



Program Specification

Program Name: Bachelor in Business Administration
Qualification Level: Bachelor's Degree (Level 6)
Department: Department of Business Administration
College: College of Business Administration
Institution: Jazan University

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A. Program Identification and General Information

1. Program Main Location:

College of Business Administration, Main Campus, Jazan

2. Branches Offering the Program:

Aldarb University College, Aldarb

3. Reasons for Establishing the Program:

(Economic, social, cultural, and technological, and national needs and development, etc.)

Economic Reasons: While Vision 2030 and its National Transformation Program aim to diversify the economy and strengthen a variety of industries in the country, it also lays out the future of relations between the Saudi state and its citizens. In the context of a global landscape characterized by increasingly competitive entrepreneurship, Saudi Arabia prioritizes its growing youth population and outlines plans to bolster education and employment. Its efforts aim to empower young Saudi citizens to carve out a path for the Kingdom in line with traditional cultural values and an increasingly interconnected world. The Kingdom is also investing massively in research and development to strengthen the country's world-class technological universities. This will encourage and promote the finest entrepreneurial ideas among future generations. Moreover, the Kingdom's social development has led to an increase in women's participation in the workforce. Therefore, there is a high demand of business professionals in line with growing business opportunities.

Social /Cultural Reasons Education is widely regarded by Saudi social and political analysts as the single most important and most challenging area for change. Saudi Arabia is the world's eighth highest education spender and recently initiated a complete review of the education system, which will include building new educational institutes in addition to funding overseas degrees and training programs for Saudi students in alignment with Vision 2030 objectives. Saudi Arabia will close the gap between the outputs of higher education and the requirements of the job market. By the year 2030, the Kingdom intends to have at least five Saudi universities among the top 200 universities in international rankings. This will help Saudi students achieve results above international averages in global education indicators. The Kingdom is preparing a modern curriculum focused on rigorous standards in literacy, numeracy, skills and character development. Saudi Arabia is now tracking progress and will publish a sophisticated range of education outcomes, showing year-on-year improvements. Education is linked to employment opportunities. The Kingdom has partnered with the private sector to ensure higher education outcomes are in line with the requirements of the job market. By investing in strategic partnerships with apprenticeship providers, new skills councils from industry, and large private companies, Saudi Arabia is developing the job specifications of every education field. Historically, Saudi Arabia has long-emphasized the importance of the arts to social development and culture. With the release of the national strategy plan, the Saudi leadership has pinpointed avenues by which culture and entertainment will contribute to long-term economic growth and bring about wider civil benefits.

Technological Reasons: Technology has important effects on business operations. No matter the size of your enterprise, technology has both tangible and intangible benefits that will help you make money and produce the results your customers demand. Technological

infrastructure affects the culture, efficiency and relationships of a business. It also affects the security of confidential information and trade advantages. Saudi Arabia represents the region's largest IT market, with strong growth in consumer and enterprise end markets. Massive public investments in infrastructure, health, and education have paved the way for advanced technology and security systems in the country with the government planning for the industry to raise its contribution to the GDP by 20 percent by 2020. The IT market in the country was valued at \$3.6 billion in 2011 and was expected to reach \$4.9 billion after 2014. Liberalization is occurring across the telecommunications industry, driving increases in competition, service levels, and usage. Significant unmet demands for web-based and mobile services and increased enterprise and government commitments for web-based services provide large-scale opportunities for contractors and service providers, with massive public investments in connectivity for Economic Cities, extending unique opportunities for greenfield projects covering millions of users. On March 9, 2017, Saudi Arabia's Ministry of Communications and Information Technology signed a memorandum of understanding with IBM for the training and qualification of more than 38,000 individuals over the next four years through 30 new educational institutions in information and communication technology (ICT) programs. The agreement with IBM will address core challenges identified by the ministry, namely, "the shortage in specialized human capital" and "poor user skills in the communication and information technology field." The Kingdom will organize five new initiatives through the ministry involving the training, qualification, and recruitment of ICT experts. There is a broad spectrum of excellent opportunities for business graduates in Saudi Arabia. All businesses need individuals who understand information technology and how to use it to solve business problems for competitive advantage.

