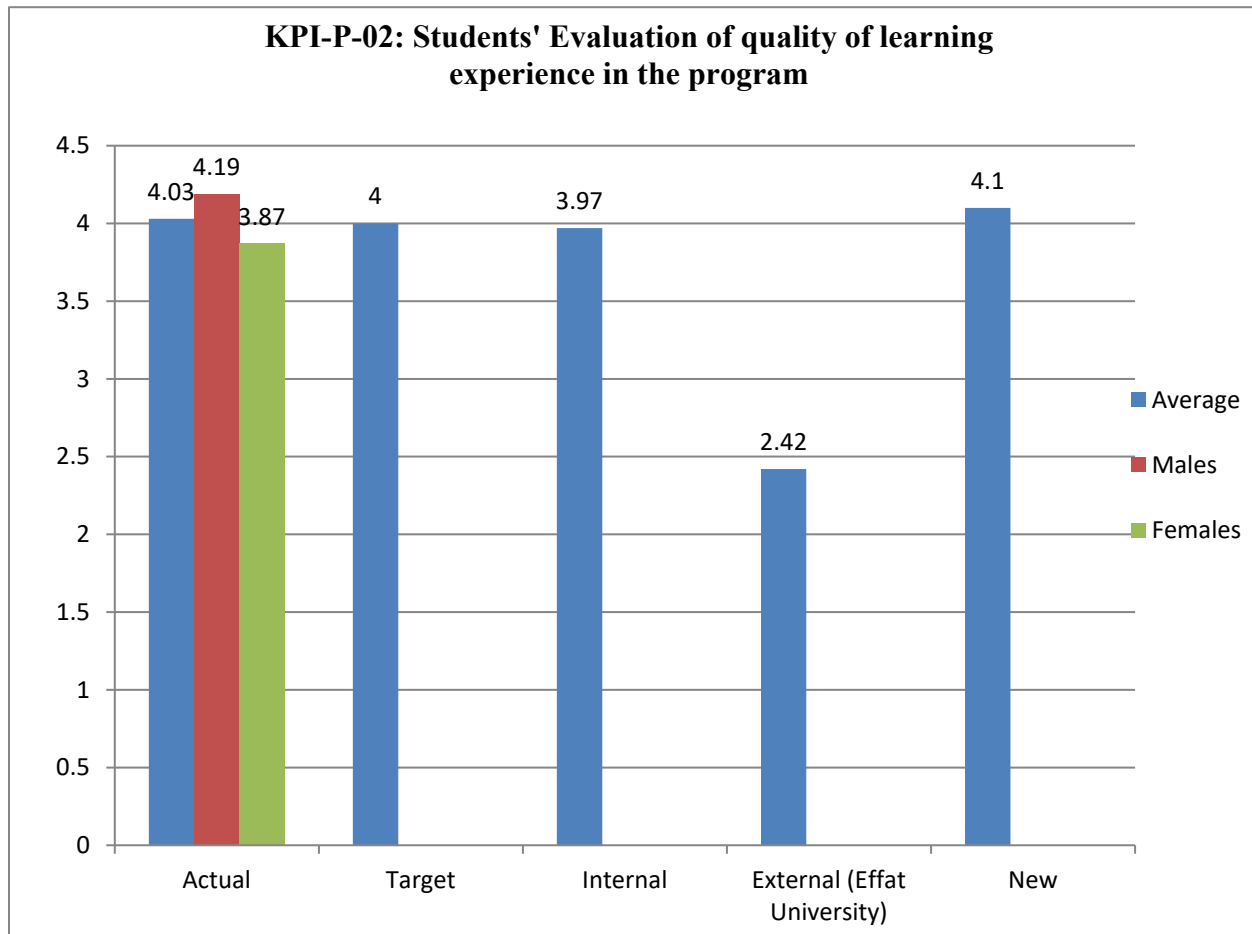
The percentage of the achieved indicators of the program operational plan objectives was (25%), which is a bit lower than the target benchmark (30%). The internal comparison of this indicator was difficult as it is the first time to measure it. The external comparison showed that the program in Hail University is better concerning this indicator.

Strengths

- ✓ This indicator is gradually improving, and this gives the impression that the program is on the right track.
- ✓ This indicator shows an acceptable rate of achieving the program operational plan objectives (25%) and it is hoped to continue this achievement.

Priorities for Improvement

- ✓ Quality team members should keep working to achieve the 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.
- ✓ There should be more training workshops on how to measure this indicator.



The average mean score obtained for this indicator is (4.03), which is a bit higher than the target benchmark (4.00). The males reported higher mean score (4.19) concerning this indicator in comparison with females (3.87). This indicator got higher mean score when compare it internally (3.97). In addition, the program showed much advanced compared to the program in Hail University (2.42).

Strengths

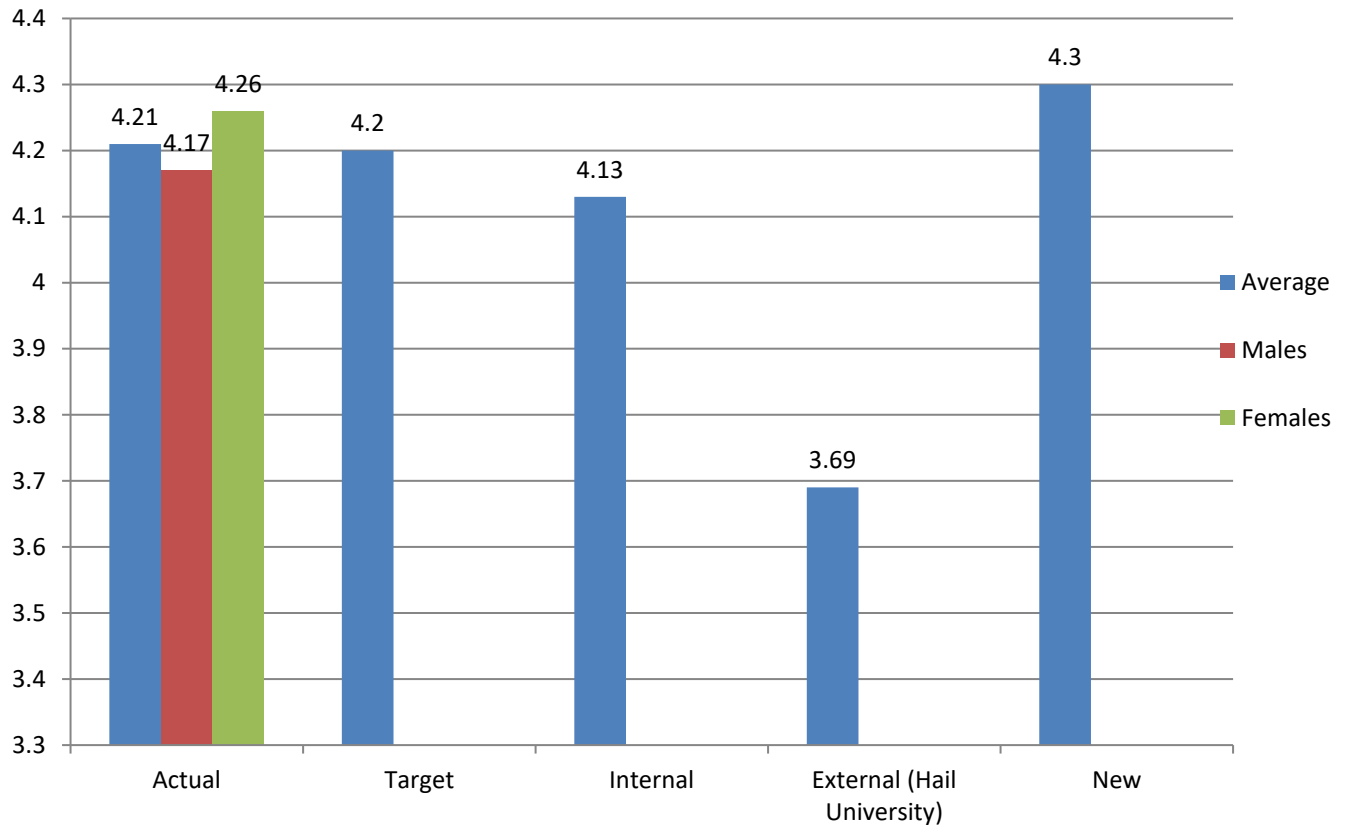
- ✓ The average mean score of this indicator shows that it achieved its target, but it needs improvement in the female campus.
- ✓ The actual benchmark of this indicator shows better progress compared to the previous year.



Priorities for Improvement

- ✓ Improve the level of teaching 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.

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



The average mean score obtained for this indicator is (4.21) which exceeds the target benchmark (4.20) of this indicator. It is obvious from the chart above that the females got higher score (4.26) in comparison to their females' counterparts (4.17). This indicator surpassed the internal benchmark (4.13). Also, the students' evaluation of the quality of courses was better than the one in Hail University.

