هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

Self-Study Report for The Program

Institution: Majma'ah University	
College: AzZulfi College of Education	
Department: English language	
Program: B.A. in English Language	
Report Date: 6-1442 / 1-2021	
Approval date: 11-7-1442	
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Introductory Comments

A program self-study is a thorough examination of the quality of a program. The mission and objectives of the program and the extent to which they are being achieved are thoroughly analyzed according to the standards for quality assurance and accreditation defined by the NCAAA.

A Self Study Report for Programs (SSRP) should be considered as a research report on the quality of the program. It should include sufficient information to inform a reader who is unfamiliar with the program about the process of investigation and the evidence on which conclusions are based to have reasonable confidence that those conclusions are sound.

Conclusions should be supported by evidence, with verification of analysis and advice from others able to offer informed and independent comments.
This SSRP should include all the necessary information for it to be read as a complete self-contained report on the quality of the program.

The main branch/location campus must complete the entire SSRP together with the required information from all branch/location campuses that offer the program.
Each branch/location campus must complete an abridged, short version, of the SSRP; including the *Periodic Program Profile,* Profile sections (A-H) and standards 3, 4, and 11. After analysis and inclusion of required information, the main branch campus will submit the complete SSRP with the abridged versions to NCAAA.

The Self Study Report for Programs template is for an Undergraduate Program. For guidance on the completion of this template, please refer to the *Handbook for Quality Assurance and Accreditation* and to the *Guidelines for Using the Template for a Program Self-Study*.

Executive Summary:

AzZulfi college of Education draw a road-map to guide the process of development in the college for the coming years. And it is inspired by the goals and objectives of the college strategic plan. Since achieving accreditation was one of the main objectives of the college, the college starts to develop a set of practical steps and procedures along with administrative arrangements.

The Department of English at AzZulfi College of Education was established to meet the high demand for English instructors both at the local and national levels. It reflects the awareness of decision makers of the growing need to teach and learn this language.

The department is part of the College of Education at AzZulfi, which is a branch of Majmaah University. It was established in 2003 and started with a few number of female students. In 2012, the first group of male students were enrolled to the department. The department aims to qualifying students both linguistically and educationally to serve the local community.

The Department offers Bachelor's degree in Arts and Education where students spend eight semesters studying language skills, linguistics, literature and translation. Besides, students study other courses related to education and general courses of culture and they are expected as well to have a practical training at schools in level eight for the purpose of applying the skills of teaching they have already studied along the study plan.

English Department has a number of qualified teachers of both genders from citizens and contractors. The department sends a number of teaching assistants and lecturers abroad to pursue their higher educational studies. In addition, a lot of technological tools are used in the department to attain the efficient achievement through the use of new laboratories and smart boards inside classrooms.

The English department established the Quality & Accreditation Unit in 10-2-1434 H in the fifth session of the department Board, in the light of the formal letter received from the vice dean of Quality and Skills Development No. 1241 in 11/30/1433 H, the recommendations of the meeting of the College Quality Center No. 3 in 12/27/1433 H, in addition to the recommendations of the workshop at Majma'ah University entitled by "Standards of academic programs for the academic qualification" in 4/1/1434 H. The mission of the unit is to upgrade the developmental process and quality evaluation in the department and get ready to apply for the national academic accreditation and provide continuous assessment of the quality and academic accreditation standards.

The program established some internal committees (explained in the self-study process report) to assure the good quality and practices of its evaluation.

1. Program Profile

1.1 Program Mission

Providing an integrated academic and professional training program in the domains of English Language, Literature, Linguistics, and Translation; alongside a constant endeavour to promote scientific research, community service and inter/cross-cultural communication and societal partnerships.

1.2 Program Goals

1. Preparing and training competent graduates to cater for the job market needs in the field of English Language and Applied Linguistics, Translation and Literature.
2. Producing fluent speakers, good writers, thoughtful readers and critical thinkers with pertinent technology awareness.
3. Enriching academic research in the domains of English language and Literature, Descriptive and Applied Linguistics, Translation and Socio-cultural Studies.

4. Providing community services in terms of general proficiency and ESP English language courses (e.g., diplomas, public lectures, social activities, visits and tours, particular consciousness-raising campaigns, etc.)

5. Fostering an academic and social environment, which raises both students and faculty consciousness of the latest developments in their relevant fields.

1.3 Summary of Program History
Program starting date and the reasons for its establishment.

- *This program was established in 1334 and it intends to prepare students for a wide range of language-related jobs, including but not limited to: Linguists and Applied Linguists, Teachers, Translators, Journalists, Presenters, Diplomats, University Teaching Assistants, Language Counselors and Consultants, etc. This is consistent with the official developmental and educational priorities of the Kingdom of Saudi Arabia (Vision 2030).*

- *English is so widely spoken, so it has often been referred to as a "world language", the lingua franca of the modern era, and while it is not an official language in most countries, it is currently the language most often taught as a foreign language. In addition, English facilitates communicating with others and carrying out business transactions around the globe. In this information age, English is the most common language for transmitting ideas throughout the world.*

- *The need to cater for the aspirations of the new Saudi generation and youth for whom English is the key to the modern world.*

