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NCAAA
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Program Specifications (Postgraduate Degree)

Program Name: Executive Master of Business Administration
Qualification Level : Master
Department: Business administration
College: Business
Institution: Jouf University

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A. Program Identification and General Information

1. Program Main Location:		
Jouf University, College of Business, Department of Business administration, EMBA. Main Campus (Male) and (Female), Sakaka, KSA.		
2. Branches Offering the Program:		
None		
3. Reasons for Establishing the Program: (Economic, social, cultural, and technological reasons, and national needs and development, etc.)		
Summarize the economic, social, cultural, or technological developments, developments in national policy, or other reasons:		
1- Contributing to the realization of the Kingdom's vision 2030 in the field of higher education in terms of bridging the gap between higher education outputs and the requirements of the labor market.		
2. Providing a distinguished educational program based on scientific and practical foundations in advanced topics in business administration, in line with best practices in similar programs in advanced universities locally and internationally.		
3. Develop managerial and organizational problems solving skills in public and private sector.		
4. Adopt to modern development in business administration field.		
5. Develop managerial culture among employees of public and private sector.		
4. System of Study		
<input type="checkbox"/> Coursework & Thesis <input checked="" type="checkbox"/> Coursework		
5. Mode of Study		
<input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Distance Education <input type="checkbox"/> Others		
6. Educational and Research Partnerships(if any)		
- Partnership Arrangement:		
- Type of Partnership:		
- Duration of Partnership:		
7. Total Credit Hours for Completing the Program: (48 hours)		
8. Professional Occupations/Jobs:		
- Senior Management Executive Director.		
- Director of the Department.		
- Middle management executive director.		
- Sector Manager.		
- Director General.		
- Head of the units and managers of departments.		
9. Major Tracks/Pathways (if any):		
Major Track/Pathway	Credit Hours (For each track)	Professional Occupations/Jobs (For each track)
1. None	None	None
10. Intermediate Exit Points/Awarded Degree (if any):		
Intermediate Exit Points/Awarded Degree	Credit Hours	
1. None	Executive Master of Business Administration (Courses and Research Project)	

B. Mission, Goals, and Learning Outcomes

1. Program Mission:
Qualifying administrative leaders equipped with the best knowledge and applied skills in business administration, by providing a distinct educational environment that enables them to achieve a

competitive advantage in their performance, and achieve the goals of the organization and society efficiently and effectively.

2. Program Goals:

* Bridging the gap between the outputs of higher education and the requirements of the labor market.

* Preparing and developing qualified administrative leaderships in the public and private sectors for creativity in solving administrative and strategic problems and to contribute to meeting national needs from them.

* Qualifying students in the field of scientific research to upgrade their research capabilities in the various fields of business administration.

* Serving the Al-Jouf region and its surrounding areas in particular, and the Kingdom in general, by contributing to the spread of knowledge through the provision of a distinguished educational program.

The following are measurable goal performance indicators:

More about this source text required for additional translation information:

Measurable goals	Measurable performance indicators	Main Strategies
The alignment between the quality of graduates and the needs of the labor market in accordance with Vision 2030	Graduates' employability	A survey of employers' opinions about the quality of program graduates
The program's contribution to qualifying creative leaders in the work environment	Percentage of graduates holding leadership positions	-Communication with alumni. -Submit recent courses.
Developing graduate research capabilities	The ratio of the number of students who obtained at least a very good grade in the research project.	Teaching the decision of scientific research curricula in business. Communication between the project And student.
Contributing to community service by solving administrative problems in civil society institutions	The ratio of research projects that solve administrative problems.	Evaluate the quality level of research projects, and determine their consistency with the scientific reality.

3. Relationship between Program Mission and Goals and the Mission and Goals of the Institution/College.

(A) The relationship between University mission, College mission, and Program Mission is provided in the following table.

University mission	College mission	Program mission
Providing Distinguished Education and Research Outcomes to	Providing labor market with highly qualified cadres in administrative and human sciences through offering up to	Qualifying administrative leaders equipped with the best knowledge and applied skills in business administration, by providing a distinct educational environment that enables them to achieve a competitive advantage in their performance, and achieve the goals

Develop the Community.	date educational programs.	of the organization and society efficiently and effectively.
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The mission of the program is linked to the mission of the college and the university, as the university's mission is based on providing distinguished scientific and research outputs for development in the society. The mission of the college is based on the same elements in terms of providing distinguished academic and professional education and scientific research based on creativity and contribution to community service, and therefore the program is considered one of the academic programs that Contribute to achieve the vision and mission of the university.