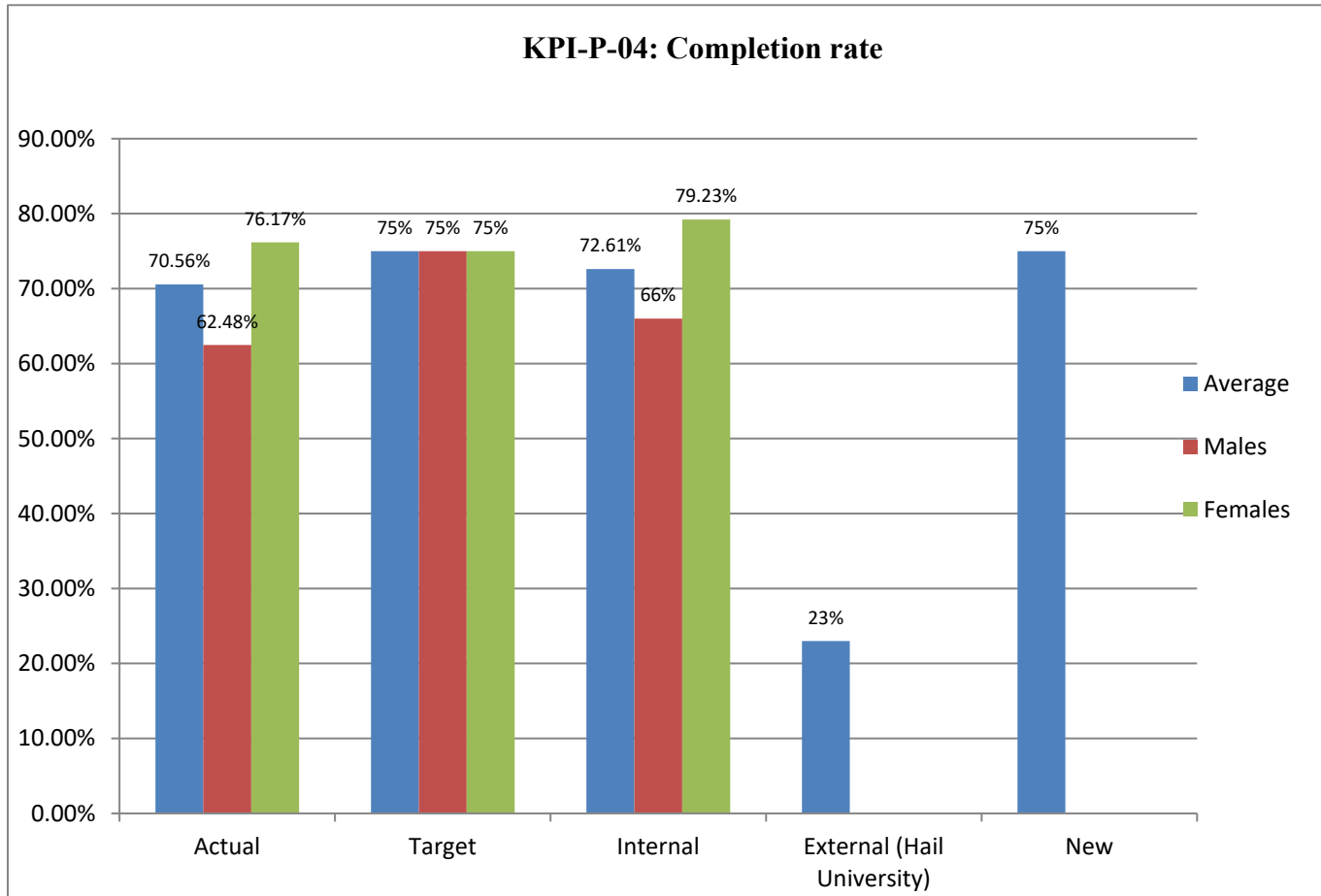
Strengths

- ✓ 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.
- ✓ The students showed satisfaction of the quality of courses offered in the program.



Priorities for Improvement

- ✓ Improve the level of teaching the courses of English language.
- ✓ Attracting more qualified faculty members.



The rate of completion was (70.56%), the completion rate in the male campus was (62.48%), while it was (76.17%) 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 the completion rate in both males and females' campuses was lower this year compared to the previous year. Comparing this rate internally, the completion rate of the previous year was (72.61%). Based on these results, a new target benchmark has been set to be (75%). In comparison to Hail University, the program shows a big advancement in this indicator as the completion rate in Hail University was only (23%).

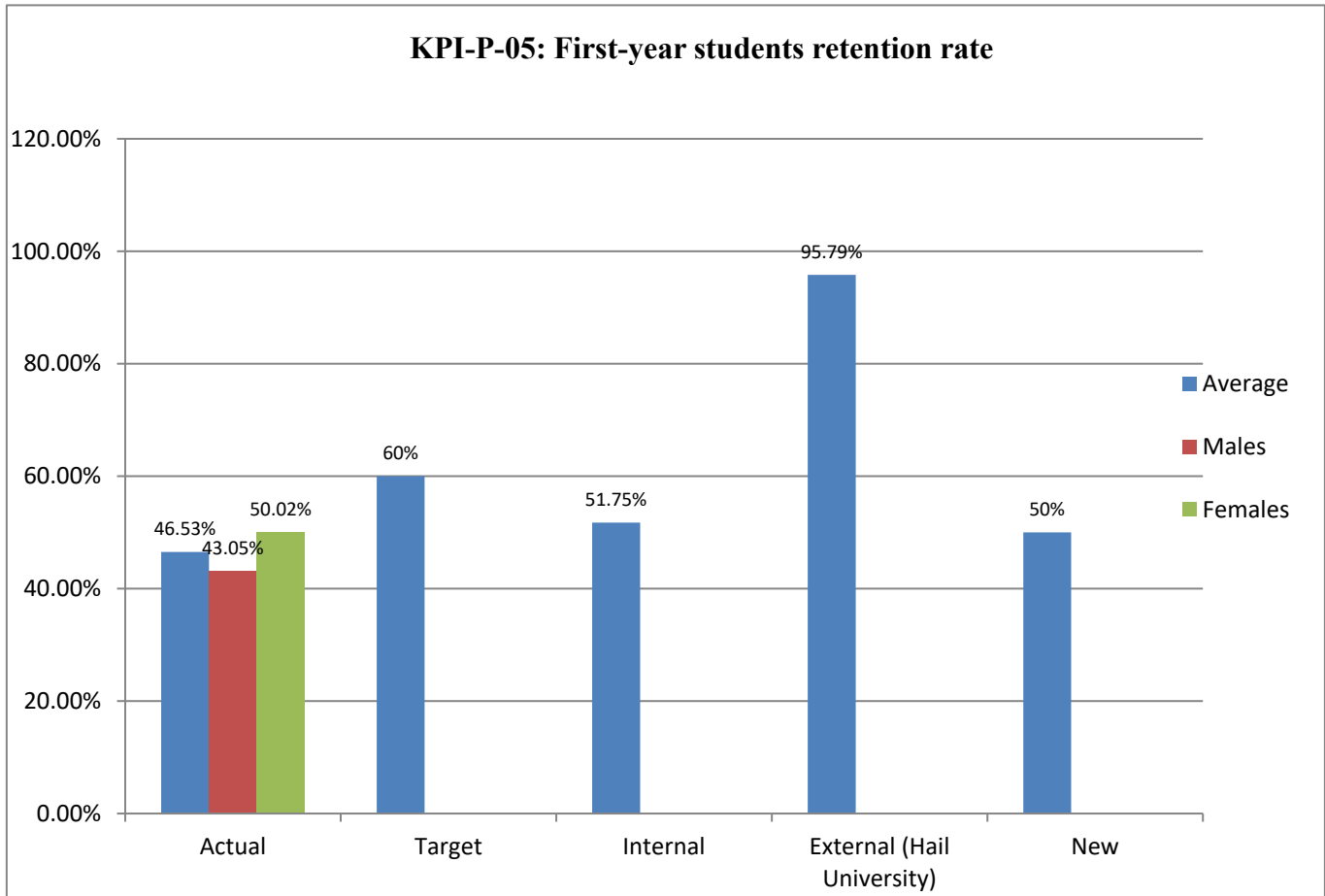


Strength

- ✓ The completion in the female campus 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 higher (43.05%) than female students (50.02%). The students' retention rate for this indicator was lower compared to the previous year (51.75%). However, the retention rate of the English program in Hail University was much better, the retention rate there was (95.79%).

