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1. Program Information

Faculty:	Arts
Department:	English department
Program Title:	English language
Degree Type:[e.g., B.Sc., M.A., Ph.D.]	B.A
Program Coordinator:	Asst. Lec. Daban Sabr Qadr
PMT Members: [List of member]	Asst. Lec. Ameerah Mamar Nabee Asst. Prof. Dr. Chiayee Khorsheed Faqe Asst.Prof. Dr. Abdulrahman Jalal Othman Dr. Syako Sulaiman Shekho Dr. Parishan Haji Ahmed
Reporting Year: [e.g., 2024–2025]	Fall semester, 2025- 2026
Reporting Date: [e.g., April 30,2025]	15/2/2026

Program Assessment Plan (PAP)

Soran University is implementing a phased program assessment strategy, beginning with selected pilot programs to establish institutional capacity, refine tools, and ensure sustainable quality assurance practices

2025-2026 Assessment plan:

List all Program Learning Outcomes and indicate whether each was assessed this year.

PLO Code	PLO Description	Assessed This Year (Yes/No)
PLO1	Our graduates critically engage with cultural and ideological modes of perception within and beyond their communities, promoting thoughtful and reflective citizenship.	Yes
PLO2	Our graduates communicate effectively with specialists and non-specialists from different fields through using language in its best form and across multiple disciplines.	Yes
PLO3	Our graduates are knowledgeable and well-armed with interdisciplinary skills; they contribute to the establishment and articulation of sophisticated interrelated social topics.	Yes
PLO4	Our graduates are vocal influencers, leading social changes and leveraging their skills in education and diverse professional platforms.	No

PLO5	Our graduates understand the functionality of language as a system of communication shaped by various factors such as cognitive, cultural, social…,etc.	Yes
PLO6	Our graduates are advanced bilingual practitioners; they influence cognitive and cultural factors towards dynamic social and national developments.	No
PLO7	Our graduates are highly communicative social figures who effectively engage in positive discursive construction for establishing social interactions and universal worldviews.	Yes
PLO8	Our graduates are progressive researchers, conducting rigorous academic research to tackle erroneous social beliefs and cultural mythical understandings in their future workplaces.	No

3.General Learning Outcomes (GLOs)

Usually 6-10 in Bachelor and 5-8 in Master

GLO No.	GLO Statement
GO 1	Our graduates critically engage with cultural and ideological modes of perception within and beyond their communities, promoting thoughtful and reflective citizenship.

GO 2	Our graduates are knowledgeable and well-armed with interdisciplinary skills; they contribute to the establishment and articulation of sophisticated interrelated social topics.
GO 3	Our graduates are progressive researchers, conducting rigorous academic research to tackle erroneous social beliefs and cultural mythical understandings in their future workplaces.

4.Program Learning Outcomes (PLOs)-to-Course Mapping

Course Code	Course Title	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
SOU50316	Pre. Int. Grammar		I						
SOU50314	Introduction to Linguistics		I			R			
SOU50345	Comparative Literature	R		R					
SOU50361	Literary criticism	M		M				R	

Legend:
I = Introduced
R = Reinforced
M = Mastered

Summary Analysis

1. Which PLOs are covered multiple times across the curriculum?	PLO1, PLO2 & PLO3
2. Are there any gaps where a PLO is not addressed sufficiently?	PLO4, PLO6 & PLO8
3. Are PLOs introduced early and reinforced/demonstrated at later stages?	PLO1 AND PLO3

5. General Learning Outcomes (GLOs)-to-Course Mapping Template

Course Code	Course Title	GLO 1	GLO 2	GLO 3
SOU50316	Pre. Int. Grammar			
SOU50314	Introduction to Linguistics		✓	
SOU50345	Comparative Literature	✓		✓
SOU50361	Literary criticism	✓		✓

GLOs	# of Courses Aligned
GLO 1	1 Course
GLO 2	2 Courses
GLO 3	2 Courses

It is important that each GLOs must have at least one intersection.

