

Kingdom of Saudi Arabia
Ministry of Education
Imam Mohammad Ibn Saud
Islamic University
College of Business
Department of Business
Administration



Quality Guide Master of Business Administration Program

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Introduction	4
The Quality System at the University	5
The Quality System at the College	6
Department of Business Administration	7
Master of Business Administration Program	9
Development and Quality Unit of the Department	10
Program Quality Assurance Committees	11
Program Quality Control	13
Program Quality Control Procedures	14

Quality Cycle in the Educational Process	15
Quality Cycle Stages	16
Components of Quality Assurance	17
Developing the program's Curriculum Plan	20
Program Planning and Development Process	21
Course and Program Development Workflow	23
Performance Assessment	24
Important Links	25
Contact Information	26

Introduction

This guide establishes an important framework for achieving quality in the program, as it focuses on directing efforts and strategies towards best practices for serving the beneficiaries. The guide includes a series of procedures and policies aimed at interpreting the standards of the National Center for Academic Accreditation and Evaluation into applicable procedures.

The measures taken by the program management to implement quality work include the following:

- Clarity of responsibilities: defining and distributing responsibilities among the entities concerned with quality management, such as the Agency for Graduate Studies and Scientific Research for Development and Quality, the Central Quality Committee, and the Quality Development Unit in the department.
- Defining objectives: setting specific and measurable objectives related to improving quality and performance in the program.
- Developing policies: developing policies that regulate quality processes and specify the procedures and standards that must be followed.
- Implementing procedures: implementing the specified steps and procedures in accordance with the approved policies.
- Monitoring performance: regularly monitoring and evaluating the program's performance to ensure that the specified objectives are achieved and identifying any areas that need improvement.
- Continuous improvement: Developing and improving processes and procedures based on previous results and evaluations to ensure continuous quality improvement.

Program management can ensure that daily work and decisions are carried out in a flexible and sound manner in accordance with the quality system, ensuring the achievement of program objectives and serving the beneficiaries in the best possible way.

The Quality System at the University

The Quality and Academic Accreditation Department at Imam Mohammad Ibn Saud Islamic University was established in the academic year 1426/1427 AH by an administrative decision issued on 4/2/1427 AH by the university administration to enhance institutional work and recognize the quality of academic program. As a result, the University of Business Administration, through the Development and Quality Agency, began to process quality requirements by describing academic programs and courses and preparing a study outcome evaluation plan in all subjects according to the requirements of each academic department graduated from the educational program and according to the needs of the labor market.

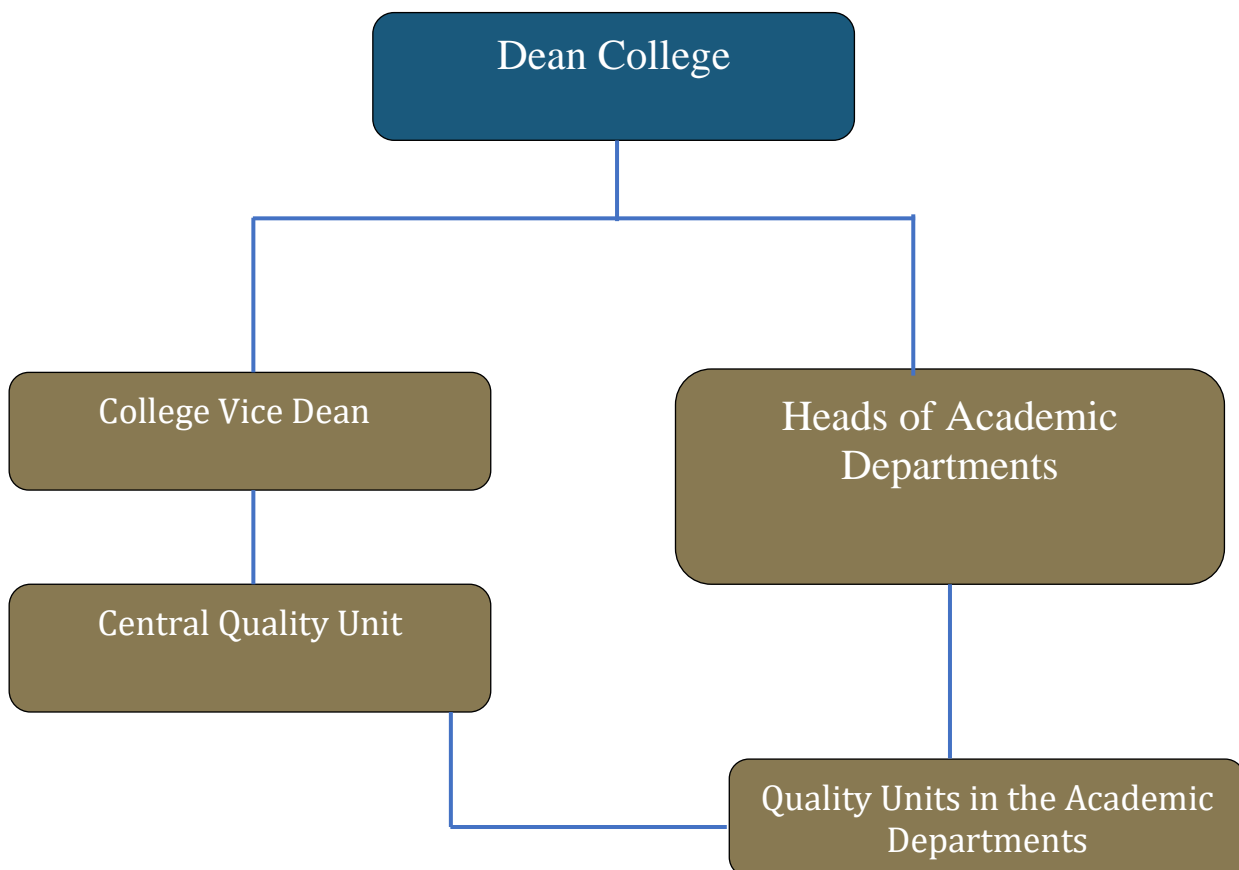
The Agency for Education and Quality continued to function until 21.02.1438 AH, when it was decided to merge with the Agency for Education and its name was changed to "Agency for Education and Quality". In Ramadan of the year 1441 AH, in response to the Ministry of Higher Education's strategic plan (1438-1441 AH) derived from Saudi Vision 2030, and after the university obtained institutional accreditation in 1444 AH, the Agency for Development and Quality was restructured by a decision from the university president, No. 78212, dated 3/5/1440 AH, and the administrative decision No. 9/1/1441 AH issued by the university president to support, sustain and oversee quality activities in the college.