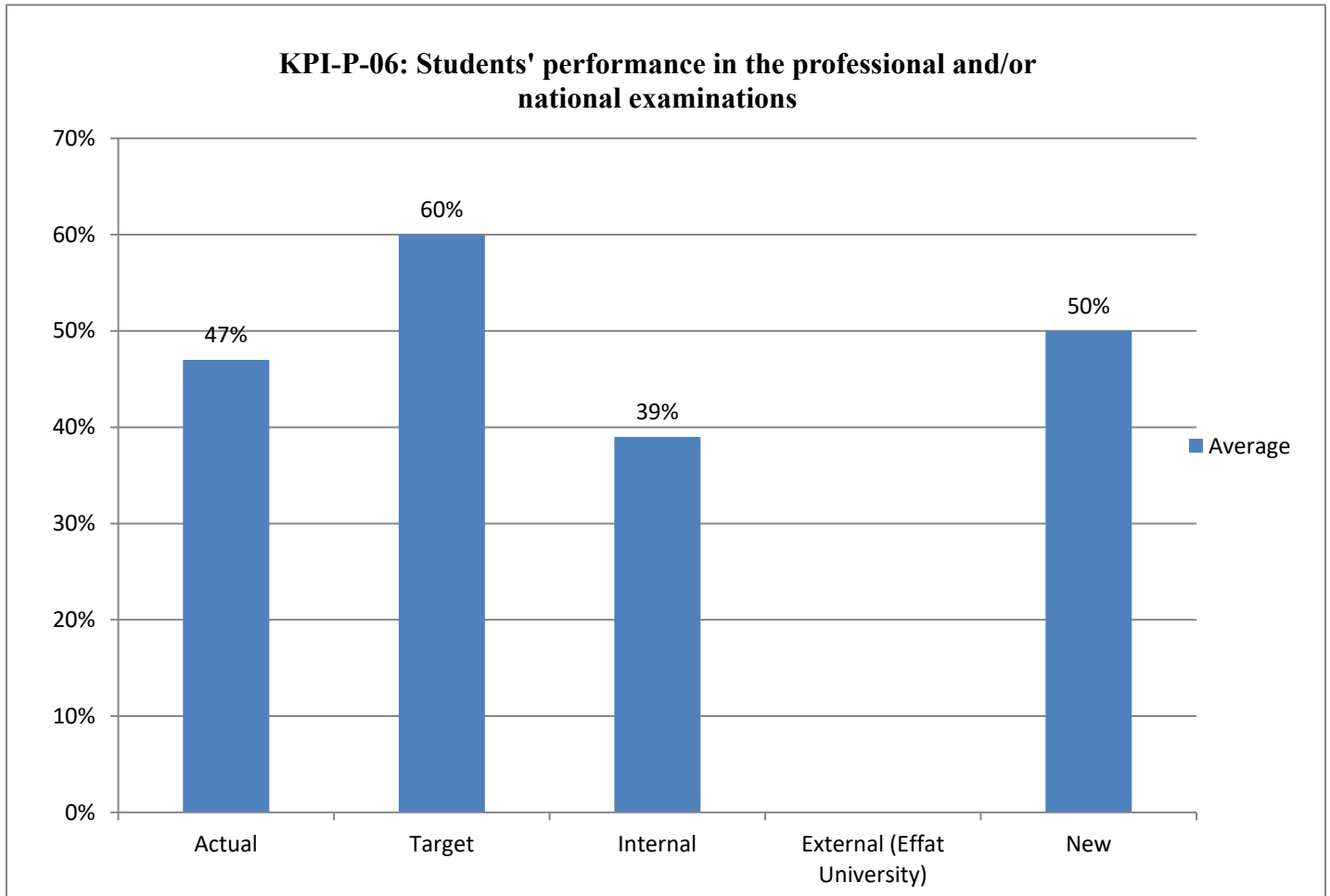
Strengths

- ✓ First year students' retention rate in the female campus is still good even though it did not achieve the target (60%).
- ✓ Based on the results above, new target benchmark has been set to be (50%).



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 also to improve contents and quality of the orientation programs for new students to increase the retention rate of students.



The results of this indicator showed that the actual benchmark was (47%) which is much lower than the target benchmark (60%). The students' performance in national examinations reports improvement compared to the previous year (39%). The new target benchmark set for this indicator is (50%). Unfortunately, there was no chance to compare this indicator with the English program in Hail University as no information was available concerning this indicator.

Strengths

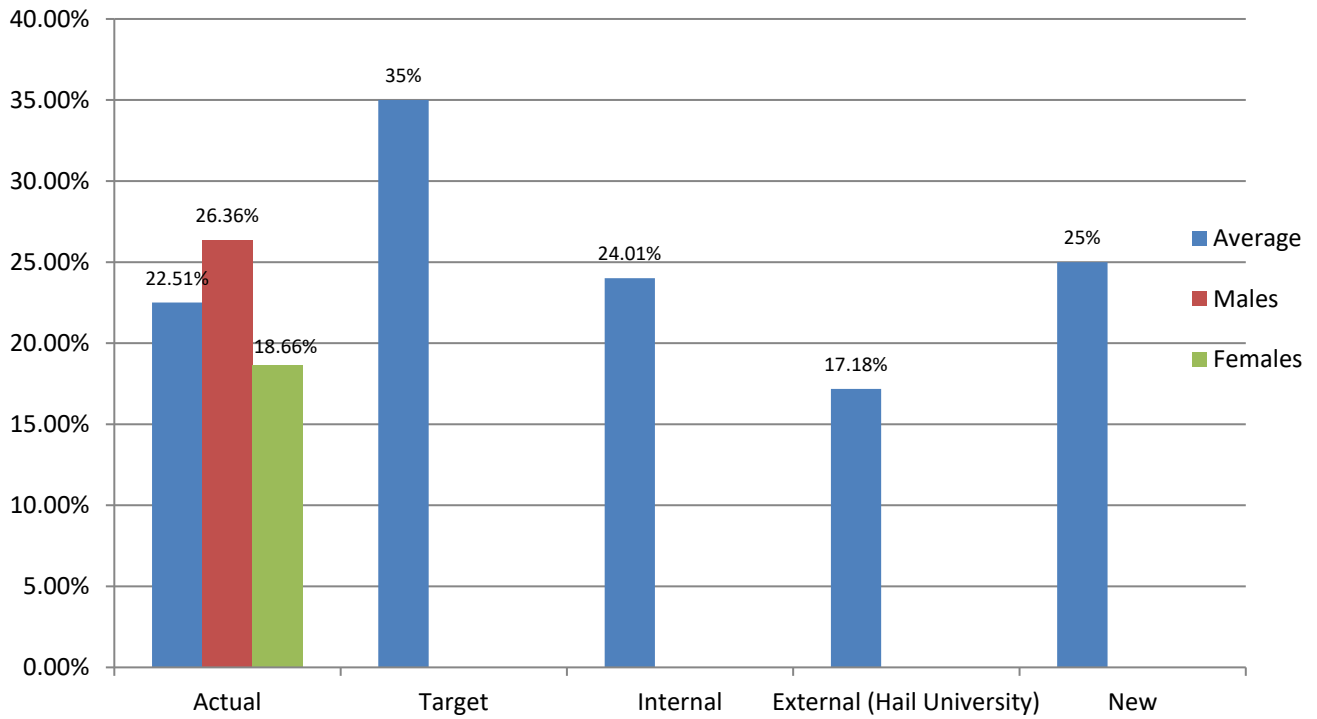
- ✓ The students are now familiar with these kinds of tests.
- ✓ These results give the opportunities for the administrative to design a good plan to improve the students' achievement in those examinations.