4. Total Credit Hours for Completing the Program: (130 credit hours)

5. Professional Occupations/Jobs:

Career Opportunities:

Students are awarded a Bachelor of Business Administration (BBA) Degree with Specialization in Business Administration. A graduate of this program can have multiple career options, some of the options are:

- **Branch Manager**
- **Customer Support**
- **Project Supervisor**
- **HR Executive**
- **Quality Controller**
- **Operation Manager**
- **General Supervisor**
- **Business Analyst**
- **Business Development Executives**
- **Entrepreneur**

6. Major Tracks/Pathways (if any):

Major track/pathway	Credit hours (For each track)	Professional Occupations/Jobs (For each track)
1. No Tracks		
2.		

7. Intermediate Exit Points/Awarded Degree (if any):

Intermediate exit points/awarded degree	Credit hours
3. No Intermediate Exit Point	
1.	
2.	

B. Mission, Goals, and Learning Outcomes

1. Program Mission:

Prepare professionals in the field of business administration who are well-equipped with knowledge, skills and values and foster academic research and innovation to build a vibrant society.

2. Program Goals:

1. Provide the environment to prepare skilled graduates in the field of business administration.
2. Encourage the students towards continuous learning and support in their holistic development.
3. Develop intellectual capacity of students through innovative teaching strategies and advanced infrastructure.
4. Provide an environment to support continuous professional development of faculty.
5. Encourage the faculty to produce effective research outcomes along with other researchers and students.
6. Contribute to economic growth and social needs of the community and business industry and public sector organizations.

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

The department's mission, vision and goals are aligned with the college and institution at large.

University Mission	College Mission	Program Mission
We teach, research and innovate to contribute for building a vibrant society	We are constantly striving for excellence in business education, producing world-class scientific research and to contribute for building a vibrant society.	We prepare professionals in the field of business administration who are well-equipped with knowledge, skills and values and foster academic research and innovation to build a vibrant society.
University Goals	College Goals	Department Goals
<ol style="list-style-type: none"> 1) Infrastructure development 2) Developing an IT infrastructure 3) Developing university governance 4) Improving human capacity 5) Improving academic programs 6) Development of administrative processes 7) Increase support for scientific research and innovation. 8) Promoting the best use of resources 9) Strengthening investment partnerships 	<ol style="list-style-type: none"> 1) Adopting modern teaching and learning methods and techniques. 2) Enhancing and developing the governance of the college and scientific departments' business 3) Enhancing the professional development process and building the human capacity of faculty members and administrators. 4) Create and improve the academic programs necessary to support the main areas of the labor market and / or of importance to the region and the Kingdom 	<ol style="list-style-type: none"> 1) Provide the environment to prepare skilled graduates in the field of business administration. 2) Encourage the students towards continuous learning and support in their holistic development. 3) Develop intellectual capacity of students through innovative teaching strategies and advanced infrastructure. 4) Provide an environment to support continuous

10) Improving the student experience 11) Improving the efficiency of university outcomes 12) Improving community service and quality of life 13) Improving the university's ranking	5) Developing an effective management system and improving internal processes. 6) Encouraging and supporting students and faculty members in scientific production, innovation, and entrepreneurship. 7) Improving students' experience by enriching the educational environment and raising the level of their performance and educational achievement 8) Improving the college outcomes, building strategic partnerships with employers (employment sectors) and improving community service	professional development of faculty. 5) Encourage the faculty to produce effective research outcomes along with other researchers and students. 6) Contribute to economic growth and social needs of the community and business industry and public sector organizations.
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Relevance: Our vision, mission and goals are defined to ensure the success of our stake holders viz. students, staff, faculty, and community at large. We work hard to follow the core guiding principles laid out by the college for providing quality education and a cohesive learning environment. The vision and mission of the Business Administration program is aligned to with the college's vision and mission and work within its scope to act as a building block for attaining the overall college objectives.

4. Graduate Attributes:

These are the following attributes expected from the graduates of the BBA in Business Administration Program:

1. Sound knowledge of business administration
2. Ability to critically analyze and solve business problems
3. Work in an ethical and responsible manner
4. Leadership and teamwork
5. Self-appraisal and continuous professional development

5. Program learning Outcomes*

Knowledge and understanding

K1	Describe underlying concepts, theory and tools taught in the core curriculum related to practices of business.
K2	Demonstrate the ability to become an entrepreneur or able to contribute to the realization of entrepreneurs' business approach.
K3	Interpret the recent trends and relevant factors that influence the decision making in business world.