(B) The relationship of the program objectives with the mission and goals of the institution / college

University goals	College goals	Program Goals
1-The university's performance conforms to the standards of the National Authority for Quality and Academic Accreditation. 2- Suitability of majors with the job market. 3-The quality of the educational process with all its components 4- Ongoing training and qualification for human forces. 5- Strengthening the research partnership. 6-The scientific research system conforms to scientific standards 7- The diversity and distinction of graduate studies programs. 8- Enhancing community partnership.	1- College performance conforms to the standards of the Education Evaluation Commission. 2- Providing academic and professional programs in line with the Kingdom's 2030 vision in the field of higher education to contribute to bridging the gap between higher education outputs and the requirements of the labor market. 3- Development of the college's own resources. 4-The system of scientific research and postgraduate studies in the various fields of business conforms to the scientific standards. 5- Enhancing community partnership in various business fields.	* Bridging the gap between the outputs of higher education and the requirements of the labor market. * Preparing and developing qualified administrative leaderships in the public and private sectors for creativity in solving administrative and strategic problems and to contribute to meeting national needs from them. * Qualifying students in the field of scientific research to upgrade their research capabilities in the various fields of business administration. * Serving the Al-Jouf region and its surrounding areas in particular, and the Kingdom in general, by contributing to the spread of knowledge through the provision of a distinguished educational program.

The goals of the program are related to the goals of both the college and the university. As it aims to contribute to the realization of the Kingdom's vision by meeting the needs of the labor market and preparing and developing qualified administrative leaders in the public and private sectors possessing the creative ability to solve administrative and strategic problems, and it is one of the goals that the college and university seek to achieve to contribute to meeting national needs. To qualify students in the field of scientific research to upgrade their research capabilities in the various fields of business administration and this is related to the goal of the college and university represented in the scope of research and development, as the program aims to serve the Al-Jouf region and its surrounding areas in particular, and the Kingdom in general by contributing to the spread of knowledge through Providing a distinguished educational program, and this confirms that it is in line with the goals that the college and university seek to achieve within the scope of social responsibility and community service.

4. Graduate Attributes:	
Align with NQF and JU graduate attributes , the graduates of EMBA program must be :	
<ul style="list-style-type: none"> - Behave in ways that are harmonious with Islamic values and beliefs and reflect high levels of fidelity, responsibility and commitment to service to community. - Having in depth and advanced knowledge and understanding of management field subjects and having the ability to reflect their progress as a learner. - Able to use a range of advanced techniques of research in carrying out a valuable research or professional project. - Occupying full accountability for their distinct education and supply leading in developing chances to prop the continuing vocational development of others. - Having a judgment in dealing with decisions making problems inside a organization. - Able to work with teamwork and interactive with others. - Able to use advanced technology to service his field. 	
5.Program Learning Outcomes*	
Knowledge and Understanding	
K1	Define basic principles and theories in the field of business administration.
K2	Describe contemporary administrative, marketing and economic phenomena.
K3	Explain functions of organization and make connections among them
K4	Understand specialized skills and modern trends to acquire managerial skills.
Skills create	
S1	Demonstrate students' abilities to acquire leadership skills
S2	construct new means of decision-making to face problems related to business organizations
S3	Develop critical and creative thinking
S4	Apply information technology in various areas of business administration
S5	Combine statistical and technical methods in data analysis
Values	
V1	Organize specialized activities via teamwork and take responsibility.
V2	Adapt to different behavior patterns of workers
V3	Consider ethical values when solving problems arising from dealing with others

* Add a table for each track or Exit Points/Awarded Degree (if any)

C. Curriculum

1. Study Plan Structure

Program Structure		No. of Courses	Credit Hours	Percentage
Course	Required	13	39	%81
	Elective	2	6	%13
Graduation Project (if any)		1	3	%6
Thesis (if any)				
Field Experience(if any)				
Others (.....)				
Total		16	48	%100

* Add a table for each track (if any)

2. Program Courses:

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours
Level 1	BUS 611	Contemporary management	Required	There is no	3
	BUS 612	Marketing Management	Required	There is no	3
	ECON 613	Managerial economics	Required	There is no	3
	ACCT 614	Managerial Accounting	Required	There is no	3
Level 2	BUS 621	Business Research Methods	Required	There is no	3
	BUS 622	International business environment	Required	There is no	3
	BUS 623	Strategic management	Required	There is no	3
	BUS 624	Human Resource Management	Required	There is no	3
Level 3	BUS 631	E-business Administration	Required	There is no	3
	BUS 632	operations management	Required	There is no	3
	QUT 633	Business Statistics	Required	There is no	3
		Elective Course (1)	Elective	There is no	3
	BUS 634	change management and development	Elective	There is no	3
	BUS 635	Total Quality Management	Elective	There is no	3
	BUS 363	Services Marketing	Elective	There is no	3
	BUS 637	Financial Accounting	Elective	There is no	3
Level 4	BUS 641	Brand management	Required	There is no	3
	BUS 642	Corporate finance and financial analysis	Required	There is no	3
	BUS 643	Research project	Required	There is no	3
	-	Elective Course (2)	Elective	There is no	3
	BUS 644	Business ethics	Elective	There is no	3
	BUS 645	Negotiation management	Elective	There is no	3
	BUS 646	International marketing	Elective	There is no	3
	ACCT 647	Auditing and Internal control	Elective	There is no	3

Note: At the third level, the student selects one course from (Management of Change and Development in Organizations, Total Quality Management, Services Marketing and Financial Accounting) and in the fourth level the student chooses one of the following courses: (Business Ethics, Bid Management, International Marketing, or Review and Referral Internal).