- *The necessity of coping with a variety of swift changes in the fields of English, Linguistics, Translation, and Literature that have swept these areas during the past few years.*

- *Economic, social and cultural reasons:*

- ✓ *Preparing the Saudi youth to avail job opportunity in various professional fields such as English teachers, translators, coordinators, researchers, reporters, presenters, diplomats, involving all jobs that need English communication.*
- ✓ *Raising the social and cultural standards of the Saudi family and its income.*
- ✓ *Promoting cultural and scientific collaboration between different nations.*
- ✓ *Improvement of the welfare of the citizens of the Kingdom of Saudi Arabia.*
- ✓ *Incorporation of technology and internet in developing language skills and translation skills.*
- ✓ *Fostering cultural and religious tolerance.*
- ✓ *Providing competent translators for both public and private sectors.*
- ✓ *Meeting the job requirements for a few new emerging domains of applied linguistics (Forensic Linguistics, Ecolinguistics, etc.).*
- ✓ *Keeping abreast of the latest developments in all the English language related fields*

1.4 Total Credit Hours: 140

1.5 Preparatory or Foundation Program (if any)
A summary description of preparatory or foundation programs (if any) including (its management, relationship with academic program learning outcomes, how many academic credits are granted into the program and included in the GPA).
In 1439-1440, the program has initiated a foundation/preparatory semester for students with the aim of improving students' performance and skills. The intensive course includes courses for basic language skills in 8 credit hours and it is provided by the deanship of the preparatory year.

1.6 Major Tracks/Pathways (if any)

Major Tracks/Pathways	Credit Hours *(for each track)*
1. NA	

1.7 Intermediate Exit Points/Awarded Degree (if any)

Intermediate Exit Points/Awarded Degree	Credit Hours
1. NA	

1.8 Branches Offering the Program:

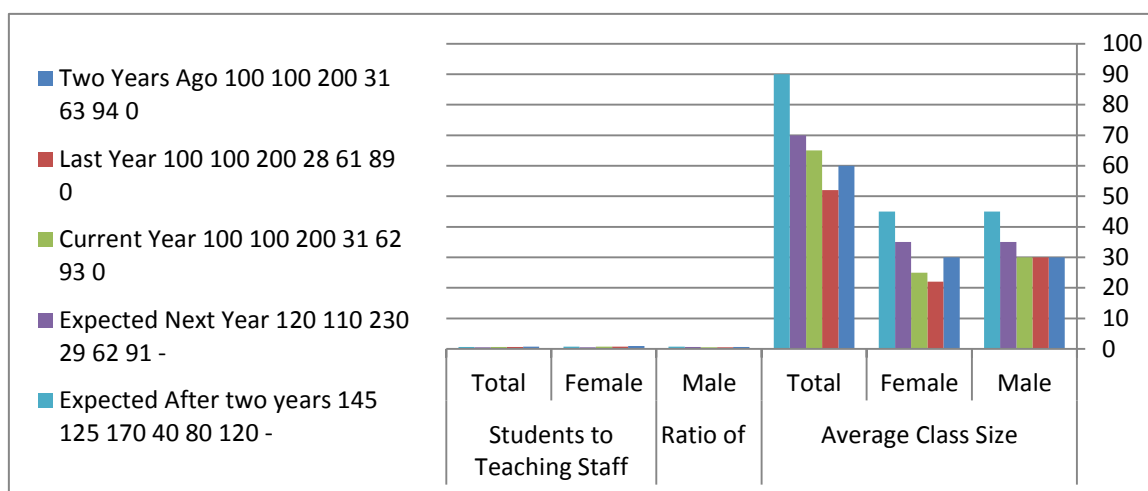*Majmaah, AlGhat and Hotat Sudair and Rumah (Male and female section for each)*

1.9 Program Statistical Data

1.9.1 Students Enrolment

Strengths
- Anew plan has been launched
- There has been a gradual improvement in the number of enrolled students.
- There is good demand for the program.
- The admission requirements set by the department council has improved the quality of students
- The number of students will increase in the coming years as the department is preparing for academic accreditation.
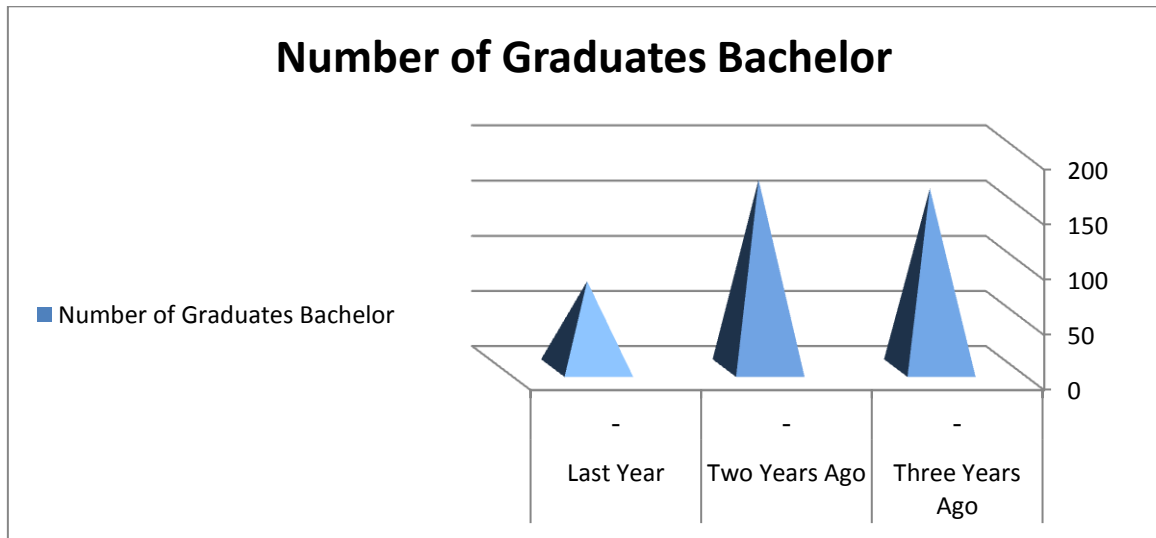
Figure (1): Students Enrolment