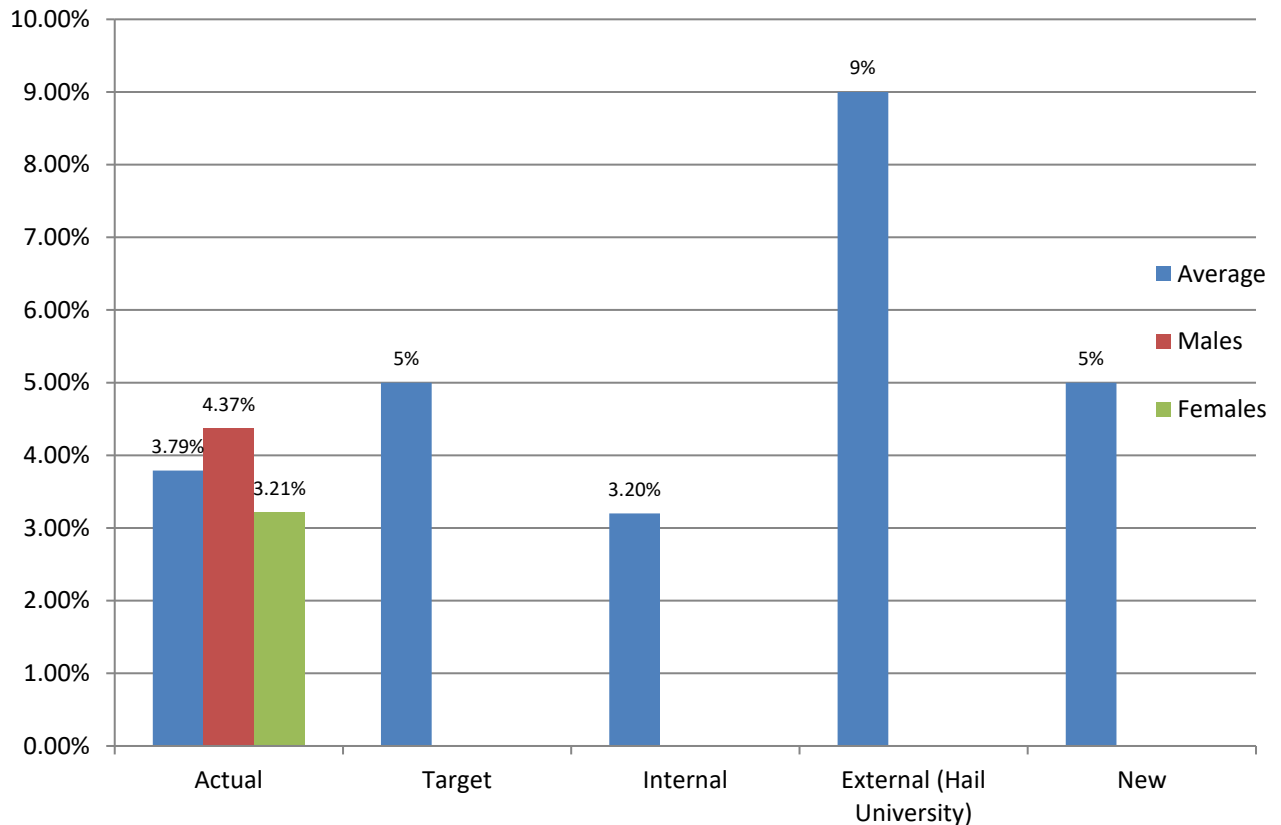
Priorities for Improvement

- ✓ 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 in order to improve their performance in such tests.

KPI-P-07 A: Graduates' employability



KPI-P-07 B: Graduates' enrolment in postgraduate programs



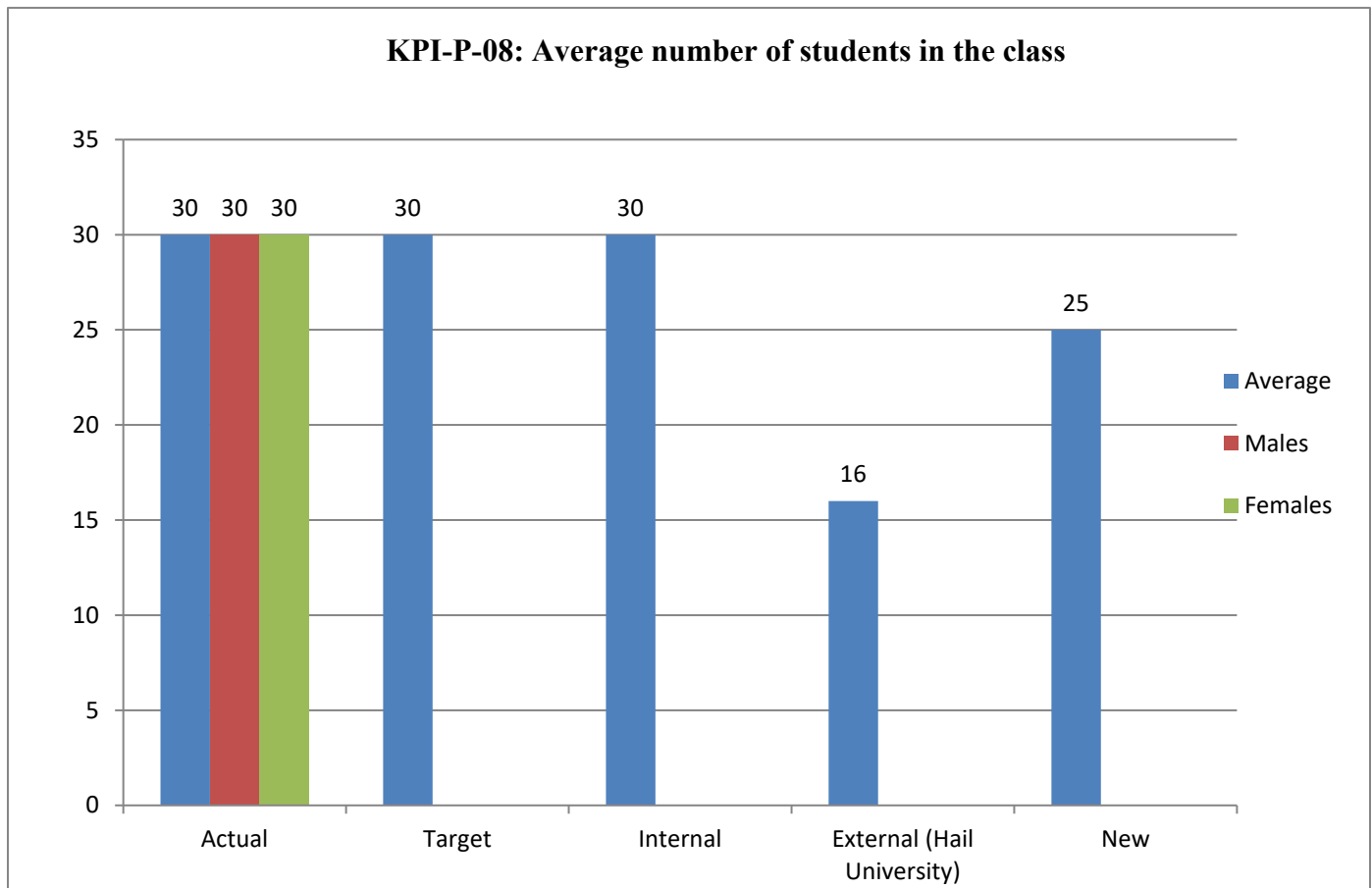
The results of this indicator revealed that the proportion of students who were employed was (22.51%). Male students were more likely to get jobs with a percentage (26.36%), while the percentage among female students was (18.66%), these percentages were below the target benchmark (35%). Also, the proportion of students who enrolled in further study was (3.79%), which is also below the target benchmark (5%). The percentage of male students who enrolled in further studies was (4.37%), while it was (3.21%) in the female campus. The actual benchmark was a bit better compared to the previous year (3.20%). The new target benchmark for this indicator was set to be (5%). The results showed higher employability of English graduates from King Khalid University compared to the one in Hail University (22.15 to 17.18). In respect of graduate studies enrollment, the percentage was higher in Hail University (9% to 3.79%).

Strengths

- ✓ The rates showed an improvement in both graduates’ employability and their enrolment in postgraduate studies.

Priorities for Improvement

- ✓ Establish a new alumni unit to support them 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). The program intends to decrease the average number of students in the class to be (25). The results showed lower average number of students in Hail University compared to the one in KKU (16 to 30).