Skills

S1	Apply appropriate techniques for solving complex business problems.
S2	Design business plan for various industries according to local and global business context.

S3	Evaluate the performance of business strategies linked with stated goals.
S4	Communicate effectively in a variety of professional context.
Values	
V1	Engage in lifelong learning skills to serve the community on economic and social issues.
V2	Collaborate in a team to manage contemporary business projects to serve the community needs.

* Add a table for each track and exit Point (if any)

C. Curriculum

1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	7	15	15.2%
	Elective			
College Requirements	Required	14	61	30.4%
	Elective			
Program Requirements	Required	23	48	50%
	Elective			
Capstone Course/Project	Required	1	3	2.17%
Field Experience/ Internship	Required	1	3	2.17%
Others	N/A	N/A	N/A	N/A
Total		46	130	100%

* Add a table for each track (if any)

2. Program Study Plan

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 1	ENGL 107	English Language I	Required	None	6	College
	ISLM1 01	Islamic Culture I	Required	None	2	University
	ARAB 101	Arabic Language Skills	Required	None	2	University
	COMP 101	Introduction to Computer	Required	None	3	University
	HLCL1 01	Health Culture	Required	None	2	College
Level 2	ENGL 108	English Language II	Required	None	6	College
	ISLM1 02	Islamic Culture II	Required	None	2	University
	ARAB 102	Arabic Writing Skills	Required	None	2	University
	DVAS 101	Developing Analytical Skills	Required	None	3	College

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
	RCHM 101	Research Methodology	Required	None	2	College
Level 3	MATH 101	Mathematics & Statistics	Required	None	3	College
	ADMN 211	Introduction to Business	Required	None	3	College
	ADMN 212	Business Communication	Required	None	2	College
	ACCT 221	Basics of Accounting	Required	None	2	College
	HRMT 241	Human Resource Management	Required	None	2	College
	ECON 251	Introduction to Economics	Required	None	2	College
	MGIS2 71	IT Skills	Required	COMP101	2	College
Level 4	ISLM1 03	Islamic Culture III	Required	None	2	University
	ADMN 213	Principles & Practice of Mgmt.	Required	ADMN 211	3	College
	ACCT 222	Financial Accounting	Required	ACCT221	3	College
	MRKT 231	Marketing Management	Required	None	2	College
	HRMT 242	Organizational Behavior	Required	None	2	College
	ECON 252	Managerial Economics	Required	None	2	College
	MGIS2 72	Mgmt. Information System	Required	None	2	College
Level 5	ISLM1 04	Islamic Culture IV	Required	None	ISLM104	University
	ACCT 321	Financial Management	Required	ACCT222	ACCT321	College
	ADMN 311	Event Management	Required	None	ADMN311	Department
	ADMN 312	Logistics & Material Mgmt.	Required	None	ADMN312	Department
	ADMN 313	Entrepreneurship & Small Business Mgmt.	Required	None	ADMN313	Department
	HRMT 341	Employees Administration	Required	None	HRMT341	Department
Level 6	ADMN 314	Business Environment in KSA	Required	None	3	College
	ADMN 315	Strategic Management	Required	None	2	College
	ADMN 316	Crisis Management	Required	None	3	Department
	ADMN 317	E-Business	Required	MGIS 271	3	Department

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
	ADMN 318	Production & Operations Mgmt.	Required	None	3	Department
	HRMT 342	Negotiation & Counseling	Required	None	3	Department
Level 7	ADMN 410	Internship Training Report	Required	None	3	Department
	ACCT 421	Money & Banking	Required	None	3	College
	ADMN 411	Project Planning & Control	Required	None	3	Department
	ADMN 412	Global Outsourcing	Required	None	3	Department
	ADMN 413	Total Quality Management	Required	None	3	Department
	HRMT 441	Change Management	Required	None	3	Department
Level 8	LAWS 461	Business Legislations	Required	None	2	College
	ADMN 414	Insurance & Risk Management	Required	None	3	Department
	ADMN 415	International Business Mgmt.	Required	ADMN 412	3	Department
	ADMN 416	Industrial Psychology	Required	None	3	Department
	HRMT 442	Knowledge Management	Required	None	3	Department
	ADMN 490	Graduation Research	Required	ADMN 410	3	Department