Legend:
- Two Years Ago 100 100 200 31 63 94 0
- Last Year 100 100 200 28 61 89 0
- Current Year 100 100 200 31 62 93 0
- Expected Next Year 120 110 230 29 62 91 -
- Expected After two years 145 125 170 40 80 120 -

- *Insert a separate table for the main campus and each branch.*

1.9.2 Graduation Rate

Figure (2): Graduation Rate

Number of Graduates Bachelor

- Number of Graduates Bachelor

	Last Year	Two Years Ago	Three Years Ago
	-	-	-

1.9.3 Apparent Completion /Graduation Rate

Figure (3): Apparent Completion /Graduation Rate

- Graduation Year Two Years Ago
- Graduation Year Past Year
- Graduation Year Current Year

%٨٩	%٩١	%٨٤	٨١	٥٤	٢٧	٩١	٥٩	٣٢
Total	Female	Male	Total	Female	Male	Total	Female	Male
Apparent Completion Rate			Number of Cohort Students Graduated in the Specified Time			Enrollment		Total Cohort
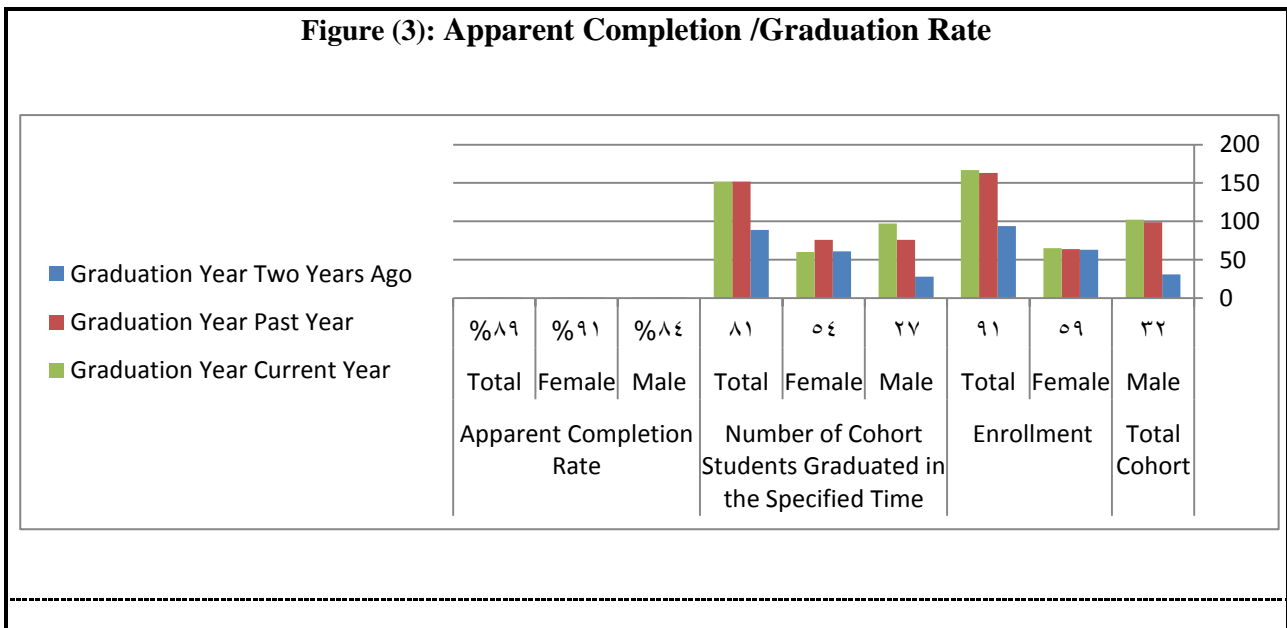
1.9.4 Number of Teaching Staff