* Include additional levels if needed

** Add a table for each track (if any)

3. Course Specifications

Insert hyperlink for all course specifications using NCAA template

<https://drive.google.com/drive/folders/1u6lDT7K5kBctuW0D34p5kUswFNXTvElb?usp=sharing>

4. Program learning Outcomes Mapping Matrix

Align the program learning outcomes with program courses, according to the following desired levels of performance (I = Introduced P = Practiced M = Mastered)

A. Learning outcomes matrix for the program's compulsory courses:

Course code & No.	Program Learning Outcomes											
	Knowledge and understanding				Skills					Values		
	K1	K2	K3	K4	S1	S2	S3	S4	S5	V1	V2	V3
BUS 611	I				I	I				I		
BUS 612	I		I		I			I		I		
ECON 613			I			I		I	I	I		
ACCT 614		I		I				I				I
BUS 621	P						P	P	P			P
BUS 622			P				P		P		P	P
BUS 623			P	P	P	P					P	
BUS 624			P		P					P		
BUS 631	P					P		P	P		P	
BUS 632			P			P	P		P		P	
QUT 633	P					P	P		P	P		
BUS 641	M					M			M	M	M	
BUS 642		M	M		M					M		
BUS 643		M					M	M	M	M		

B- Learning Outcomes Matrix for the program elective courses:

Course code & No.	Program Learning Outcomes											
	Knowledge and understanding				Skills					Values		
	K1	K2	K3	K4	S1	S2	S3	S4	S5	V1	V2	V3
BUS 634	P			P		P					P	
BUS 635				P					P	P		
BUS636		P						P		P		
BUS 637	P			P		P						P
BUS 644	M				M					M	M	
BUS 645	M			M		M						M
BUS 646		M		M				M				M
ACCT 647	M						M	M				M

* Add a table for each track (if any)

5. Teaching and Learning Strategies to Achieve Program Learning Outcomes

Describe policies, teaching and learning strategies, learning experience, and learning activities, including curricular and extra-curricular activities, to achieve the program learning outcomes.

The following table shows the teaching strategies according to the fields of learning according to the national framework of qualifications and learning outcomes:

Areas of learning in accordance with the national	Teaching strategies	Learning Activities
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framework of qualifications and learning outcomes			
Knowledge and Understanding			
K1	Define basic principles and theories in the field of business administration.	<ul style="list-style-type: none"> • The lectures • Divide students into groups • Panel discussions 	<p>Curricular activities:</p> <ul style="list-style-type: none"> • Fulfillment of assignments and duties • Reports preparation • Make presentations • Shared in discussions and dialogues • Participation during lectures • Group assignments focusing on (activity-based learning) <p>Extra-curricular activities:</p> <ul style="list-style-type: none"> • Participation in discussion forums • Attending workshops, seminars and training courses • Library visit
K2	Describe contemporary administrative, marketing and economic phenomena.		
K3	Explain functions of organization and make connections among them		
K4	Understands specialized skills and modern trends to acquire managerial skills.		
Skills			
S1	Demonstrate students' abilities to acquire leadership skills	<ul style="list-style-type: none"> • Conducting researches • information analysis • Case studies 	<p>Curricular activities:</p> <ul style="list-style-type: none"> • Fulfillment of assignments and duties • Problem solving • Reports preparation • Prepare mini research • Make presentations • Shared in discussions and dialogues • Participation during lectures • Group assignments focusing on (activity-based learning) <p>Extra-curricular activities:</p> <ul style="list-style-type: none"> • Participation in discussion forums • Attending workshops, seminars, and training courses • Library visit
S2	construct new means of decision-making to face problems related to business organizations		
S3	Develop critical and creative thinking		
S4	Apply information technology in various areas of business administration		
S5	Combine statistical and technical methods in data analysis		
Values			
V1	Organize specialized activities via teamwork and take responsibility.	<ul style="list-style-type: none"> • Teamwork • Brainstorming • Panel discussions 	<p>Curricular activities:</p> <ul style="list-style-type: none"> • Performing group tasks and duties • Group participation in problem solving, preparation of mini-research • Reports preparation • Participate in group assignments, presentations, discussions and dialogues and during lectures focusing on (activity-based learning)
V2	Adapt to different behavior patterns of workers		
V3	Consider ethical values when solving problems arising from dealing with others		

		<p>Extra-curricular activities:</p> <ul style="list-style-type: none"> • Participation in discussion forums • Attending workshops. • Student active participation in clubs and society • Social Participation • Participation in internal and external competitions • Students' participation in the scientific seminar for the courses • students' publication
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6. Assessment Methods for Program Learning Outcomes.

Describe assessment methods (Direct and Indirect) that can be used to measure achievement of program learning outcomes in every domain of learning.