* 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/1t6gPB2py4iqXqeColMTJ8XYxXEfvLKS?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)

Course code & No.	Program Learning Outcomes								
	Knowledge and understanding			Skills				Values	
	K1	K2	K3	S1	S2	S3	S4	V1	V2
ENGL107							I	I	I
ISLM101				I				I	
ARAB101								I	
COMP101	I						P		

Course code & No.	Program Learning Outcomes								
	Knowledge and understanding			Skills				Values	
	K1	K2	K3	S1	S2	S3	S4	V1	V2
HLCL101	I							I	I
ENGL108	P						P	P	
ISLM102	I						P	P	
ARAB102							I		I
DVAS101						I	I	I	
RCHM101	I							I	I
ADMN212	I		I	I	I			I	P
HRMT241	I	I	P	I			I	I	
ADMN213	I	P	I	I	P	P		P	P
HRMT242	I	I		P	P	P		I	P
ADMN311	I	P		I	P		P	I	
ADMN312	I	P	P	P	P	P		I	P
ADMN313	I		P	M		P	P	P	P
HRMT341	I	P	P	I	P	P		I	P
ADMN314	I	I	P	I		P	I	I	P
ADMN315	P	P	P	I	P	P	P	I	P
ADMN316	P	P	M	P	P		P	I	P
ADMN317	P		P	I	P	M		I	P
ADMN318	P	P		I		P	M	I	P
HRMT342	M	P	P	M		P	P	I	
ADMN410	M	P		P			P	P	P
ADMN411	P		P	M	P	P	P	P	M
ADMN412		P	P	I		P	M		P
ADMN413	P	M	M	P	M	M	P	I	P
HRMT441	P	P	M		P	P	P		
ADMN414	M		P	I		P		P	P
ADMN415	P		P		M	P			P

Course code & No.	Program Learning Outcomes								
	Knowledge and understanding			Skills				Values	
	K1	K2	K3	S1	S2	S3	S4	V1	V2
ADMN416	M	P	P	M		M	P		
HRMT442	M	P			M	P		M	P
ADMN490	M		M			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.

- Questioning and Discussing
- Problem solving
- Audio-Visual Presentations
- Brainstorming
- Case Studies
- Role play
- Project

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.

PLOs will be tested in both ways (Direct and Indirect Assessment Methods).

Direct Assessment: Table given in section-4 is reflecting the mapping table between courses and domain of PLOs.

PLOs will be further mapped with CLOs in a more rigor way. Achievements of student grades in certain CLOs of particular courses will reflect the achievement level of individual PLO.

Indirect Assessment: Exit Survey is pertinent about the achievement of PLOs. In the final year feedback of the graduating students will be recorded to measure their satisfaction about PLOs.

Methods of Achievements

- Solve: Quiz, test, exam
- Design: Report, project, quiz, test, exam
- Experiment: Report, test, exam
- Communicate: Observation, presentation
- Ethical: Observation, attendance, assignment
- Team: Observation, attendance, project
- Learning: Project, test, exam
- Behavior: Observation

D. Student Admission and Support:

1. Student Admission Requirements

The following requirements have been set by the University Council for the admission of the new student:

1. To have a Saudi citizenship or be a son of Saudi mother or a non-Saudi mother married to a Saudi with at least 2 children.
2. To hold a general high school degree or its equivalent from within or without the Kingdom of Saudi Arabia.
3. To hold a high school degree or its equivalent not older than 5 years.
4. To pass any required exams or interviews set by Jazan University.
5. To be medically fit for majors that require.
6. To meet all criteria set by the University Council and announced at the time of application.
7. Not to be expelled from Jazan University for academic or disciplinary reasons, or expelled from any other university for disciplinary reasons, and if it became clear after the student's acceptance that he was previously expelled, his acceptance shall be cancelled.
8. To provide a letter of approval from his reference, if employed for a government entity, to enroll in regular university study. (not required for distance learning)
9. The maximum age limit for applicants (to regular status) is 25 for males and 30 for females

2. Guidance and Orientation Programs for New Students

- The Collage prepares an orientation session for new students at the beginning of the Academic Year and during this session new students are given full orientation of the college.
- The rules and regulations are explained that the students have to follow for a successful completion of the program.
- The orientation session includes an introduction to the student's rights and duties, study plans and curriculum, student's expectations, college rules and regulation, all the activities in the college and the support services provided.