The quality officer in the scientific department is appointed based on a proposal of the head of the department, the dean of the college, and the university president. The members of the central quality unit in the college are appointed based on a proposal from the vice dean of the college, a recommendation from the dean of the college, and approval from the university president, according to specific standards and regulations.

The Quality System at The College

The management of the Business College seeks to achieve its goals through specific plans and procedures aimed at developing the quality of academic programs and to ensure that they are consistent with labor market requirements as well as academic accreditation standards. Of these goals are:

1. Continuous development of the educational process to meet the needs of the labor market.
2. To facilitate research activities to promote scientific development and advanced knowledge acquisition.
3. Promote and sustain social responsibility and entrepreneurship to the community.
4. Developing and meeting quality standards on a regular basis.
5. Sustainable development of financial and human resources and its practices.



Department of Business Administration

The Central Quality Structure at the College of Business

Department Vision:

To position the academic programs in the Department of Business Administration as leaders and pioneers among similar programs in other corresponding universities.

Department Mission:

Commitment in providing academic programs in Business Administration that help prepare administrative, skilled, and professional personnel aligned with the labor market and knowledge society requirements, in accordance with to quality standards.

Department Objectives

First: Preparing competitive competencies in the field of business administration:

- Providing students with scientific and practical experiences in the field of specialization according to the latest developments and contemporary practices.
- Developing self-learning skills and acquiring knowledge among students.
- Employing modern technology and e-learning in the educational process.
- Developing leadership and entrepreneurial skills and solving problems among students

Second: Supporting Research Skills:

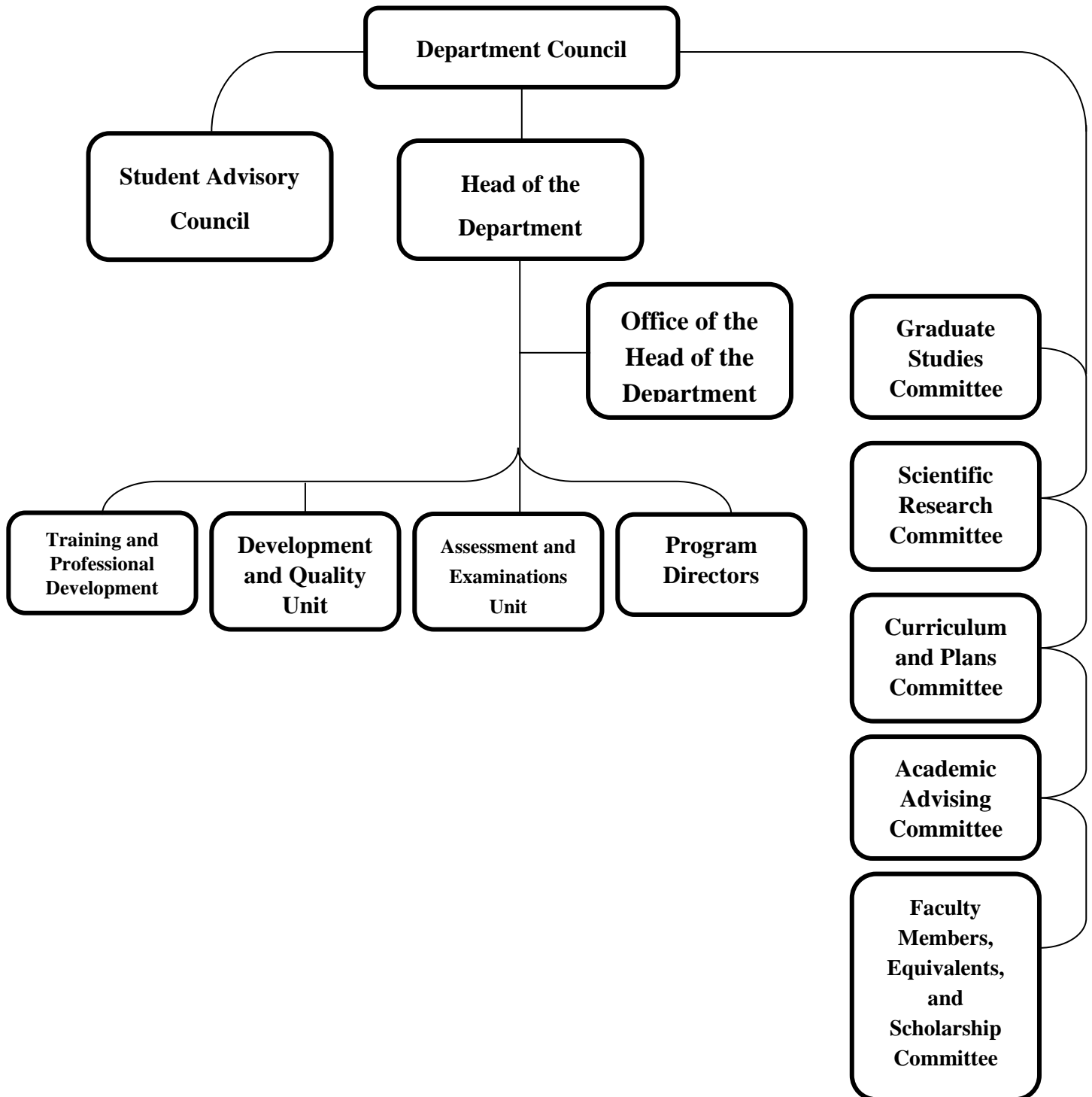
- Enhancing and sustaining research skills among students.
- Determining research priorities to serve scientific developments in the field and contribute to the development of the educational process.