The following table shows the methods of evaluation according to the fields of learning according to the national framework of qualifications and learning outcomes:

Areas of learning in accordance with the national framework of qualifications and learning outcomes		Methods Assessment
Knowledge and Understanding		
K1	Define basic principles and theories in the field of business administration.	<p>Direct Methods:</p> <ul style="list-style-type: none"> • Exams • Assignments. • Verbal questions <p>Indirect Methods:</p> <ul style="list-style-type: none"> • Student surveys • Surveys of graduates and employers
K2	Describe contemporary administrative, marketing and economic phenomena.	
K3	Explain functions of organization and make connections among them	
K4	Understands specialized skills and modern trends to acquire managerial skills.	
Skills		
S1	Demonstrate students' abilities to acquire leadership skills	<p>Direct Methods:</p> <ul style="list-style-type: none"> • Exams • Cases study <p>Indirect Methods:</p> <ul style="list-style-type: none"> • Student surveys • Surveys of graduates and employers
S2	construct new means of decision-making to face problems related to business organizations	
S3	Develop critical and creative thinking	
S4	Apply information technology in various areas of business administration	
S5	Combine statistical and technical methods in data analysis	
Values		
V1	Organize specialized activities via teamwork and take responsibility.	<p>Direct Methods:</p> <ul style="list-style-type: none"> • Teamwork assessment • Assignments • Observation • students' publication <p>Indirect Methods:</p> <ul style="list-style-type: none"> • Student surveys • Surveys of graduates and employers
V2	Adapt to different behavior patterns of workers	
V3	Consider ethical values when solving problems arising from dealing with others	

D. Thesis and Its Requirements (if any)

1. Registration of the thesis: (Requirements/conditions and procedures for registration of the thesis as well as controls, responsibilities and procedures of scientific guidance)
Not applicable
2. Scientific Supervision: (The regulations of the selection of the scientific supervisor and his/her responsibilities, as well as the procedures/mechanisms of the scientific supervision and follow-up)
Not applicable
3. Thesis Defense/Examination: (The regulations for selection of the defense/examination committee and the requirements to proceed for thesis defense, the procedures for defense and approval of the thesis, and criteria for evaluation of the thesis)
Not applicable

E. Student Admission and Support:

1. Student Admission and Transfer Requirements, and Courses Equivalency Acceptance of applicants for the program according to the following conditions: 1. The applicant must have a university degree in one of the following tracks (financial management - accounting, marketing, management information systems, economics) with a grade of no less than good from a Saudi university or from another recommended university, or obtain a university degree (in other disciplines) with a grade at least Good from a Saudi university or another recommended university with three years' experience in an administrative position. 2. To be of good conduct, and medically fit. 3. Obtaining a score of (65) in the general aptitude test for university students as a minimum. 4. Submit two scientific recommendations from professors who previously taught him.
2. Student Counseling Services (academic, career, psychological and social) Procedures for academic advising and advising students are carried out through: * Deanship of the College. * Executive supervisor of the program. * Faculty members in the program. * The program coordinator holds a meeting at the beginning of each semester to enlighten and familiarize students with the program's policies and procedures. * Provide advice and support to every student in the event of any difficulties he faces. <ul style="list-style-type: none">- Program offers Career Counseling to help students to determine their strengths, values, and interests in order to make the right choices regarding their career.- Each faculty member has academic guidance students- Each faculty member shows on his office students' academic guidance and hours of academic guidance- Every faculty member who submits a periodic report to the coordinator of academic guidance in the program includes:<ul style="list-style-type: none">o Identify the students who have failed to do so.o Limiting outstanding students and addressing their mentors for moral encouragement.o Conduct periodic meetings with the program's advisors to follow up the work process in the appropriate manner and according to what was planned.o Making models to ensure the presence of the student for guidance and continuous communication with him.

3. Special Support

(low achievers, disabled, gifted and talented)

low achievers:

- Preparing a file for each student to follow up on his academic career.
- Counting underachieving students.
- Holding workshops to prepare faculty members to deal with this category and take into account their needs.
- Identifying students who are struggling in school, and preparing a plan to help and encourage them to improve their educational level.
- Providing material and moral incentives to outstanding students.
- Counseling sessions with mentors.

Disabled:

- Preparing a file for each student to follow up.
- Allocating parking spaces near the college building for students with special needs and facilitating their entry to the college building.
- Providing support for students and providing services that suit students with special needs, each according to his needs.

Gifted and talented:

- Preparing a file for each student to follow up.
- Making an honor board in each scientific department with a picture of the first five students on the academic group
- Encouraging students to be creative and innovative, and rewarding those who are creative.

F. Teaching and Administrative Staff

1. Needed Teaching and Administrative Staff

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professors	Business Administration	Marketing		1	1	2
Associate Professors	Business Administration	Financial		2	2	4
	Economy	Economy		1	1	2
Assistant Professors	Business Administration	Marketing		3	3	6
		Financial		3	3	6
		Human Resource		1	1	2
	Economy quantitative	Economy quantitative		1	1	2
Technicians and Laboratory Assistants				2	2	4
Administrative and Supportive Staff				1	1	2
Others (specify)				1	1	2

2. Professional Development

2.1 Orientation for New Teaching Staff

Describe briefly the process used for orientation of new, visiting and part-time teaching staff

- Holding meetings to prepare faculty members, fresh graduates, new graduates, and visiting professors.
- Training of newly graduated faculty members and visiting professors on auxiliary educational tools and programs.
- The policy of the program, department, and college is to appoint new part-time or visiting faculty members as follows:
 - Department Council approval of the new member.
 - Approval of the College Board.
 - Approval of the permanent committee for cooperators and extra hours at the University Agency for Educational Affairs.
- The percentage of part-time members and visiting professors does not exceed 91% of the total teaching staff in the department.