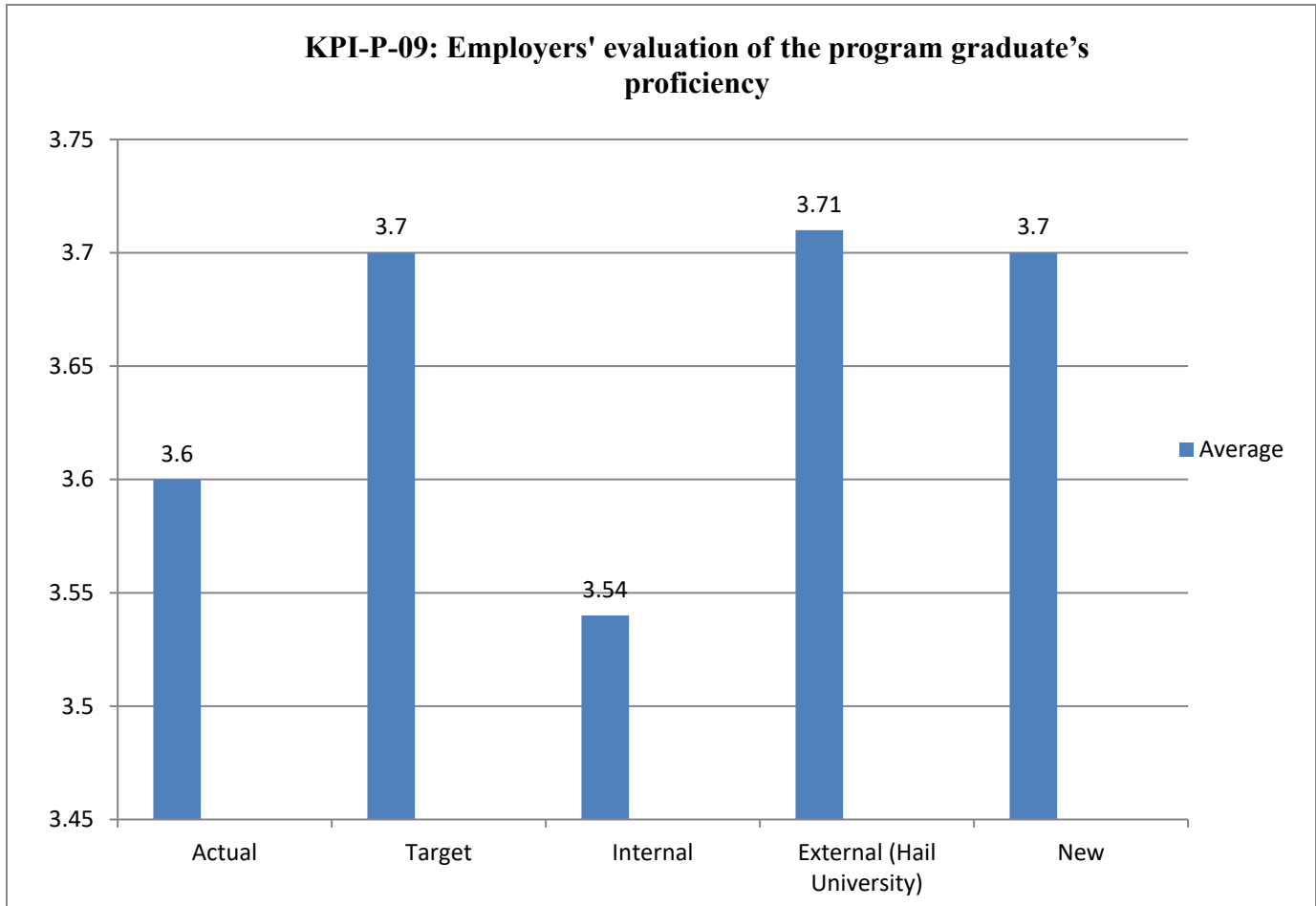
Strengths

- ✓ 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



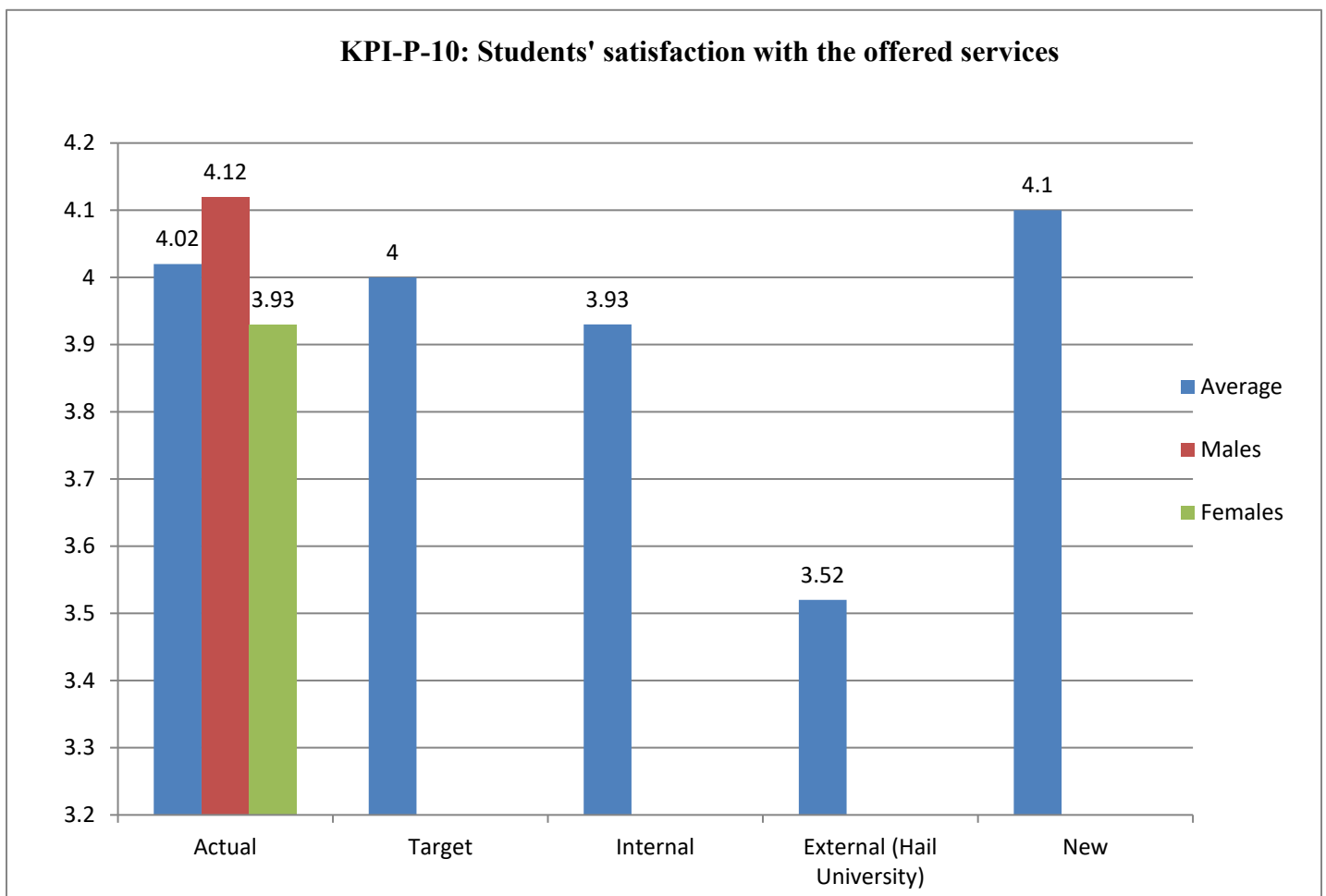
The average mean score of this indicator on a five-point Likert scale was (3.60) and it is higher value compared to the previous year (3.54), but slightly lower than the target one (3.70). The new target benchmark for this indicator is set to be the same (3.70). Employers reported satisfaction of English program graduates from Hail University compared to the one in KCU (3.71 to 3.60).

Strengths

- ✓ A good number of employers were surveyed to get information about this indicator.
- ✓ The average value of this indicator was close to the target benchmark.
- ✓ There is an improvement in this indicator compared to the previous year.

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.





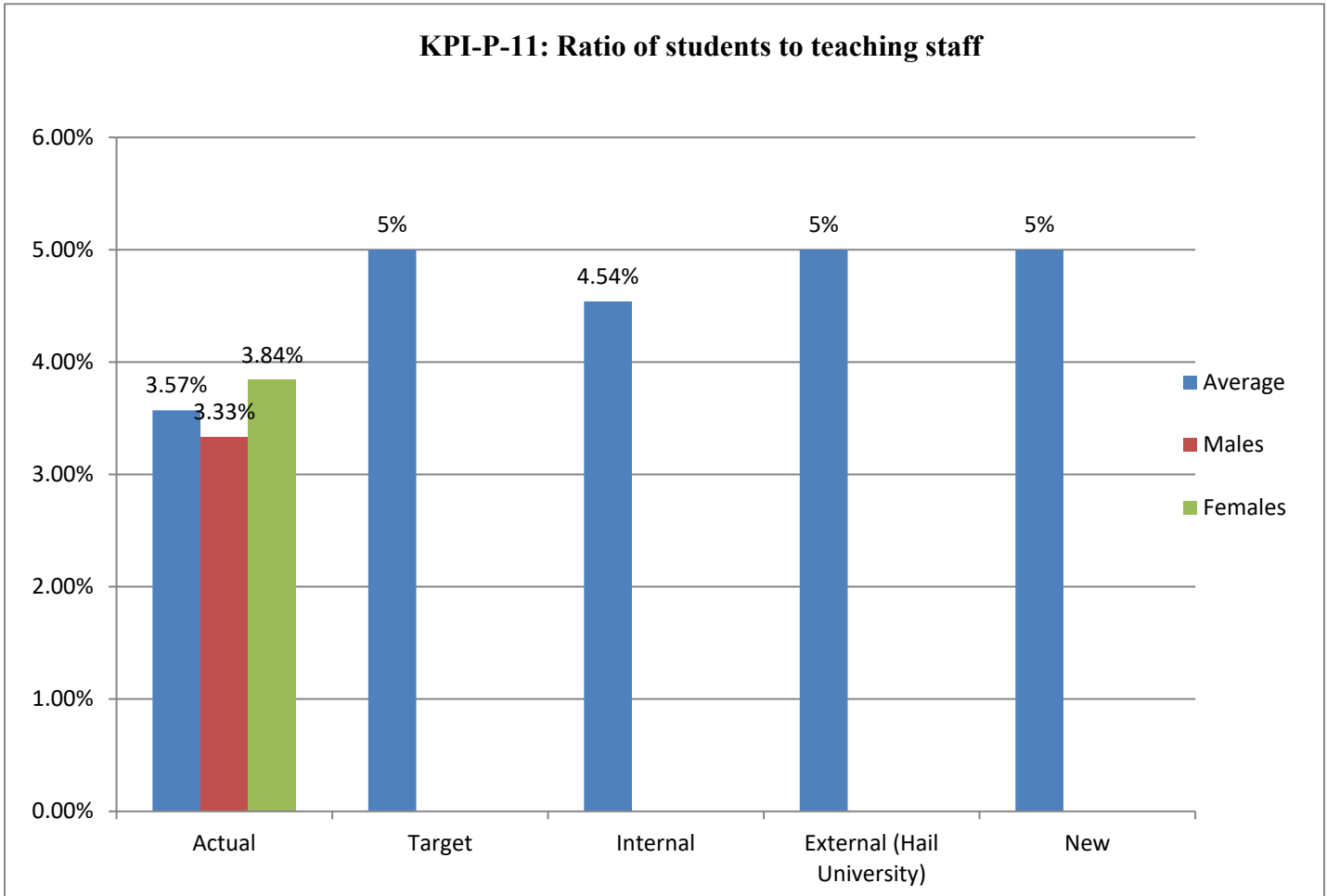
This indicator got higher value (4.02) compared to the previous one (3.93). Males reported higher mean score (4.12) compared to female students (3.93). The new target benchmark for this indicator was set to be (4.10). The offered services were more satisfactory in KKU compared to the one in Hail University (4.02 to 3.52).