Third: Contributing to building the knowledge economy and serving the community:

- Adopting projects and partnerships with local community and social institutions, including cooperation, and providing consultations for them.
- Strengthening relations with employers and developing the program to keep momentum with the contemporary labor market requirements.

Department of Business Administration

The Organizational Structure of the Department



Master of Business Administration Program

Program Mission:

Preparing distinguished senior competencies equipped with the latest and advanced knowledge, and the best applied research skills in the field of business administration, enabling them to lead businesses and serve the community in its context.

Program Objectives:

- Providing an educational environment that includes distinguished scientific and academic competencies.
- Providing students with the latest administrative knowledge and advanced theories, through designing a modern study plan and updated curricula.
- Sustaining students' research skills, through preparing individual or joint research with faculty members.
- Enhancing self-learning and critical thinking and problem-solving skills.
- Developing leadership and communication skills and linking them to contemporary practices.
- Meeting the needs of business organizations for administrative leaders.

Program graduates' characteristics:

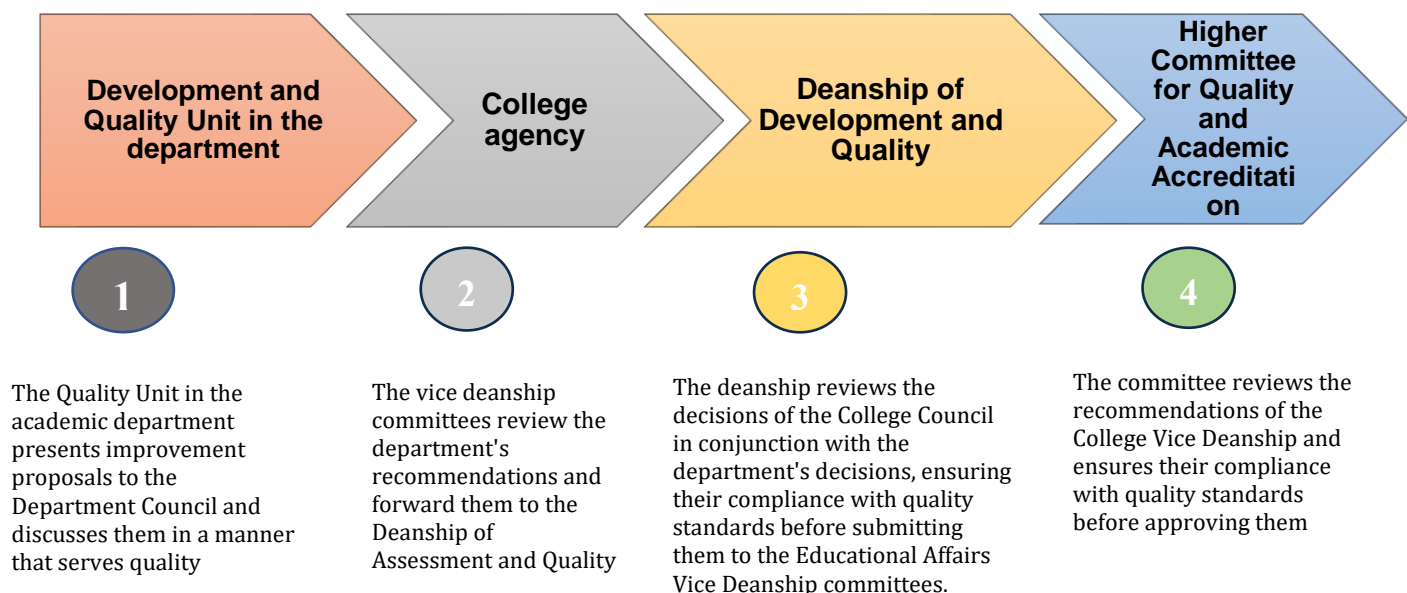
- Possessing the knowledge and skills that keep graduates up to date with current trends in the business world, which meet the needs of the labor market.
- Applying and employing knowledge related to business administration within society.
- The ability to analyze, evaluate and find solutions to problems related to the field of business administration.
- Keeping pace with technological and communication changes in the fields of business administration.
- The ability to conduct scientific research and analysis to solve practical problems in the field of business administration.
- Ability to work within a team, take responsibility and communicate with others to serve the community.
- Adherence to work ethics and Islamic values.