3. Student Counseling Services

(academic, career, psychological and social)

A special unit for the counseling of new students has been set up in the college where the academic advisor is always available to guide the students.

Academic Advisor will interact with the students to guide them, introduce them to the department, prepare them for studying in the university, as well as instruct and advise them academically, psychologically, socially and scientifically.

The Academic Advising unit objectives are:

1. Enhance the academic achievement for the students and raise their abilities and overcome the obstacles during their education.
2. Reduce the chances of academic defaulting.
3. Provide advice and assistance to the academic problems of college students.
4. Improving the academic performance of the students with low academic achievement

Along with academic advising each faculty member in the department will be asked to post his office hours during which a student can visit for receiving counselling and advising.

4. Special Support

(low achievers, disabled, gifted and talented)

- The faculty members monitor and help the low achievers by discussing with them to identify the causes for their low performance.
- Disabled students are given special privileges as admissible under rules. If there is a problem or grievance, it is resolved by the college as early as possible.
- Gifted and talented students are given all the facilities for utilizing their talent for community service. The department encourage them to continue their extra ordinary performance by all possible means.
- Ramps have been made at the entrance of each gate of the college building so that they can easily enter the building especially classrooms and lab building.
- Lift facilities have been provided for a student for easy accessibility.

E. 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	1	1	HR	1	1	2
Associate Professors	2	2	HR/Entrepreneurship	2	2	4
Assistant Professors	5	3	HR/Entrepreneurship/Strategic Management	5	3	8
Lecturers	10	12	HR/Entrepreneurship/Strategic Management/Total Quality Management/Knowledge Management/Insurance	10	12	22
Teaching Assistants	10			4	6	10
Technicians and Laboratory Assistants						
Administrative and Supportive Staff						
Others (specify)						

2. Professional Development

2.1 Orientation of New Teaching Staff

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

Head of the department continuously guide and monitor the task so that new faculty feel comfortable and take responsibility for the course.

- Conduct a periodic Orientation and Adaptation program (departmental guide-book/meetings with fellow staff members and department's administration)
- Explain the department's mission, goals, and objectives; the academic program and its constituent courses.
- Familiarize the new member with the department's achievements and contributions in the academic and community service areas.
- Introduce the new member to the resources and facilities available to the department.
- Acquaint the new member with his duties and responsibilities in the academic institution.
- Explain the opportunities available for further development and the chances available to the new member for contribution.

- Actual visits to the department, college, and university.
- Training courses provided by the Deanship of Skills development.

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.)

- Training courses in skill development of staff members.
- Encourage staff members to participate in activities conducted by the Deanship of Skills Development.
- Internal and external review of staff member performances.
- Advice on methods to improve and develop performance of staff members.
- Incentives and rewards under Internal Training
- Interdepartmental conferences to enhance and exchange knowledge.
- Projector and availability of lab with latest business softwares.
- Encourage staff members to participate in conferences, academic meetings, workshops, and seminars.
- Encourage contacts through academic visits and visiting professors programs.
- Academic and scientific meetings and publications exchanges.
- Encourage staff members to participate in activities related to continuous learning programs.

F. Learning Resources, Facilities, and Equipment

1. Learning Resources.

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

- For every course, there is an appointment of a expert called "Course Coordinator". His/Her job is to take care of the entire responsibilities of the course such as to design and maintain the course curriculum, arrange the meeting with the Faculties to synchronize the course teaching material etc. In addition, this coordinator is responsible to select the textbook and other referenced teaching material for his course.
- The entire material is designed by the Course Coordinator and inspected by the Curriculum Unit in terms of outcomes, content, assessment strategies, teaching strategies and the authors.
- Finally, the entire material is thoroughly inspected by the HOD / Academic Council and then the Final Syllabus and as well as the Text Book and other referenced teaching material is approved. Once the Text Books and other referenced teaching materials are approved then the students are informed that they can use the required Book for the said course.