2.2 Professional Development for Teaching Staff

Describe briefly the plan and arrangements for academic and professional development of teaching staff (e.g., teaching & learning strategies, learning outcomes assessment, professional development, etc.)

- The program holds specialized courses related to developing teaching and learning methods and strategies.
- The program holds specialized courses in student evaluation methods.
- The program monitors the educational process by measuring the learning outcomes on a regular basis.

The Skills Development Center at the University's Agency for Development and Quality provides training courses for faculty members in:

Teaching and learning strategies.

2. Measurement and evaluation process.

B. Other professional development programs, including knowledge and access to research and developments in the scientific field they are intended to teach.

The Deanship of Library Affairs provides training courses for faculty members in:

1. Use of modern local and international databases.
2. Use of modern documentation software.
3. Programs for identifying plagiarism.

G. Learning Resources, Facilities, and Equipment

1. Learning Resources.

Policies and Procedure for providing and quality assurance of learning resources (textbooks, references and other resource materials, including electronic and web-based resources, etc.)

Each faculty member distributes the course plan at the beginning of the semester to the students.

The student can obtain references through:

- Central University Library.
- Saudi Digital Library.
- Any other library specified by a faculty member.

The following procedures are followed to ensure the quality of books and references:

a. Procedures followed by faculty members and the like to assess the suitability of the books, references and available resources:

- The program coordinator reviews the approved books and references, describing each course and determining a range

- Its consistency with the objectives of the course
- Take into account that accredited scientific references are available and up-to-date.

B- Procedures followed by students to assess the suitability of the available books, references and resources?

- Polling students' opinions about the suitability of the scientific material in the reference and the extent of his understanding of it.
- Communication between students and program management to find out the adequacy and availability of scientific references.

2. Facilities and Equipment

Policies and Procedure for providing and quality assurance of Facilities and Equipment (Library, laboratories, medical facilities, classrooms, etc.).

This is done by:

- Coordination with publishing houses to provide accredited scientific references.
- Subscribe to global databases and information in the field of business administration
- Providing books and scientific references in the central university library.
- The college building is equipped with halls, prayer rooms, and toilets.
- Preparing halls suitable for the educational process and equipped with appropriate display technologies.
- Providing computer labs in the college.
- The campus has medical clinic for the faculty members and students.
- The campus has a sports field for the faculty members and students.

3. Arrangements to Maintain a Healthy and Safe Environment (According to the nature of the program)

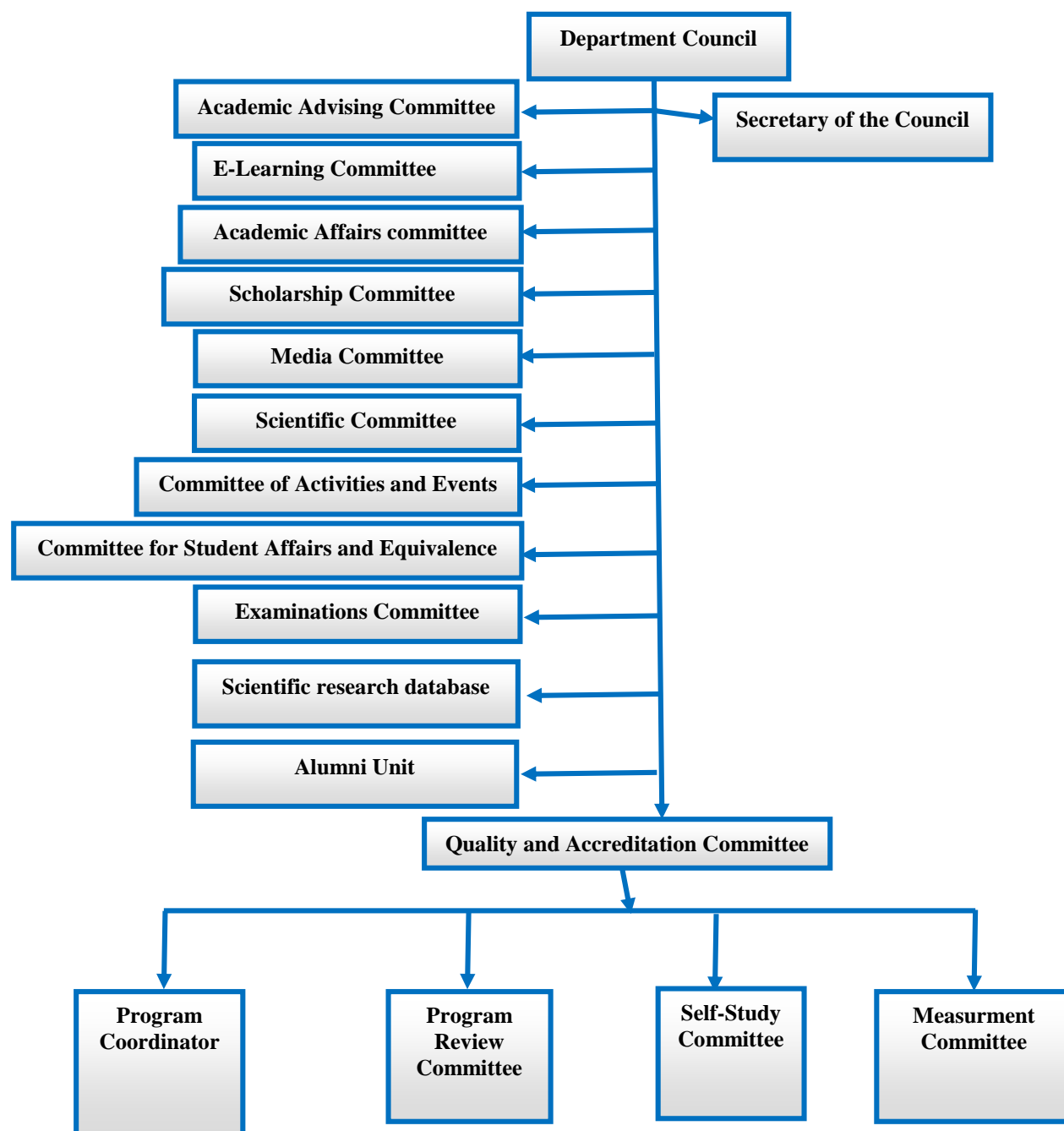
- Providing a fire extinguisher for every classroom.
- Provide an emergency exit.
- Providing special entrances and parking for people with special needs.