Development and Quality Unit of the Department

The Development and Quality Unit in the Department of Business Administration plays a crucial role in ensuring the quality of the program and its continuous improvement. By implementing and following up on quality processes according to the administrative structure of the university's quality management system, the Quality Development Unit performs the following tasks:

- Supervising the planning and implementation of the quality management system.
- Cooperating with academic program coordinators to implement the decisions of the academic department councils related to controlling and ensuring the quality of exams.
- Planning academic and administrative quality work in the department.
- Cooperating with the head of the department in building the operational plan for the department
- Following up on the quality of the educational process in the department
- Cooperating with academic program coordinators in meeting academic accreditation requirements
- Gathering the necessary evidence and documents to verify the conformity of quality practices in the department
- Following up on performance indicators for academic programs
- Following up on the quality of the administrative process in the department

Quality control procedures may be carried out by the Quality Development Unit in the department and end with the Higher Committee for Quality and Academic Accreditation at the university, ensuring the sustainability of quality decisions and their requirements. As shown in the following figure:



Quality Assurance Committees

❖ Tasks of the program's quality committees:

First: Program Annual Report Preparation Committee

- Preparing the program's annual report
- Submitting the annual report to the department council for approval

Second: Committee for Preparing the Executive Plan for Community Service

- Developing an executive plan for community service
- Following up on the implementation of the proposed plan
- Preparing an annual report for the plan
- Disseminating the culture of volunteer work
- Effective participation in solving community issues and problems

Third: Committee for Preparing the Executive Plan for Scientific Research for the Program

- Forming an executive plan for scientific research
- Following up on the implementation of the proposed plan
- Preparing an annual report for the plan
- Preparing performance indicators for scientific research

Fourth: Program Opinion Polls Committee

- Preparing questionnaires
- Distributing questionnaires
- Collecting and summarizing data

Fifth: Program Academic Guidance Committee

- Academic guidance and counseling for students
- Following up on the academic guidance work for students
- Activating extracurricular activities through the student club
- Following up on students with special needs
- Follow up on struggling students
- Monitor and encourage outstanding students

Sixth: Quality Committee for Bachelor's and Master's Programs

- Ensure the implementation of quality requirements in the scientific department
- Follow up on the progress of quality work at the bachelor's and master's levels
- Continuously work on developing plans and programs related to quality
- Working on solving problems and overcoming obstacles in quality work in the department, if any.
- Keep records and work on documenting quality activities.