** **Attach** a detailed list for teaching staff
https://cutt.us/WzBM7
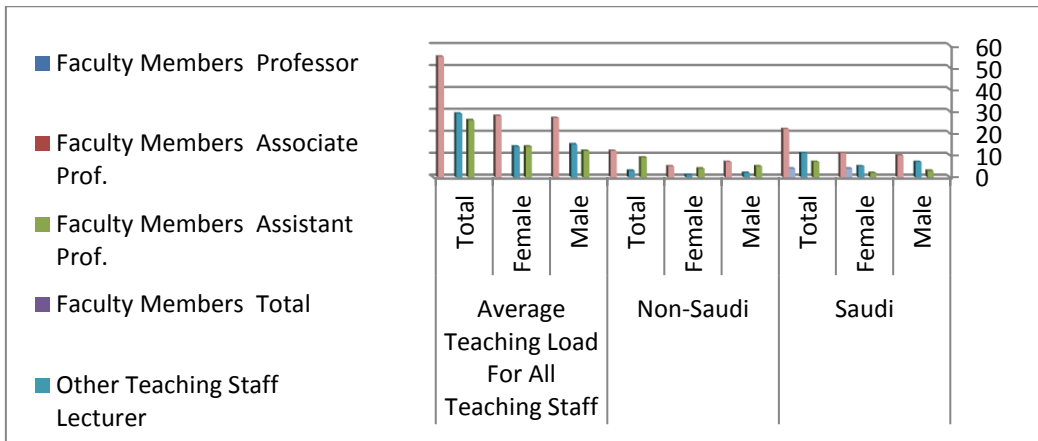
Figure (4): Faculty Development

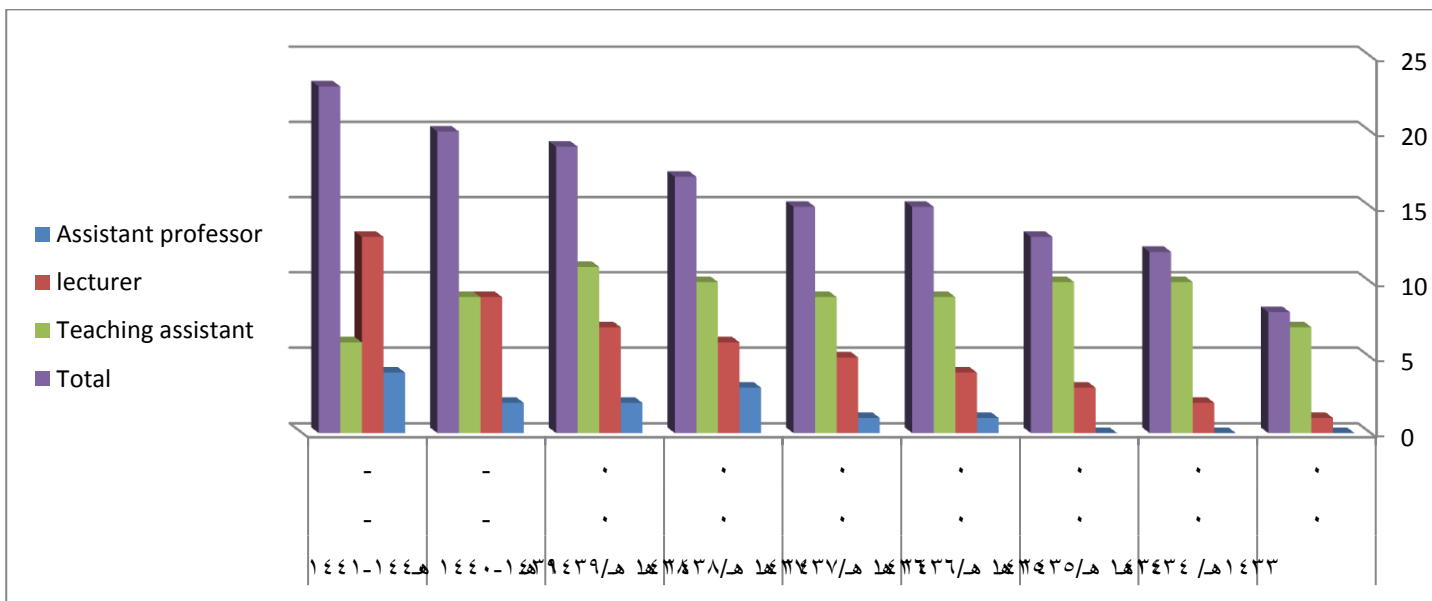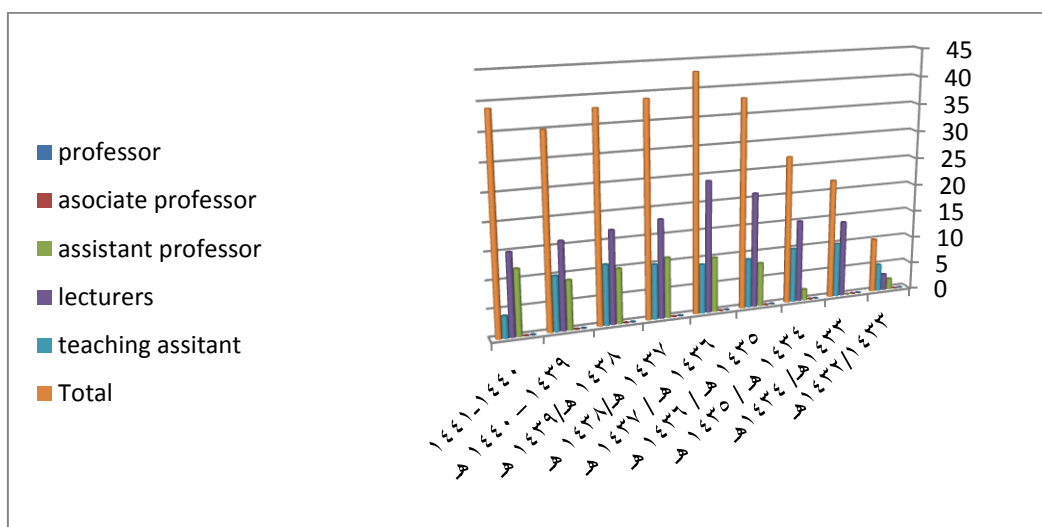**Figure (5): Saudi Faculty Development**