- The Course Coordinator is responsible to upload the approved Text Book and other referenced teaching material online on Blackboard in LMS (Learning Management System) so that the students would be benefited with the online Text Book.
- These selected books are forwarded to HOD to consult with the higher authority for acquisition at University and Library level.
- They are required to consult the main University Library for the required textbook or reference.
- If the required text is not available, they are required to consult the College internal library for books.

They are also required to check the online resources for text and reference on the e-books databases.

2. Facilities and Equipment

(Library, laboratories, medical facilities, classrooms, etc.).

College has a library, sufficient number of classrooms and computer labs for present strength. College infrastructure covers all government norms that include provision for medical facilities and dealing with emergency situation.

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

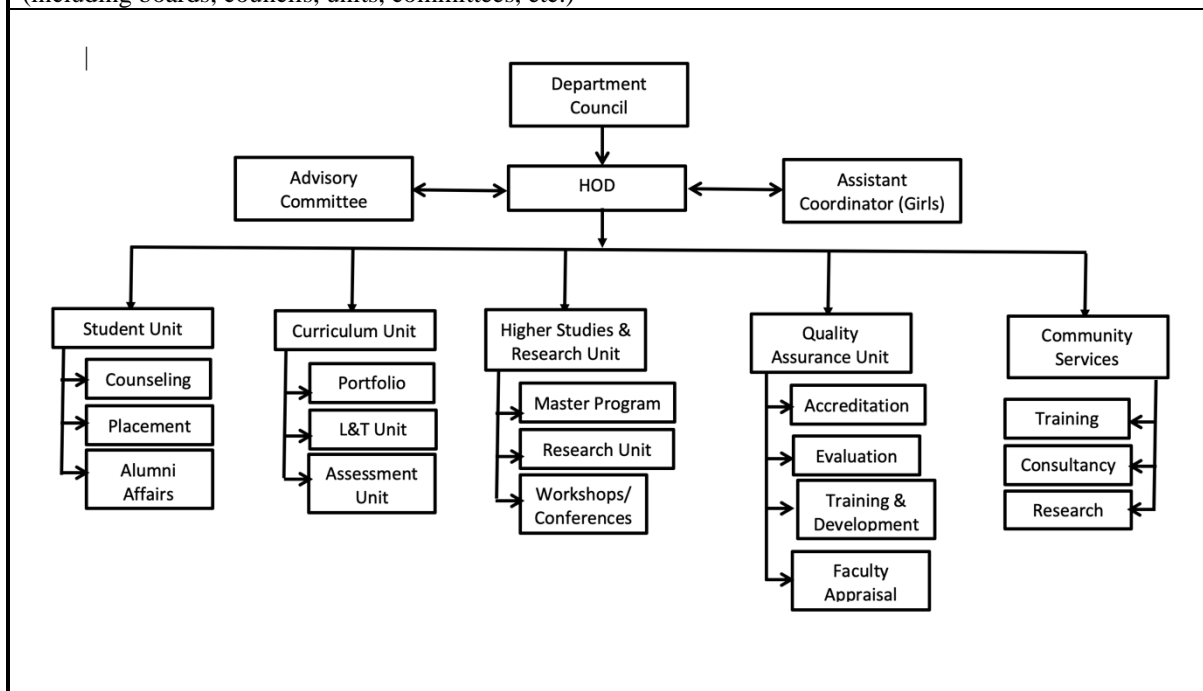
Well maintained classroom with projector facilities. There are fire extinguishers and alarm system at every floor.