H. Program Management and Regulations

1. Program Management

1.1 Program Structure

(including boards, councils, units, committees, etc.)



1.2 Stakeholders Involvement

Describe the representation and involvement of stakeholders in the program planning and development. (students, professional bodies, scientific societies, alumni, employers, etc.)

- The program has student council for consultation and providing all the facilities for the students.
- The alumni introduce their opinion and suggestion about the program through survey and direct contact through alumni unit.

- The program has consultant council which take held twice every year for consultation and discussion of new trends and needs such as:
 - 1- Achieving and consolidating the partnership between the program and the governmental and private sectors in the fields of education and training and providing an appropriate educational environment to activate the communication between the program and the labor market and society.
 - 2- Work to develop the level of program graduates according to the needs of the labor market.
 - 3- Suggesting the ways and mechanisms that give the program and its graduates a distinction.
 - 4- Developing mechanisms that contribute to linking the program with its graduates to benefit from them.
 - 5- Suggesting new sources and methods to support the program financially and morally.
 - 6- Improving methods of linking scientific research with society and developing the consulting sector in a way that benefits the program and society.

2. Program Regulations

Provide a list of related program regulations, including their link to online version: admission, study and exams, recruitment, appeals and complaint regulations, etc.)

- 1- Unified Regulations for Postgraduate Studies [Annex](#)
- 2- Bylaw of Jouf University for Graduate Studies, [Annex](#)
- 3- Bylaw of Study and Examinations [Annex](#)
- 4- Student grievance regulations [Annex](#)

I. Program Quality Assurance

1. Program Quality Assurance System

Provide online link to quality assurance manual

https://drive.google.com/file/d/1-k9ctg7UiLuRLr3TxO7E-4ar9Pj_N99d/view?usp=sharing

2. Program Quality Monitoring Procedures

The program quality control measures are as follows:

- 1) The periodic review of learning outcomes annually through internal committees and advisory committee.
- 2) Periodic review of the requirements of the labor market.
- 3) Periodic review of programs by external residents.
- 4) Measuring the level of quality of tests and results. And compare the results with the results of the approved benchmark.
- 5) Existence of quality assurance and academic accreditation committee as one of the internal committees in the department, in both male and female sections.
- 6) Formation of sub-committees from quality assurance and academic accreditation committee which concern of:
 - Determination and measuring of program KPIs, then make the required analysis and comments and finally formation of recommendations which will be included in the department operation plan.
 - Designing and implementation of the program annual report which clarifies the strength and weak points and the improvement priorities.
 - Work on activating these recommendations of these committees through discussion within the program meetings and recommendations of these committees to the program meetings.
 - Preparing the course report every semester. Improvements and additions to course Specification can be made based on the feedback from the course report in each semester.

- Preparing the program report annually, improvements and amendments can be made to the Courses and Program Specification based on the feedback from the program report annually.
 - At the end of the five years, a self-study report for the program is prepared, and the program's mission, goals, learning outcomes of program to development are reviewed.
 - Verify the quality and reliability of evaluation methods by analyzing the internal evaluator's report as well as the external evaluator's report at the level of each course, preparing an improvement plan in light of these results and following up on the implementation of the decisions taken.
 - Conducting a review of the correction at two levels:
 - o First: Review and write a report on the accuracy of the correction and the calculation of grades for all answer sheets for all sections of the course.
 - o Second: Review and write a report on the method of correction and the accuracy of the grading distribution, on a sample of answer sheets for the final and quarterly exams and assignments for all the course sections
- 7) Discuss faculty members in the results of surveys of students about the program.
 - 8) Participation of faculty members in the preparation of a plan to improve the program.
 - 9) Faculty members must ensure that students' assignments and participation are produced by them, by the blackboard system or any other means.
 - 10) Faculty members are to give feedback to students on their performance and evaluation results at a time when students can improve their performance.