Figure (6): Total Faculty development from 1432-1441

1.9.5 Overall Assessment of Program Statistical Data:

Strengths:

- The college continues to improve the experience of students through the provision of modern teaching strategies, training of faculty as well as improving the administrative processes, which was reflected in improvement in students rating about the quality of learning experience.
- The college/departments actively encourage the student and faculty to participate surveys, related to various aspect of teaching & learning. The results of the survey are through the program council meeting on regular basis.
- The strengths and weaknesses of the courses are communicated with course coordinators. Action plans are included in course reports to address weaknesses and enhance strengths.
- Most of the courses taught in the English Language program were rated by the students as satisfactory with a good response rate.
- The academic advising & counseling unit attempts to deliver students with all possible help so that they can excel in their studies.
- There is a good degree of job satisfaction in both sections of teaching staff (male and Female) and attrition rate was not associated with dissatisfaction or conflicts associated with the quality of work life of the faculty in the Department.

Areas for Improvement:

- Stakeholders weak awareness of the Mission of the program and the College.
- The number of students who participated in the survey was considerably low.
- Slow improvement in the overall publication ratio of Department of English language
- Insufficient information and weak contact with the graduates /alumni
- The percentage of unemployed students in both male and female students is a somehow high which requires an analysis for the reasons.

Priorities for Improvement:

- The response rate is challenging with the existing online application to collect data.
- A change in policy to collect data from open access to either conditionality or captive audience method is highly recommended and appropriate strategies need to be carried out to overcome 'responder fatigue'' in these surveys.
- It is recommended and recruit more staff with verified doctoral qualifications to handle expected students load and improve research publication improvement.
- An appropriate strategy needs to be developed through focused group discussions with all the relevant stakeholders to improve the quality of academic and career counseling.

- It is recommended to continue the efforts to obtain feedback from the teaching staff regarding their job satisfaction in order to rectify their issues and promote a sense of ownership in the faculty members.
- It is recommended to continue the efforts to encourage and support the faculty members to attend Professional development sessions nationally and internationally to refresh and update their knowledge.

2. program Self-study

2.1 Self-Study Process

A brief description of procedures followed and administrative arrangements for the self-study, including the structure of self-study committees.

__Attach__ a report on self-study process (including membership and terms of reference for committees, sub-committees, working teams, and process for the preparation of each standard).

The English language program (College of Education in Zulfi) seeks to entrench aspects of quality in all procedures followed to come up with the best of whole education process and help the staff members and students of maintain the concept of quality as a basis for their pedagogic and academic activities. That is why the work started in full swing to achieve this objective, to make the culture of quality prevail and to get the accreditation as soon as we can. The quality team in the program in both male and female sections, thus, started to formulate a conception of what is the best way to approach the whole process. Meetings and Sessions of brainstorming were held, ideas were filtered and organised, team works and committees were formed for this purpose. Bearing in mind the importance of self-evaluation, the program administration motivated by the advice of the quality team/ committee formed a special committee to prepare the self-evaluation and self-study report of the program (henceforth, SSRP). The quality committee in the program follows up all the activities and administrative manipulations and arrangements with the purpose of integrating all efforts exerted and eliminating any difficulty that might come to the fore. An Improvement Plan (IP) and a Follow-up Report (FR) were formulated to bridge the gaps that were previously faced. An action plan was built up to ensure that every activity is going on as required and according to the timetable set for it. Some procedural steps were taken, these steps are

- Announcing the start of the self-evaluation process including writing the SSRP.
- Workshop sessions were created, one by the chairman of the quality committee and another one by the coordinator in the female section, to elucidate how the process should go.
- Teams are formed for the standards, and special committees for the self-evaluation and self-study committee.