G. Program Management and Regulations

1. Program Management

1.1 Program Structure

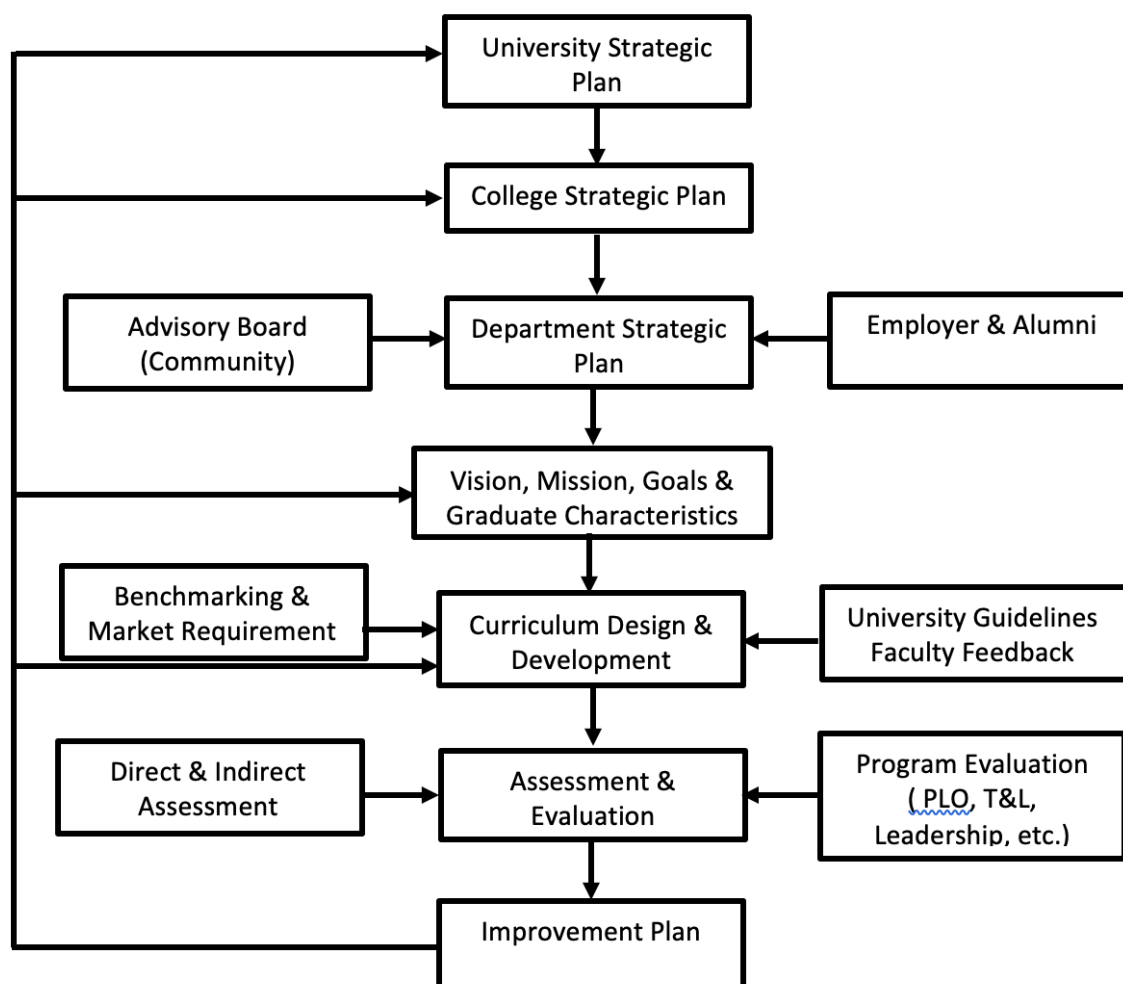
(including boards, councils, units, committees, etc.)



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.)

Stakeholders will be continuously involved in the planning and review for assessing the program execution that is further used for the improvement plan. Feedbacks in the form of surveys will be gathered from faculty, students, alumni and employers for these tasks.



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.)

All regulations are found on the following university websites:

- Deanship of Admission and Registration: <https://www.jazanu.edu.sa/adm/en/home-en-2/>
- Deanship of Student Affairs: <https://www.jazanu.edu.sa/stu/>
- Deanship of Human Resources: <https://www.jazanu.edu.sa/hr/home-en/>
- The Student Guide: <https://www.jazanu.edu.sa/dev/media/sites/61/2020/05/The-Student-Guide-English.pdf>

H. Program Quality Assurance

1. Program Quality Assurance System

Provide online link to quality assurance manual

Following is a list of SOPs to execute major and frequent tasks under the department:

- Teaching & Learning
- Examination (relative to a faculty member)
- Academic Advising
- Course Report & Program report evaluation
- Invigilation duties
- Course Coordination
- Student Assessment Procedures

2. Program Quality Monitoring Procedures

- Class Observations by HODs
- Student's Feedback analysis (by Department)
- Course File Review Mechanism & Report (by QAU)
- Course Coordinators Presentation (Organized by QAU)

For details, please follow this link

<https://www.jazanu.edu.sa/dev/media/sites/61/2020/05/QMS-Manual.pdf?x87483>

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

If a course is assigned to a faculty from other department, he/she should follow the procedure stated below:

1. Collect course file from course coordinator
2. Execute the course as per the instructions provided in course specification and/or by the course coordinator
3. Conduct final examination as per the course learning outcome
4. Prepare a final course report and submit it to the course coordinator/HOD.