Strengths

- ✓ The mean score obtained from the male campus shows that it achieved the target benchmark.
- ✓ The average mean score was better compared to the previous year.

Priorities for Improvement

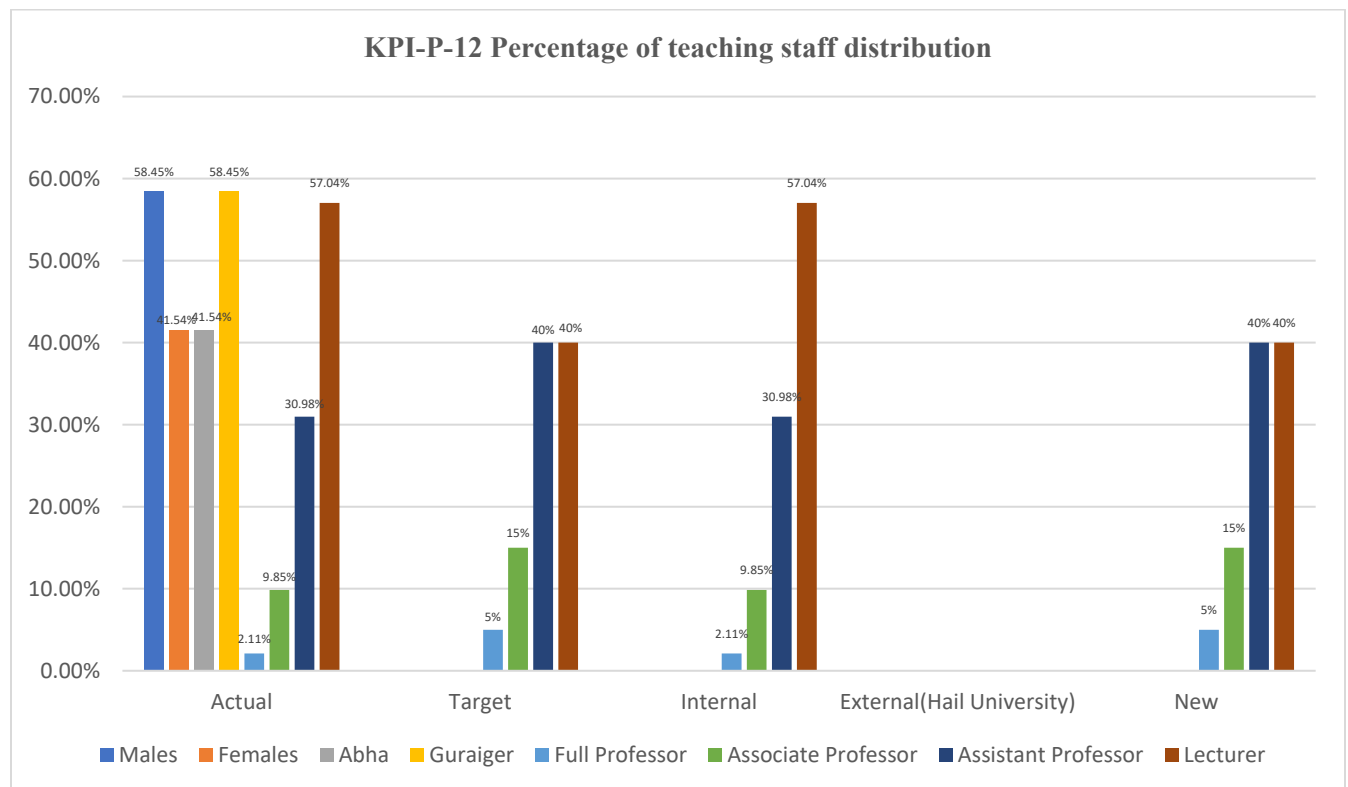
- ✓ A closer look at the detailed data and results is recommended to detect areas of dissatisfaction and possible actions for improvement at the program level.



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 1/28. The ratio of female students to teaching staff 1/26 was more satisfied in comparison with the same ration at the male campus 1/30. The new target benchmark for this indicator remains the same 1/20. This indicator shows that this indicator was better in KKU in comparison to Hail University.

Priorities for Improvement

- ✓ 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 (58.45%) of the teaching staff were males, while (41.54%) 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 (9.85%), Assistant Professor (30.98%), and lecturers (57.04%). No information was available from the English program in Hail University concerning this indicator.



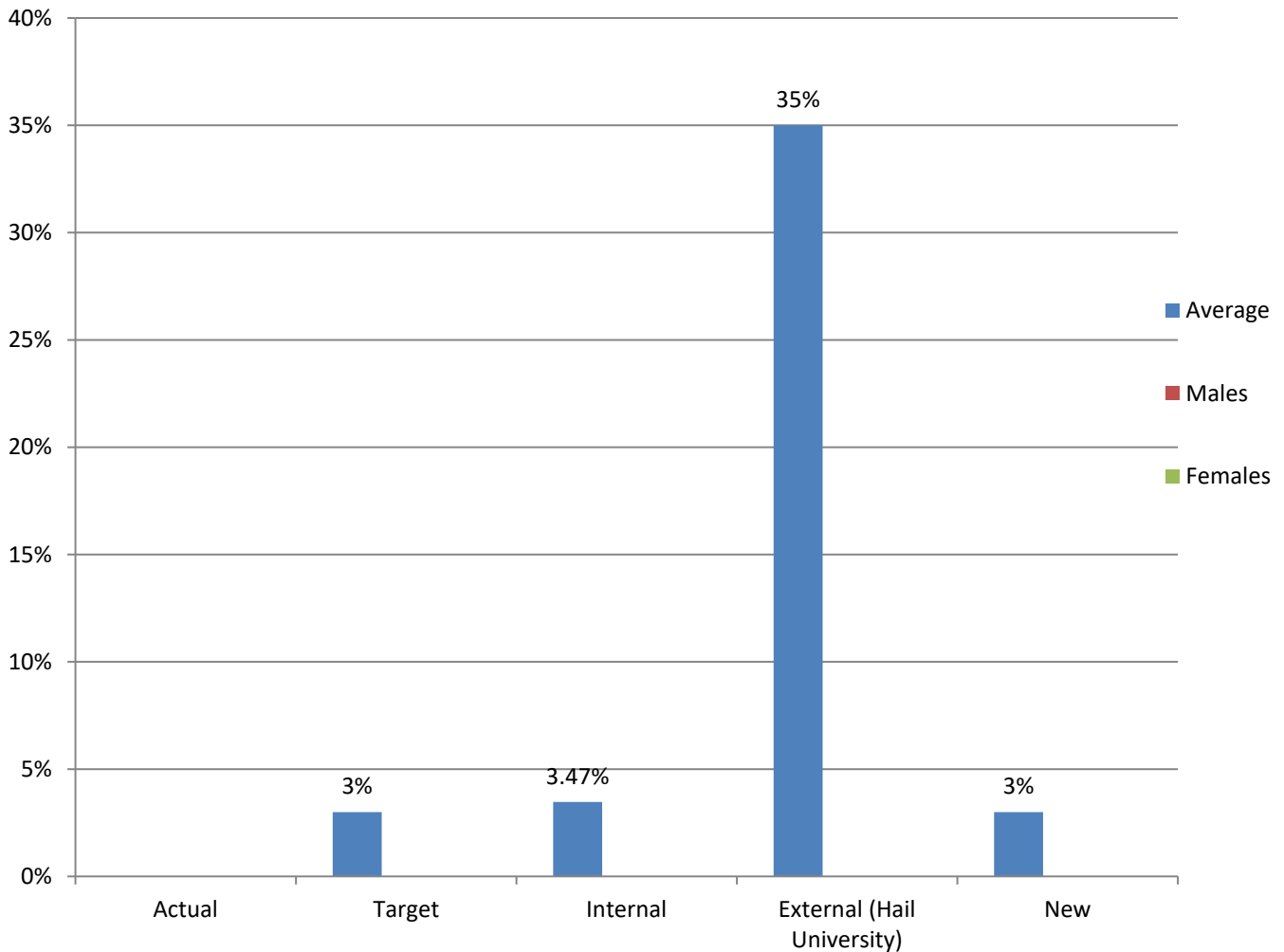
Strengths

- ✓ 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 (0%), which is a very good indicator, and it is lower than the internal benchmark (3.47%). This reveals that English program at KKU achieved a higher level of employment stability for faculty members. In addition, some factors are actually contributed to reach this percentage. The most important factor was the restrictions on travel due to the outbreak of COVID-



19 virus. The proportion of leaving teaching staff in both male and female campuses was (0%). The faculty members leaving the program in Hail University was very high (35%) compared to (0%) in KKU.