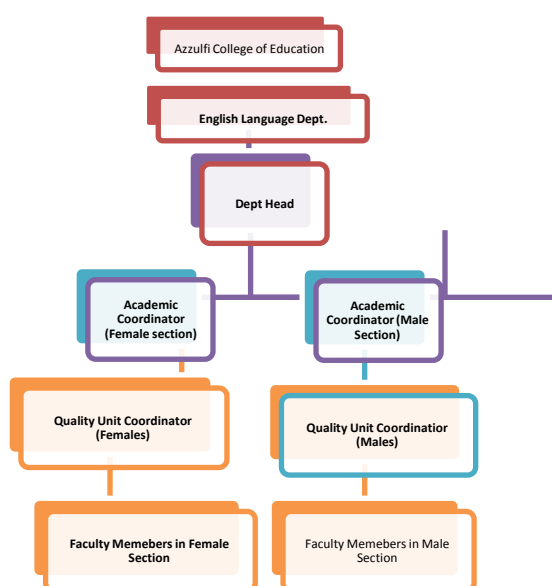### Figure (8) Program Organizational Structure

Table (1) Program Self-Evaluation Committee

No.	Name	Description
1.	Dr. Abdulrahman AlQefari	Head of the Department
2.	Mrs. Amani Salman	Head of the Program Evaluation committee
3.	Dr. Jihad Ameen	Head of the Quality Assurance committee
4.	Mrs. Salma AlHamad	Member
5.	Dr. Bothaina Abdulshaheed	Member
6.	Dr. Shazad Farooqi	Member
7.	Mr. Imad Sam'ali	Member

Table (2) Program Advisory Committee

No.	Name	Description
1.	Dr. Abdulrahman AlQefari	Head
2.	Dr. Jihad Ameen	Member
3.	Dr. Ammar Madwi	Chancellor
4.	Dr. Saffa Khalil	Member
5.	Dr. Iman Abdelrahim	Member
6.	Dr. Saleh AlHarthi	Member
7.	Dr. Ammar AlAmmar	Member
8.	Mr. Husam AlThunaian	Member
9.	Mr. AbdulAzizi AlBdah	Member
10.	Mr. Fahed AlBehlal	Member

Table (3): Work teams of the standards of Self-Study Report (SSR)

No	Standard	Standards' Team Works		Standard's Coordinator
		Male	**Female**	
1	Mission and Goals	Dr. Shahzad Farouki	- Ms. Hanan al-Saiib - Ms. Sumaya al-Ghazi	Dr. Shahzad Farouki
2	Program Administering and Quality Assurance	- Dr Ammar al-Madwi -Mr. Khaled Masood - Mr. Othman Al-faleh	-Ms. Amani Salman -Dr. Modi Fadgham	Dr Ammar al-Madwi
3	Teaching and Learning Process	-Dr. Abdel-Fattah Ghazel - Mr. Hossam al-Thanyan	- Dr. Bothayna Abdel-Shahid - Dr. Fatima al-Suwayl	Dr. Abdel-Fattah Ghazel

4	Students	Dr. Gehad Amin - Dr. al-Tahir al-Bayouli	- Ms. Reem al-Farhoud - Dr. Safaa Khalil	Dr. al-Tahir al-Bayouli
5	Staff Members	-Mr. Sultan al-Harbi - Mr. Emad al-Samaali	- Ms. Badriya al-Hurra -Dr. Fayza al-Hussein	Dr. Fayza al-Hussein
6	Teaching Sources, Facilities and Equipment.	Mr. Majid al-Atawi - Mr. Ahmed al-Bashabsha	- Dr. Eman Abdel-Rahim -Ms. Salma al-Hamad	Dr. Eman Abdel-Rahim

Table (4): Members of the Quality Assurance Committee in the Program

No	Name	Rank	Description
1	Dr. Gehad M. Amin	Assistant Professor	Head of the committee
2	Ms. Amani Salman	Lecturer	Coordinator/ Female Section
3	Dr. Bothayna Abdel-Rashid	Assistant Professor	Member
4	Mr. Emad al-Samaali	Lecturer	Member
5	Mr. Ahmed al-Bashabsha	Lecturer	Member
6	Dr. Fayza al-Hussein	Assistant Professor	Member
7	Dr. Shazad Farouki	Assistant Professor	Member
8	Dr. Eman Abdel-Rahim	Assistant Professor	Member
9	Dr. Abdul-Rahman al-Qifari	Assistant Professor	Member

Table (5): Team Works for the Standards in Self-Evaluation Scales

No	Standard	Standards' Coordinators
1	Mission and Goals	Dr. Shahzad Farouki
2	Program Administering and Quality Assurance	Dr Ammar al-Madwi
3	Teaching and Learning Process	Dr. Abdel-Fattah Ghazel
4	Students	Dr. al-Tahir al-Bayouli
5	Staff Members	Dr. Fayza al-Hussein
6	Teaching Sources, Facilities and Equipment.	Dr. Eman Abdel-Rahim

2.2 Key Performance Indicators (KPIs) and Benchmarking

2.2.1 Methodology of Identifying Program Internal and External Benchmarking
Including benchmarking partners and selection criteria/reasons.

In attempt to pursue quality measures and specification, the program administration, driven by the recommendation of the quality committee to start the process of benchmarking, adopted setting Department of English Language- Faculty of Languages and Translation- Kind Saud University as a benchmark in terms of which comparisons are drawn for the sake of assessment and progression. This is done in collaboration with the entire correspondent Programs of English in Majmaah University. Coordination among programs is maintained via forming a joint commission including members of all programs at the university level.

3. Evaluation in Relation to Quality Standards

Standard 1. Mission and Goals   **(Overall Rating: 4.5)**

A. A brief realistic and objective presentation of the present status of the Program Mission and Goals
The programme Vision, Mission and Goals are in line with the college's vision and mission which in turn guides all the academic activities.
The department works in collaboration with its parent institutions and implements strategic decisions.
As students are the product of the academic activity , their academic performance reflects that goals are being achieved.