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

A common course coordinator led the course in both sections. Course Coordinator has to arrange at least three meetings with staff from both sections for synchronizing purpose. In all Units and committees, almost equal number of staffs is engaged from both sections. Male & Female sections prepare and submit specifications to QAU for review. QAU consolidate the specifications and appreciate the common standard and highlights the differences according to need. QAU scope covers both male & female sections under the same chairman and head with a proportionate representation of members in all committees of QAU responsible for monitoring the standards of achievements and implementation.

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

Specific guidelines are available from the University side covering the partnership and MoUs. Any educational or research partnership need to be approved by concerned authorities from the institution.

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

Direct Assessment:

PLOs vs CLOs mapping is the base of Assessment Plan. In the direct assessment, CLOs achievement will reflect the PLOs achievement. Each course coordinator is responsible to plan and drive the course with best teaching strategies so CLOs are achieved up to the required standard. In case of failure for any CLO, CC is responsible for fine tune the course fully by applying better teaching strategies or by a change of assessment method or maybe by improving the course material.

Indirect Assessment:

From exit survey, low achievement for any PLO will be discussed in Department council along with Departmental QAU. In such case, improvement process will start from Strategic Plan down to course level to identify the shortcomings and their elimination

7. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Effectiveness of teaching	Students	Survey	End of the Semester
The effectiveness of assessment	Exam Unit	Random moderation of final exam papers	End of the Semester
Learning resources availability	Students	Surveys	End of the Semester
The effectiveness of Program leadership	Faculty Members	Surveys	End of the Semester
Learning outcome assessment	Students	Direct based on CLOs	End of the Semester
Learning outcome assessment	Students, Alumni, Employer	Indirect based on surveys	End of the Semester Anytime for Alumni & Employer
Overall effectiveness of Program	Advisory Board, Program Assessment Committee	Meeting, brainstorming	At the end of an academic year

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.)

8. Program KPIs*

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
1	P-01	Percentage of achieved indicators of the program operational plan objective	70%	Preview of Program Action Plan	End of Academic Year
2	P-02	Students' Evaluation of quality of learning experience in the Program	4.0	Annual final year student survey	8 th week of second Semester
3	P-03	Students' evaluation of the quality of the courses	4.0	Course evaluation survey	At the end of semester
4	P-04	Completion rate	80%	Cohort Report	At the end of Semester
5	P-05	First-year students retention rate	90%	Cohort Report	At the end of semester
7	P-07	Graduates' employability and enrolment in postgraduate programs	50%	Alumni Survey	At the end of semester
8	P-08	Average number of students in the class	25	System Report from Student e-Register	At the end of Semester
9	P-09	Employers' evaluation of the program graduate's proficiency	4.0	Employer Survey	At the end of Semester
10	P-10	Students' satisfaction with the offered services	3.0	Annual mid-level student survey	8 th weeks of second Semester
11	P-11	Ratio of students to teaching staff	12:1	Student Information System	At the end of Semester
12	P-12	Percentage of teaching staff distribution based on academic qualification (doctoral degree)	Prof=15 % Associate Prof= 15 % Ast. Prof= 25% Lecturer= 45 %	Faculty Information from departments (Template –B)	Anytime during the academic year
13	P-13	Proportion of teaching staff leaving the program	5%	Faculty information from department	At the end of Semester
14	P-14	Percentage of publications of faculty members	75%	Research Unit DB	At the end of Semester
15	P-15	Rate of published research per faculty member	75%	Research Unit DB	At the end of Semester
16	P-16	Citations rate in refereed journals per faculty member	15:1	Research Unit DB	At the end of Semester
17	P-17	Satisfaction of beneficiaries with the learning resources	3.5	Faculty & Student Annual Survey	8 th week of second semester

* including KPIs required by NCAAA

I. Specification Approval Data

Council / Committee	QUALITY COUNCIL
Reference No.	
Date	8/11/2021