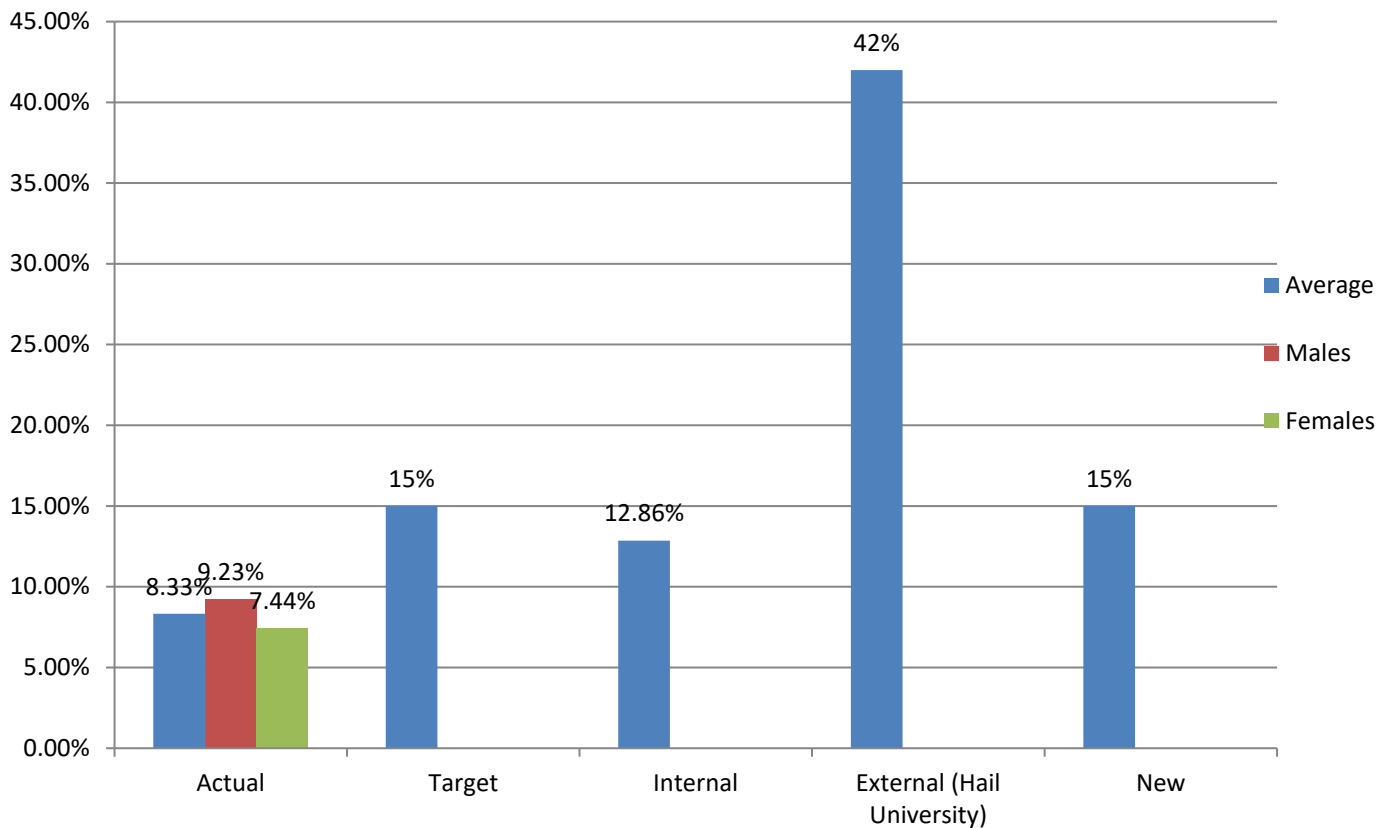
Strengths

- ✓ There was a great decline of the faculty members leaving the program compared to the previous year.
- ✓ The average mean score for this indicator was much lower than the target benchmark.

Priorities for Improvement

- ✓ Keeping on teaching staff, if there are no reasons to leave because this satisfies the homogeneity and adaptation in the work.
- ✓ Improve the support for new and existing faculty members through establishment of better tenure and rewarding system.

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



The percentage of publications of faculty members was (8.33%), and this shows lower percentage compared to the previous year (12.86%). Male teaching staff were more active regarding research publication than female teaching staff (males= 9.23%, females 7.44%). This indicator shows a big difference between both programs in Hail University and KKU in favor to Hail University (42% to 8.33%).

Strengths

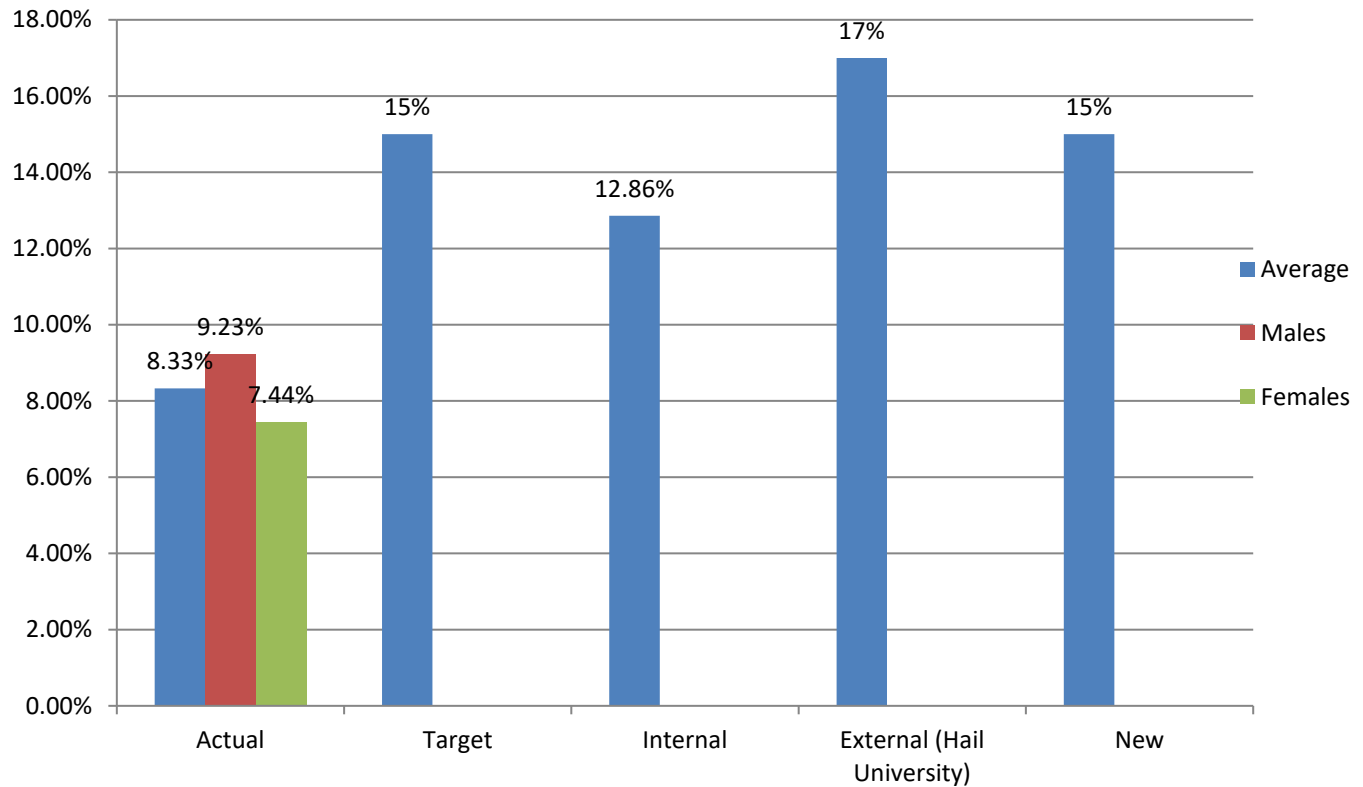
- ✓ The average percentage of this indicator showed good percentage taking into considerations the late replies from journals due to the outbreak of COVID-19 which affects the review and publications processes in many journals.