Standard 2. Program Management and Quality Assurance   **(Overall Rating: 3.5)**

A. A brief realistic and objective presentation of the present status of the Program with respect to Program Management and Quality Assurance
Specialized authorities at the college including the department and college councils administrate the achievement of management gaols by qualified staff, who perform professional and administrative tasks. Moreover, the program management is committed to developing and improving various aspects of the program to ensure its success. In addition, funding helps sustaining the progress of program management and quality assurance and provides the programs with all the required services.

Standard 3. Teaching and Learning   **(Overall Rating: 4)**

A. A brief realistic and objective presentation of the present status of the program with respect to Teaching and Learning.

This standard addresses the teaching and learning procedures in the program. The status of this standard shows that it is in perfect compliance. The prefect compliance is seen in the overall rating of this standard. However, a look at the different sub-standards reveals that there are areas that need improvement. The strength of the program in this standard manifests itself at the levels of curriculum design and assessment. In terms of curriculum, the course specifications are aligned

with the program learning outcomes. Moreover, these specifications are periodically revised and validated by the council. The program also respects the balance between the general and core subjects. Finally, the program offers its adherents practical experience. Insofar as assessment is concerned, course assessment takes places periodically for the majority of the subjects. There are two major areas of improvement in the program: the implementation of plagiarism checking tool in all the courses and the encouragement of technological innovation among the teaching staff.

Standard 4. Students   (Overall Rating: 4)

    A. A brief realistic and objective presentation of the present status of the program with respect to Students.

The program presents an overall satisfactory status. It has several strong points mainly regarding the orientation given to students about the criteria of admission to the program, registration and transfer, compatibility of number of students with the available resources, academic counselling and extracurricular activities.

Standard 5. Teaching Staff   (Overall Rating: 4)

A.   A brief realistic and objective presentation of the present status of the program concerning Teaching Staff:

1. The total number of students to the full-time faculty or equivalent in the program is (18:1) students per teacher. This student-teacher ratio and average class size followed the standard ratio; the higher availability of teacher services to students positively affects education quality.

Standard 6. Learning Resources, Facilities, and Equipment   (Overall Rating: 4)

A. A brief realistic and objective presentation of the present status of the program with respect to Learning Resources, Facilities, and Equipment

The learning resources are the backbone of the educational process. The department continuously in the department council discuss the issue of updating resources and textbooks. The electronic learning resources are available for the staff members and students through SDL and the University unified search catalog and electronic databases. These systems allow beneficiaries to access the information, research materials, and scientific journals from within or outside the institution. All health and general and professional safety requirements are available also. The teaching staff, students, and employees of the program have the appropriate orientation and technical training, and support for the effective use of resources and means of learning. Moreover, the buildings have good facilities as it includes the adequate number of classrooms and laboratories. Additional sports and entertainment areas are needed.

4. Independent Evaluations

4.1 Describe the process used to obtain an independent opinion on the self-evaluation.

The independent evaluator was selected by the department after scrutiny of received CVs and he was selected based on his distinctive CV. The HOD contacted the arbitrator. The self-study report along with all the attachments and evidence were sent to an independent reviewer.

4.2 List the recommendations and other matters raised by the independent evaluator(s)

The External review report on the self-evaluation for Bachelor of English Language program accreditation was received on February 2021. We wish to thank the external reviewer for his efforts and valuable suggestion. The suggestions and recommendations are reviewed by the quality assurance committee and the subcommittee heads of self-evaluation standards.

Some of the recommendations of the independent arbitrator are:

➤ A survey among students and faculty in male and female sections should be conducted aiming at measuring their satisfaction with the available teaching / learning labs and equipment and other facilities such as the library, the distant learning and eLearning.

➤ The program should provide exact details and statistics as evidence that the available equipment was sufficient in quality and number to support the program objectives

➤ The program should give evidence that the availability of lab and maintenance technicians is adequate to support the program objectives.

➤ The program should provide more details on the orientation that faculty and students receive about the library and the available mechanisms to acquire books and periodicals when they are needed by the program.

4.3 Provide a response report on recommendations and other matters raised by the independent evaluator(s)

The independent evaluator's remarks were relevant.
The program would benefit from implementing the recommendations that were highlighted in the independent evaluator's report.

Attach *the report(s) by independent evaluator(s).*

5. Conclusion

5.1 List the most important Program aspects that are particularly successful or that demonstrate high quality.

- Students see the department members were enthusiastic about their work
- Students believe that the program helped them to develop their basic skills in using technology to investigate and analyse.
- Students see that the department members were available for counselling and advising students
- A combined report for both male/female sections of the program for the year 39/40 is been achieved
- The percentage of indicators measured exceeds 70% of the total indicators
- Discussing the results of measuring performance indicators and approving them in the department council meeting
- There are recommendations and improvement plans for the results of measuring learning outcomes
- The improvement plan is approved and most of it is based on the results of performance indicators
- There is a follow-up report for the program improvement plan