6. Course Learning Outcomes (CLOs)–to-Program Learning Outcomes (PLOs) Mapping

Course learning outcomes should be systematically aligned with the corresponding program learning outcomes for each individual course. The resulting mappings are to be included in the appendices of this report. All findings—along with identified gaps and recommendations arising from the mapping—must be clearly documented and communicated to course coordinators to support improvement and sustain effective practices. A summary of these findings, supported by appropriate justifications, should be presented in this section of the report.

Course Code	CLO Code	CLO Statement	PLO 1	PLO2	PLO 3	PLO4	PLO5	PLO6	PLO7	PLO 8
SOU50316	CLO 4 & 5	4-Construct clear and grammatically correct sentences. 5-Apply grammar knowledge in speaking and writing tasks for academic, professional, and everyday contexts.		I						
SOU50314	CLO 1 &2	1-Understand how language works as a system of communication in humans and comparing it to Animal communication. 2- Identify the scope of linguistics and its components such as phonetics, phonology, morphology, syntax		I						
SOU50314	CLO 5 & 6	5-Interpret the relationship between language and society by identifying the variables that affect language use such as class, gender, age… 6-Analyse language beyond sentences in relation to a specific social, political or cultural context.					R			

SOU50345	CLO5	5-Students will be able to develop critical insights into the way CL reimagines contemporary life.	R							
SOU50345	CLO2	2. Students will be able to analyze and evaluate the way texts address language, identity, religion, home, and nationality.			R					
SOU50361	CLO3	3.Will be able to situate the learnt theories within their historical, cultural, and philosophical contexts, understanding how these contexts influence the development and application of literary criticism	M							
SOU50361	CLO4	4.Will be able to Identify, analyze, interpret and reflect on literary texts of different literary genres using nine schools of criticism as lenses.			M					
SOU50361	CLO5	Write insightful, informative, academic essays on literary texts.							R	

Summary Analysis

1. Does every PLO appear in at least one CLO across all courses?	Yes
2. For each PLO, does the curriculum show a logical sequence of: - Introduction in early-level courses (I), - Reinforcement in mid-level courses (R), - Mastery in final-year or capstone courses (M)?	PLOs 1,3, and 5 show a logical sequence with their CLOs.
3. Are PLOs introduced early and reinforced/demonstrated at later stages?	Yes
4. Are all courses contributing meaningfully to one or more PLOs?	The ones which have taken, to some extent yes.
5. Are some courses overloaded with too many “M” codes?	No
6. Are there PLOs with too many CLOs marked “M” or “R” and others barely addressed?	No
7.Do the assigned I/R/M levels make sense given the course level (year) and expected depth?	-
8.Horizontal: Are PLOs addressed consistently across multiple courses in the same level/year?	To a great extent yeas, BUT they need to be further reviewed
9. Vertical: Do CLOs evolve across years?	Yes

7. Assessment Methods and Tools Used

Briefly describe the tools/methods used and their relationship to the PLOs.

Direct Methods:

Tool/Method	Description	PLOs Covered	Frequency of Use
Final Exam	Exam questions mapped to specific PLOs	PLO2	Semester end
Reflective diary, Practice	Synthesizing the students' writings and thoughts on the phenomenon and scenarios given.	PLO5	Week 10 & Week 13
Essay Writing	Applying the French schools on the texts.	PLO1	Week 5
Academic Report	Raising questions and asking students to read.		Week 7

Response Journaling	Through Think/Pair/Share method		Week9
Portfolio	Accumulating all the responses of the Socratic questions raised during the semester.	PLO3	Week 13
Fishbowl activity	discussion and daily contribution	PLO7	Week 14

Findings:
Based on the analysis on the four learning outcomes of four courses, The analysis can be illustrated as follow :

- The four courses cover at least one PLO.
- There are Course learning outcomes that are written while not matching any PLOs, which may still serve the foundation of the course. In this regard, the amount of the weeks dedicated for their coverage need to be taken into consideration.
- The four course' assessment methods demonstrated that there is a need of indirect methods of assessment.

8. Program Modifications

Have there been any modifications to the program (Curriculum, Program Catalogue, and Course description) as a result of the assessment?

- ☐ Yes

- ✓ **No**

9. Appendices

Attach any of the following as needed:

1. Data analysis tables or graphs
   CLO–PLO Mapping Matrix for each individual course of the program
2. Student feedback or survey summaries
3. Course-level reports