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.

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



The percentage of publications of faculty members was (8.33%), and this shows lower percentage compared to the previous year (12.86%). Male teaching staff were more active regarding research publication than female teaching staff (males= 9.23%, females 7.44%). This indicator was better in Hail University (17% to 8.33%).

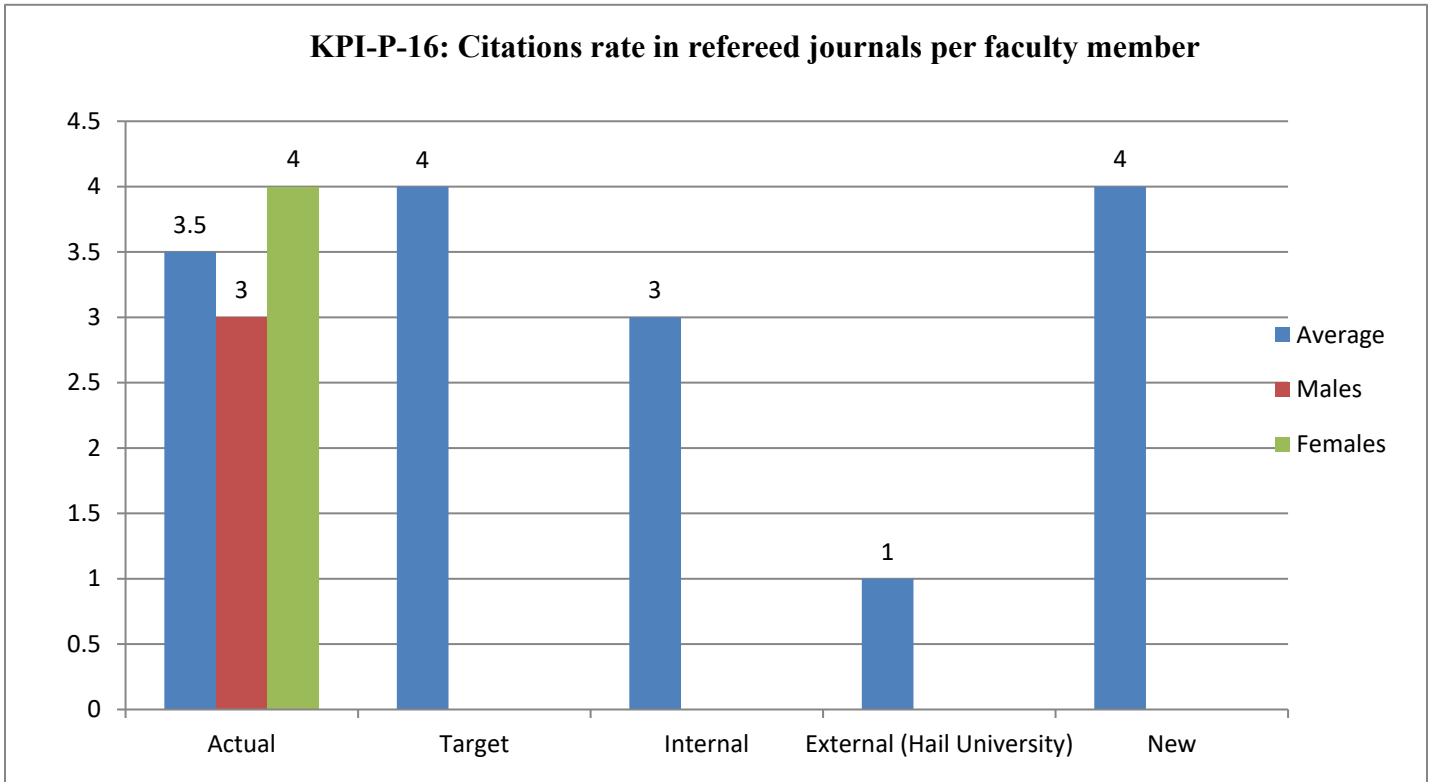
Strengths

- ✓ The rate of published research per faculty member in the male campus was the same compared to the previous year but it is hoped to get some improvement to reach the targeted rate.



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 3.5 citations which are considered very low value, but it surpassed the internal value concerning this indicator. The number of citations of female faculty was much higher than those of males (males=3 citations, females= 4 citations). The program in KKU surpassed the one in Hail University in this indicator (3.5 to 1).



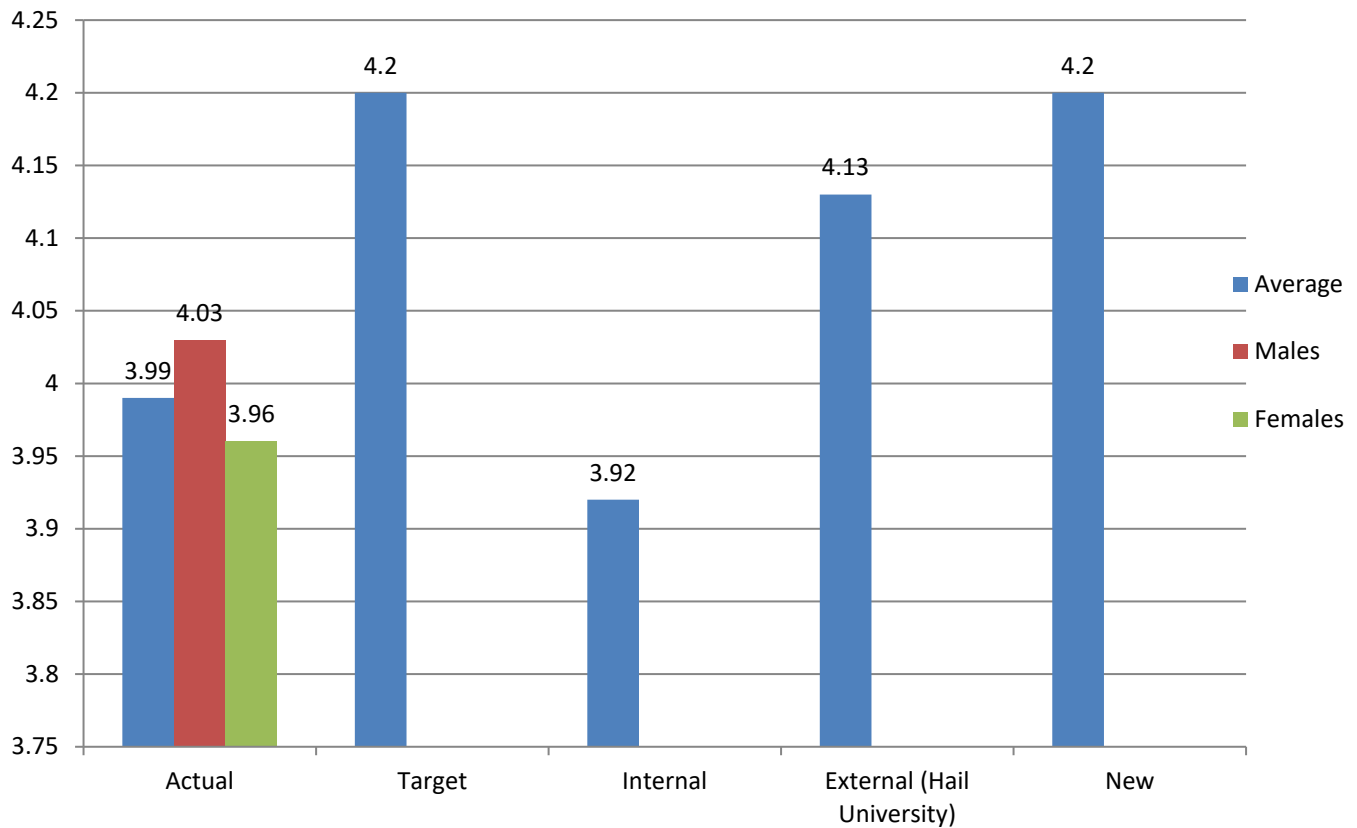
Strengths

- ✓ There is increment of the citation rate per faculty member compared to the previous year.

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 at the program. 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 value was (3.99) which is slightly higher compared to the previous value (3.92). The mean score reported from males was higher than the one reported from females (males=4.03, females=3.96). A new value was set for the target benchmark (4.20). The satisfaction with learning resources was higher in Hail University than the program in KKU (4.13 to 3.99).

Strengths

- ✓ The students reported a good rate of satisfaction with the learning sources.
- ✓ The average mean score of this indicator showed more satisfaction of the learning resources compared to the previous year.



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 administer to students in order to explore their needs with regard to learning resources.