3. Arrangements to Monitor Quality of Courses Taught by other Departments.

- Forming a supervisory committee from the department to supervise the extent of the faculty members' commitment to giving lectures and conducting exams on time, and to ensure the suitability of his specialization to teach the course.
- Follow-up of the students' evaluation of the quality of the courses and the preparation of quarterly reports that monitor the general evaluation of the students for these courses, and in the event of any deficiencies, the plan to correct it is raised and compared to the performance at the next academic level.

4. Arrangements Used to Ensure the Consistency between Main Campus and Branches (including male and female sections)

- Standardizing the description of the program and its decisions, if any, in more than one branch.
 - Work to unify the ratio of students to faculty members in the two halves.
 - Ensure that all faculty members adhere to the study plan, both male and female.
 - Checking the monthly tests and ensuring their consistency with the learning outcomes of the course in male branch and female.
 - Standardizing the final exams between two branches.
- The program is one block in which the male and female sections share in the formation of committees, responsibilities, powers, the role of official councils, the reporting cycle and its path between the two parts.

5. Arrangements to Apply the Institutional Regulations Governing the Educational and Research Partnerships (if any).

Not found

6. Assessment Plan for Program Learning Outcomes (PLOs), and Mechanisms of Using its Results in the Development Processes

- Program Learning Outcomes (PLOs) are measured periodically (each semester) by several ways like term assignments (midterms-quizzes- presentations, etc. ...), final exams and questionnaires by direct and indirect methods.

- The program sets the target value for each measured learning outcome.
- The learning outcomes of the program are measured each semester and also for each batches.
- Analyzing measurement results and identifying strengths and weaknesses.
- Preparing a plan to improve and develop learning outcomes.
- The mechanisms that are used in the development processes are follows:
 - o Determination courses coordinators in each semester.
 - o Discussion of students results in Governing Councils.
 - o Discussion of direct and indirect methods of measurement of Program Learning Outcomes (PLOs) through internal committees.
 - o Recommendations through courses report and surveys report.

7. Evaluation of Program Quality Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Teaching Effectiveness	Students, graduates	Opinion polls	The end of the semester
Learning resources	faculty of school	Reports of the Plans and Programs Committee	The end of the semester
Learning Outcomes	Program leaders	Direct	The end of the semester
The effectiveness of student assessment methods	Independent reviewer	Interviews, visits (Edited) Restore original	During the semester

Evaluation Areas/Aspects (e.g., leadership, effectiveness of teaching & assessment, learning resources, partnerships, etc.)

Evaluation Sources (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others (specify))

Evaluation Methods (e.g., Surveys, interviews, visits, etc.)

Evaluation Time (e.g., beginning of semesters, end of academic year, etc.)

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Periodic tests (theoretical and practical)	Male and female students	the exams	During the semester
Tests and final exams (theoretical and practical)	Male and female students	(Theory and practice)	The end of the semester
Duties	Male and female students	the exams	During the semester
Project evaluation	Male and female students	(Theory and practice)	The end of the semester
Collective business evaluation	Male and female students	Assignment assessment	During the semester
Student opinion poll	Male and female students	Project evaluation	The end of the semester
Polling the opinion of faculty members	Faculty members and the like	Collective business evaluation	The end of the semester
Employers survey	The bosses	Questionnaires / interviews	The end of the semester

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
An internal review of the extent to which the learning outcomes are achieved	Academic experts from within the university	Questionnaires / interviews	End of the school year
An external review of the extent to which the learning outcomes are achieved	Academic experts from outside the university	Questionnaires / interviews	End of the school year
Program leadership	Male and female students	report	During the semester
The effectiveness of teaching and evaluation	And faculty members and the like	report	The end of the semester
Learning resources	Male and female students	Questionnaires / interviews	During the semester
Services	And academic experts	Questionnaires / interviews	The end of the semester

8. Program KPIs*

The period to achieve the target (4) years.