Seventh: Performance Indicators and Benchmarking Committee

- Work on performance indicators
- Work on benchmarking and references

Eighth: Master's Program Graduates Follow-up Committee

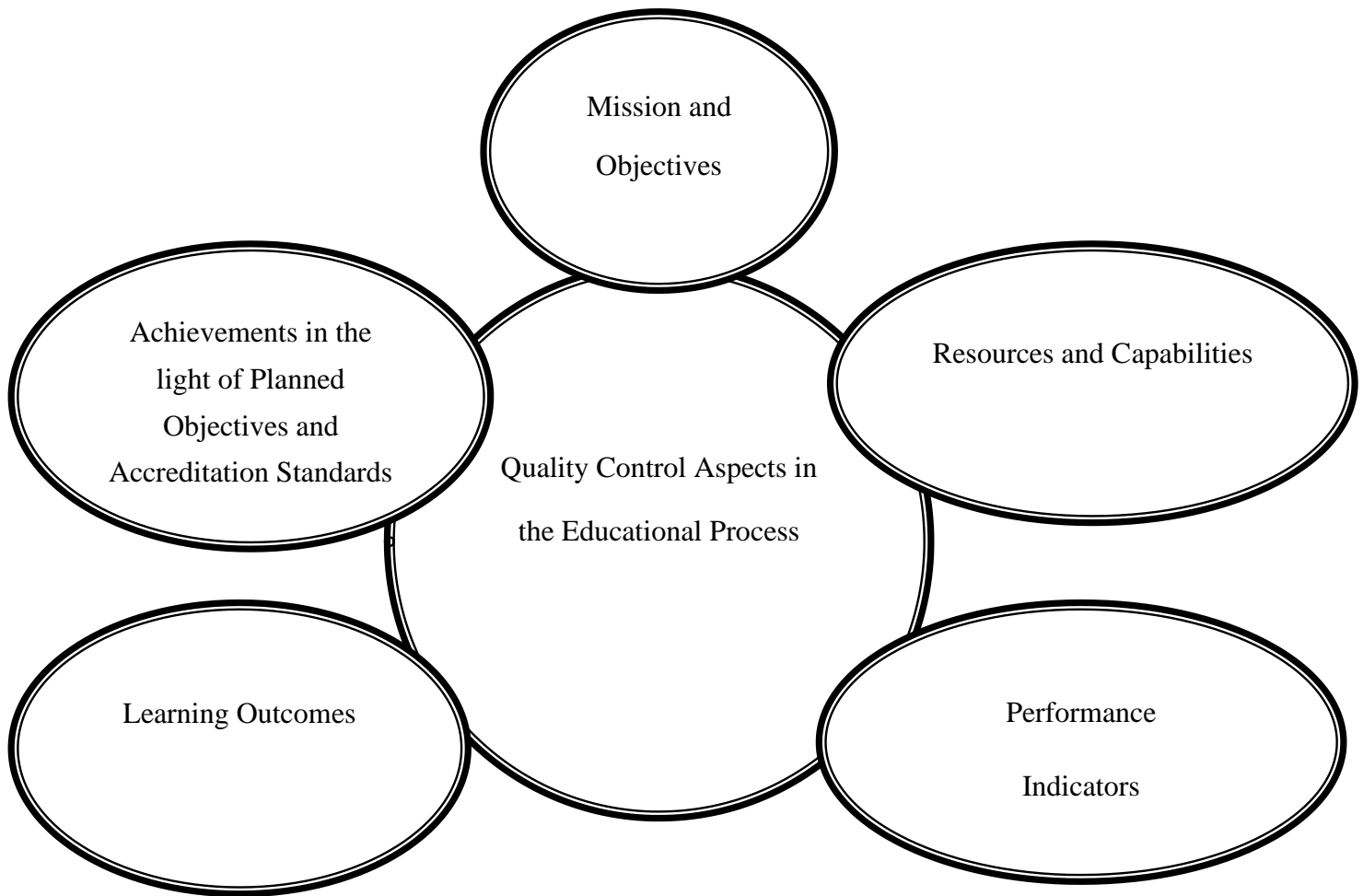
- Continuous communication with graduates
- Preparing a guide for graduates
- Preparing a documented database for graduates.
- Surveying graduates' opinions about the program and preparing reports

Ninth: Vision, Mission and Objectives Review Committee

- Reviewing the vision
- Reviewing the mission
- Reviewing the objectives
- Preparing the operational plan for the program

Program Quality Control

Quality Monitoring in the Program:



Aspects of Quality Monitoring

Program Quality Control Procedures

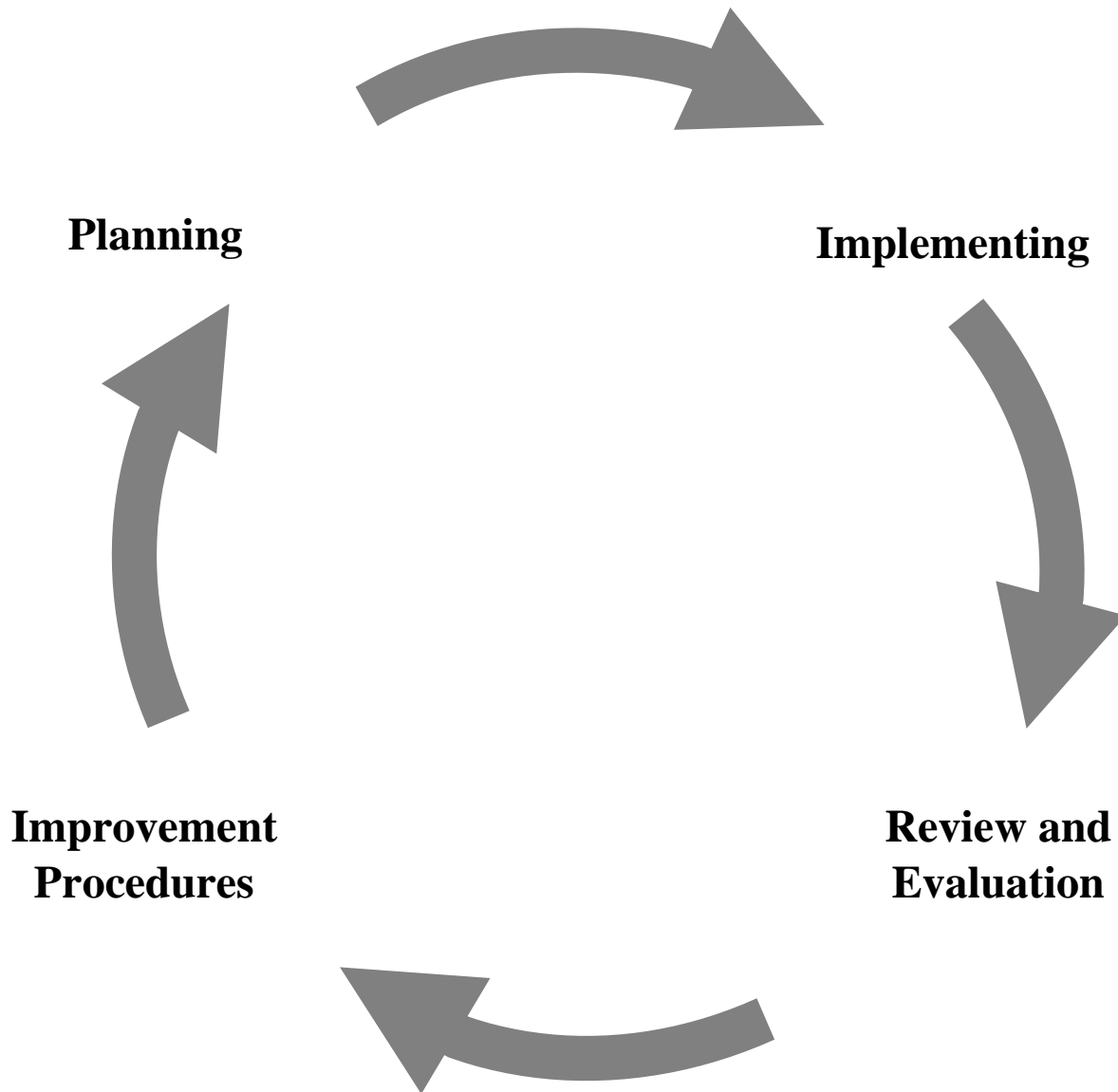
The Development and Quality Unit and the program subcommittees are responsible for monitoring the quality of the program through the following procedures:

- Preparing the program specification and course specification according to the model of the National Center for Academic Evaluation and Accreditation, linking the program learning outcomes with the programs and courses.
- Developing a plan to measure the learning outcomes of the program and courses.
- Commitment to the course specification and applying the teaching, learning and evaluation strategies contained therein.
- Opinion polls and preparing opinion poll reports (faculty members' opinion survey questionnaire, student opinion survey questionnaire, annual experience questionnaire, graduates' questionnaire, program evaluation questionnaire, employment agencies' questionnaire) and preparing improvement plans.
- Faculty members submit course files to the Development and Quality Unit in the department at the end of each semester.
- Unifying the final exams between the two sections of male and female students.
- The coordinator of each course prepares a report for the course for both sections of male and female students, then a unified report.
- Evaluating the program's performance indicators.
- Preparing the program's annual report.

The program report, course reports, questionnaire reports, minutes of the program advisory committee and program performance indicators reports are submitted to the department council for discussion and approval, and then submitted to the college council.

Quality Cycle in the Educational Process

❖ Stages of the Quality Cycle



Quality Cycle Stages

The Quality Cycle Stages:

- The level of achievement of the objectives in light of accredited performance indicators and internal and external benchmarks.
- The extent of consistency with the accepted performance standards (accredited by the Education and Training Evaluation Commission) and these criteria require the completion of the quality cycle:

First: Planning: The planning process begins by defining the meaning of achievement criteria:

- The objectives to be achieved considering the mission and performance indicators that determine the specified level of achievement.
- The degree of consistency with the accepted performance standards.
- The planning process handles all elements related to the program through a participatory process that ensures quality is taken into account in the program's goals and objectives and the requirements of the Education and Training Evaluation Commission.

Second Implementation: The stage through which the program's operations are managed, such as education, learning, evaluation, management of facilities and activities, learning resources and professional development.

Third Review and evaluation: The stage that coincides with the program's operations management stage, where they are monitored and followed up, and the necessary surveys and observations are conducted to determine the level of the program's progress in achieving the desired objectives, collecting data, documenting it, analyzing it, monitoring it and preparing reports on it.

Fourth Improvement procedures: The stage in which the quality cycle is closed, where improvement plans, and strategies are built and objectives are modified in the light of the results of the evaluation of the previous stage.

Components of Quality Assurance

❖ Program learning outcomes according to the areas specified in the National Qualifications Framework

Knowledge	
K1	Understanding basic business concepts, models, theories, and applications.
K2	Advanced knowledge across business disciplines to identify, analyze, and solve business problems.
K3	Awareness of business issues and the global business environment that influence decision-making.
Skills	
S1	Applying business concepts, models, theories, and analytical tools in decision-making processes.
S2	Demonstrating critical thinking skills through observation, analysis, interpretation, reflection, evaluation, reasoning, and explanation to draw conclusions.
S3	Acquiring professional skills in using technology and in written and oral communication.
Values	
V1	Effectively employing self-learning and personal development.
V2	Being able to participate in and perform activities and tasks professionally.
V3	Being committed to academic integrity and having a sense of responsibility towards society.

❖ Surveys:

Surveys are an indirect and effective method for collecting data on various issues related to the program. These surveys allow for gathering opinions and evaluations from different stakeholders, such as students, faculty members, employers, and others. Through these opinions, the program can be assessed, and improvement decisions can be made to enhance the quality of education and meet the needs of students and the job market. Some of these surveys include:

- Student survey on program quality
- Student survey on educational experience
- Student survey on course quality
- Student survey on cooperative training
- Employer survey
- Graduate student survey
- Faculty survey

❖ **Key Performance Indicators for Graduate Programs:** One of the most important principles upon which this guide is based is the periodic evaluation of current performance levels by setting goals and plans linked to performance indicators. Performance indicators are important tools for assessing the quality of academic programs and monitoring their performance. They contribute to continuous improvement processes and support decision-making. The National Center for Academic Accreditation and Evaluation has identified a set of performance indicators:

Code	Key Performance Indicators (KPIs)	Description
KPI-P-01	Students' evaluation of the quality of learning experiences in the program	Average overall rating of final year students about their learning experience in the program.
KPI-P-02	Student evaluation of course quality	Average overall student rating of course quality in an annual survey.
KPI-P-03	Student evaluation of the quality of academic supervision	Average student overall evaluation of the quality of academic supervision in an annual survey.
KPI-P-04	Average time for student graduation	The average length of time (in semesters) it takes a student to graduate from the program.
KPI-P-05	Student dropout from the program	The percentage of students who did not complete the program relative to the total number of students in the same batch (cohort).
KPI-P-06	Employers' assessment of the competence of program graduates	The average overall rating of employers of the competence of program graduates, on a scale in an annual survey.
KPI-P-07	Student satisfaction with provided services:	The average rating of student satisfaction with the various services offered by the program (e.g., dining, transportation, sports facilities, dining, academic advising) on a five-point scale in an annual survey.
KPI-P-08	Student-to-faculty ratio	The ratio of the total number of students to the total number of faculty members participating in the full-time delivery of the program or its equivalent.
KPI-P-09	Percentage of faculty members' scholarly publications	The percentage of full-time faculty members who have published at least one research paper during the year relative to the total number of faculty members in the program
KPI-P-10	Average number of publications per faculty member	The average number of peer-reviewed and/or published research papers per faculty member during the year (total number of peer-reviewed and/or published papers divided by the total number of full-time faculty members or their equivalent during the year).
KPI-P-11	"Average citations in peer-reviewed journals per faculty member	The average number of citations in peer-reviewed journals for published research papers (total number of citations in peer-reviewed journals for faculty members' published research divided by the total number of published papers).
KPI-P-12	Student scholarly publication rate	The percentage of students who: a. Published their research in peer-reviewed journals. b. Presented papers at conferences relative to the total number of students in the program during the year.
KPI-P-13	Number of patents, innovations, and excellence awards	a. The number of patents and innovative products. b. The number of national and international excellence awards received by students and program staff annually.

❖ **Program Advisory Committee:**

The advisory committee plays a vital role in improving and developing the quality of the program. Here are some key roles that the advisory committee might address:

- Discussing the alignment of the program's objectives and mission with the needs and requirements of various relevant sectors.
- Reviewing the suitability of the program's plan and courses in relation to labor market needs and Saudi Arabia's Vision 2030.
- Evaluating the relevance of the skills and knowledge provided to the program's students and the expected performance level in the job market.
- Identifying labor market needs to continue developing the program and proposing the introduction of new programs/courses based on those needs.

Developing the Program's Curriculum Plan

Steps for Developing the Program's Curriculum Plan

#	Steps	Notes
1	Defining Graduate Attributes	The committee should consider the characteristics of graduates from Imam Muhammad bin Saud Islamic University and the requirements of the job market before formulating the graduate attributes for the academic program.
2	Program Description and Learning Outcomes Planning	The program description should include writing the vision and mission of the program, which requires those responsible for its development to refer to academic accreditation files (NCAAA) for guidance on how to formulate them. The vision and mission should also be consistent with the vision and mission of the academic department, college, and university. When planning the learning outcomes, they should be derived from the graduate attributes, considering the following: (a) The National Qualifications Framework (b) Development plans (c) The best similar programs locally and globally (d) Recommendations from the university's senior management (e) Feedback from the program advisory committee (f) Opinions of graduates, their performance reports, and employers.
3	Identifying Courses that Achieve Learning Outcomes and Graduate Attributes	
4	Presenting to the Advisory Committee	This involves holding regular meetings to discuss the steps outlined in items (1, 2, and 3), as well as the program's performance. Key requirements for completing the advisory committee's task include: <ul style="list-style-type: none"> - Documenting meetings with minutes. - Providing a quality circle closure report for the advisory committee's activities, which reflects the improvement actions taken by the program according to a clear action plan for implementing the recommendations outlined in the meeting minutes.
5	Presenting the Previous Steps to an External Reviewer (at least one) and Obtaining a Detailed Report	The external reviewer must meet the following criteria: <ul style="list-style-type: none"> • Be an academic specialist in the specific scientific field of the program. • Be currently employed in academia, with at least the rank of Associate Professor. • Have no affiliation with the program being reviewed. • Have at least 5 years of experience in the field.

Program Planning and Development Process

Program Planning and Development Process Procedures:

Program development is vital and necessary to keep pace with the continuous development in various fields and meet the changing needs of the labor market. The development of the program and its courses is followed by a series of procedures to ensure the quality of educational outcomes, including:

A. Substantial amendments: These are the radical changes that have a significant impact on learning outcomes or are related to the foundations on which the program was built/or its construction was based, and even those that affect the structure of the program or course or the way it is presented. Radical changes are represented in the following points:

- Building a new program.
- Adding or deleting a main track within a program.
- Adding or deleting a basic course in the program.
- Making a change in the title, so that it indicates a change in the field of study or a change in the direction of the program.
- Making a change in the functional field or professions for which the program qualifies, as the student is prepared for a different profession or job.
- Changing the name and code of the program.
- Changing the total number of credit hours required to complete the program.
- Changing the study plan schedule.
- Change in the title of the certificate or degree awarded so that it covers a different field of study or covers a different professional preparation.
- Change in the length of the program.
- Introducing a new point for graduation within the program (e.g., awarding a diploma within a bachelor's degree program).
- Change in university requirements.
- Change by more than (50%) in the program's learning outcomes, teaching methods, and assessment methods.
- Change in the requirements for attendance and completion of the program.