- There is a decision to approve the improvement plan
- The student evaluation system is characterized by accuracy in application and follow-up by specialized committee
- Existence of a description of the accredited program according to the National Centre for Academic Accreditation and Assessment forms
- There are clear and specific educational outcomes and indicators to measure performance
- Creating training courses for new members to integrate them into the educational process
- Provide feedback to faculty members by the department committees after analysing the questionnaires
- The Active participation in community services for members and students
- Academic advising is activated in the female section
- For female section faculty staff schedules, office hours, and counselling hours are displayed on the department's announcements board and outside the classrooms

5.2 List the most important program aspects that have priorities of improvement
- Library facilities and resources
- Some course materials have not been helpful and modern enough.
- The shortage of specialized English resources at the college library
- Evaluating and updating the mission and goals of the dept. to see how they are achieved
- The target should be defined for each indicator, as well as the internal and external benchmarking, and the new target.
- Insure that the work will include data reports for both male and female sections
- Reliance on evidence in measuring indicators, and the necessity to attach them.
- Propose specific recommendations that are implementable and attach the schedule for the implementation.
- Applying a unified model for measuring outcomes
- Determine the target percentage and compare it with the previous year
- Discussing the measurement results in the department council meeting and approving them
- The lack of self-study for the program according to the updated model of the National Center for Academic Accreditation and Assessment.
- Review the consistency of the program's learning outcomes with those of the National Center for Academic Accreditation and Assessment

6. Action Recommendations

Action recommendations should be based on the priorities for improvement and other matters identified earlier in the SSRP

No.	Action Recommendation	Person(s)/units Responsible	Timelines	Resources Required
1.	Integrating more stakeholders, graduates and beneficiaries in the surveys and including some in the program advisory committee	-Graduation Committee -Community Service Committee -Program Advisory Committee	Last month/semester	Surveys
2.	Including risk management as an integral component of planning strategies	- Development and Training Committee - Program Advisory Committee	1st month/semester	- Plans - workshops

3.	Specifying the delegations of responsibility to program administrators formally in documents	- Department Council	1st council / semester	NA
4.	Incorporating strategic Planning priorities for development to produce the most effective results in teaching and assessment	- Plans and study programs Committee - Quality Assurance Committee	1st month/semester	- Plans - workshops
5.	Improving the administrate staff to keep up with modern developments**.**	- Public Relations Committee - Development and Training Committee	All through every semester	- Plans - workshops
6.	Improving the research plan of the department through specific performance indicators	- Scientific Affairs, Post Graduates and Scientific Research Committee	1st month/semester	- Surveys - Plans
7.	Providing pecuniary interest to faculty and staff.	- University management - Program managers	All through every semester	- Funding - Initiatives
8.	Creating and regularly updating a database about alumni and finding ways to motivate them.	- Scientific Affairs, Post Graduates and Scientific Research Committee - Graduate Committee	1st month/semester	- Funding
9.	Planning and implementing appropriate programs to care for, motivate, and support gifted, underachieving students.	- Students' Support and academic direction Committee - Committee of Students' Activities	All through every semester	- Plans - Programs
10.	Improving distance academic, social and psychological counselling and guidance of students through using Blackboard.	- Students' Support and academic direction Committee - E-learning Committee	All through every semester	- Plans - Programs - Workshops
11.	Integrating faculty members in in the community service activities.	- Post Graduates and Scientific Research Committee	All through every semester	- Plans - Programs - Workshops
12.	Providing the required and sufficient support for teaching staff to encourage them to participate in scientific conferences	- Deanship of Scientific Research - Program managers	All through every semester	- Funding
13.	Conducting more training and orientation courses for new	- Development and Training Committee	All through every semester	- Plans - Programs - Workshops

	faculty members.			
14.	Providing regular feedback to faculty members on their performance in order to improve performance.	Program managers	Last week/semester	- Surveys - Reports
15.	Allocating places for cultural, sports, theatrical, exhibition, and wall magazines for male and female students to practice extra-curricular activities in the college (As suggested by the faculty members' responses to the questionnaires)	- Vice-Deanship of Students' Affairs - Students' Support and academic direction Committee	All through every semester	- Funding - Libraries
16.	Having more qualified technicians and specialists for the operation of laboratories.	- Deanship of Technology & Skills Development	All through every semester	- Recruiting technicians
17.	Having entertainment and sports facilities for students	- Vice-Deanship of Students' Affairs	All through every semester	- Funding
18.	Providing a sufficient area and restaurants for breakfast and lunch	- Vice-Deanship of Students' Affairs	All through every semester	- Funding
19.	Organizing more training courses on safety precarious events	- Committee of Students' Activities - committee of Logistic Support, Safety & Security	All through every semester	- Plans - Workshops
20.	Providing regular feedback and reports on the performance and development of field experiences and practicum	- Measurement & Assessment Committee	End of every semester	Surveys
21.	Assuring the alignment of CLO's of practicum to the PLOs	- Measurement & Assessment Committee	End of every semester	- Reports - Analysis
22.	Academic Integrity for students: the use of plagiarism checker needs to be implemented by all faculty members.	- E-Learning Committee	All through every semester	Workshops
23.	Encouraging innovation and the use of technology by the teaching staff	- E-Learning Committee	All through every semester	Workshops