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
1	KPI-PG-1	Percentage of achieved indicators of the program operational plan objective	90%	Percentage of performance indicators of the operational plan objectives of the program that have achieved the targeted annual level to the total number of indicators targeted for these objectives in the same year.	every year
2	KPI-PG-2	Students' Evaluation of quality of learning experience in the program	4.00	Average of overall rating of final year students for the quality of learning experience in the program on a five-point scale in an annual survey.	every year
3	KPI-PG-3	Students' evaluation of the quality of the courses.	4.00	Average students' overall rating of the quality of courses on a five- point scale in an annual survey.	every year
4	KPI-PG-4	Students' evaluation of the quality of scientific supervision	4.00	Average students' overall rating of the quality of scientific supervision on a five-point scale in an annual survey.	every year
5	KPI-PG-5	Average time for students' graduation	4.00	Average time (in semesters) spent by students to graduate from the program.	every year
6	KPI-PG-6	Rate of students dropping out of the program	5%	The percentage of students who did not complete the program to the total number of students in the same cohort.	every year
7	KPI-PG-7	Graduates' employability	90%	Percentage of graduates from the program who within a year of graduation	every year

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
				were employed to the total number of graduates in the same year.	
8	KPI-PG-8	Employers' evaluation of the program graduates' competency	4.00	Average of overall rating of employers for the competency of the program graduates on a five point scale in an annual survey.	every year
9	KPI-PG-9	Students' satisfaction with the provided services	4.00	Average of students' satisfaction rate with the various services provided by the program (food, transportation, sport facilities, academic advising, ...) on a five-point scale in an annual survey.	every year
10	KPI-PG-10	Ratio of students to faculty members	1:3	Ratio of the total number of students to the total number of full-time and full-time equivalent faculty members participating in the program.	every year
11	KPI-PG-11	Percentage of faculty members' distribution based on academic ranking	Assist: 80% Assoc: 16% Prof: 4%	Percentage distribution of faculty members participating in the program based on academic ranking.	every year
12	KPI-PG-12	Proportion of faculty members leaving the program	5%	Proportion of faculty members leaving the program annually for reasons other than age retirement to the total number of faculty members.	every year
13	KPI-PG-13	Satisfaction of beneficiaries with learning resources	4.00	Average of beneficiaries' satisfaction rate with learning resources on a five point scale in an annual survey in terms of: a. a. Their adequacy and diversity (references, journals, databases... etc.) b. The support services provided for their utilization.	every year
14	KPI-PG-14	Satisfaction of beneficiaries with research facilities and equipment	4.00	Average of beneficiaries' satisfaction rate with research facilities and equipment (depending on the nature of the program) on a five-point scale in an annual survey.	every year
15	KPI-PG-15	Percentage of publications of faculty member	80%	Percentage of faculty members participating in the program with at least one research publication during the year to total faculty members in the program.	every year
16	KPI-PG-16	Rate of published research per faculty member	1:1	The average number of refereed and/or published research per each faculty member participating in the program during the year (total number of refereed and/or published research to the total	every year

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
				number of faculty members during the year)	
17	KPI-PG-17	Citations rate in refereed journals per faculty member	1:1	The average number of citations in refereed journals from published research (total number of citations in refereed journals from published research for faculty members to the total published research)	every year
18	KPI-PG-18	Percentage of students' publication	60%	Percentage of students who: a. published their research in refereed journals b. presented papers in conferences to the total number of students in the program during the year.	every year
19	KPI-PG-19	Number of patents, innovative products, and awards of excellence	2	Number of: a. Patents and innovative products b. National and international excellence awards obtained annually by the students and staff of the program.	every year

* including KPIs required by NCAAA

Additional KPIs : EMBA Program					
No.	KPIs Code	Additional KPIs	Target	Measurement Methods	Measurement Time
1	KPI-APG-20	The number of training courses that the program's faculty members receive annually that included: Number of specialized training courses Number of training courses for scientific research. Number of training courses in quality assurance.	10 8 7	The number of training courses (specialized training courses, scientific research, quality assurance) that the program's faculty members receive annually.	every year
2	KPI-APG-21	Percentage of deprived students (Male and Female).	5%	the percentage of students who were denied entry to the final examination of the course for exceeding the percentage of absence legally allowed to the total number of students in the program	every year
3	KPI-APG-22	Percentage of students participating in extra-curricular activities	80%	the percentage of students who participating in extra-curricular activities to the total number of students in the program	every year

4	KPI-APG-23	Number of subsidized research projects that the program completed annually	60	Number of subsidized research projects that the program completed annually	every year
5	KPI-APG-24	The number of community partnerships provided to the community	2	The number of community partnerships provided to the community	every year
6	KPI-APG-25	Average number of faculty members who hold a doctoral degree	100%	The number of faculty members who hold a doctoral degree to total number of faculty members	every year
7	KPI-APG-26	The percentage of faculty members' participation in community service activities.	90%	The number of faculty members' participation in community service activities to total number of faculty members.	every year
8	KPI-APG-27	Student satisfaction rate with student and academic counseling	4.00	Average of students' satisfaction rate with the student and academic counseling services provided by the program on a five-point scale in an annual survey.	every year
9	KPI-APG-28	Percentage of graduates holding leadership positions	75%	The number of graduates holding leadership positions to total number of graduates.	every year
10	KPI-APG-29	The ratio of the number of students who obtained at least a very good grade in the research project .	90%	The number of students who obtained at least a very good grade in the research project to the total number of students	every year
11	KPI-APG-30	The ratio of research projects that solve administrative problems .	85%	The number of research projects that solve administrative problems to the total number of projects	every year

j. Specification Approval Authority

Council / Committee	College Council
Reference No.	7
Date	3/9/1442 H