- When more than one minor modification is made to the same program during its single cycle, and it is called the long-term program cycle (see the meaning of the long-term program cycle in the third paragraph of Article Twenty-Seven)

B. Minor modifications: These are minor changes that do not significantly affect the learning outcomes of the courses and programs. Minor changes are represented in the following points:

- Changes that do not exceed (50%) of the change in the program's learning outcomes, teaching methods, and evaluation methods.
- Change in the requirements of the project or research, provided that this change does not conflict with the regulations of higher education.
- Change in the mission, goals, and objectives of the program unless it leads to a fundamental change.
- Change in the requirements for admission to the program.
- Change in the management of student services and support, learning resources, facilities, and equipment, unless these changes conflict with the decisions of the higher authorities in the university.

Development of courses, which includes the following:

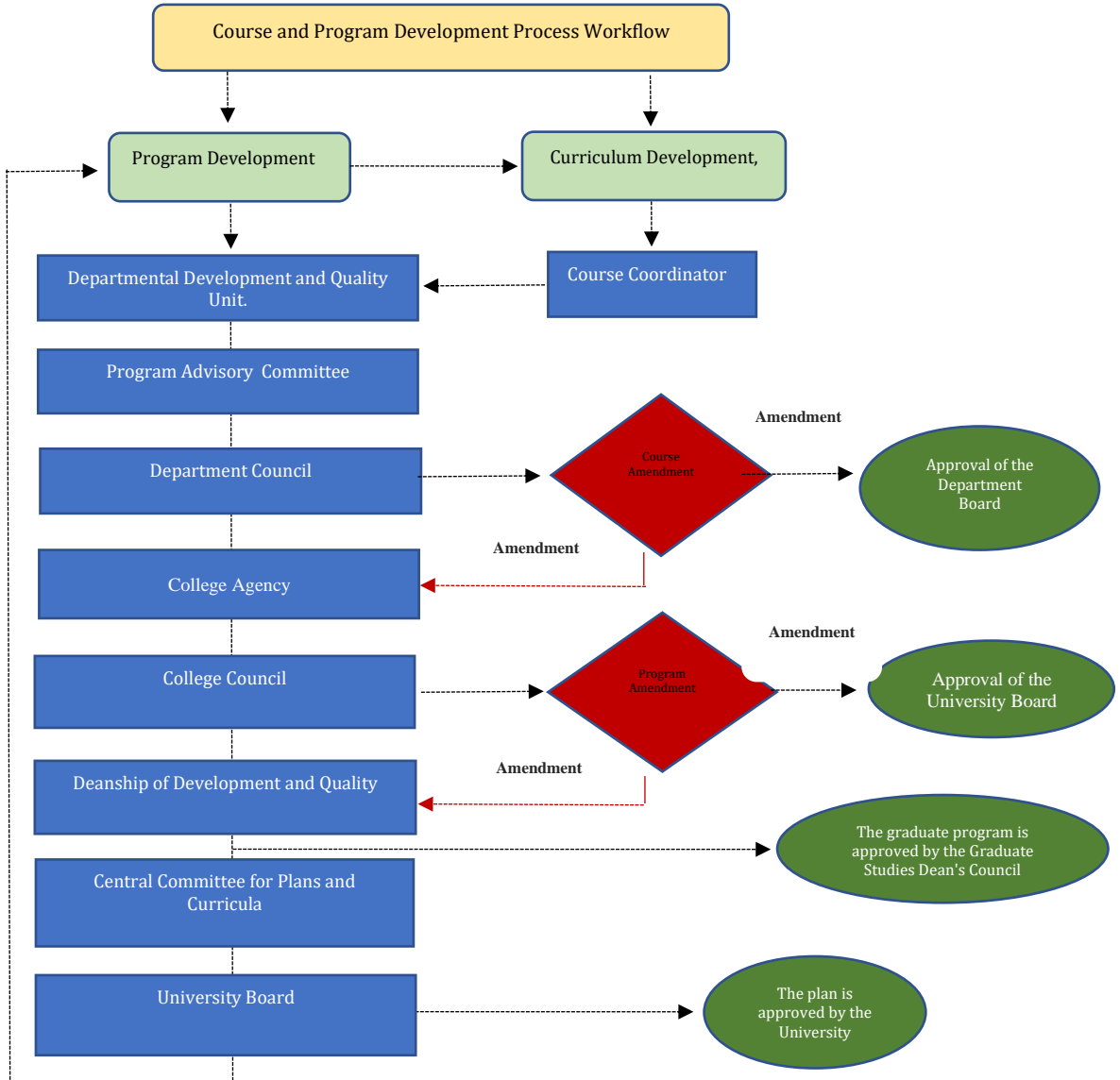
A. Substantial modifications: Substantial modifications in courses are determined in the following points:

- Change in the number of academic units for the course.
- Amendments that exceed (50%) of the change in the course learning outcomes, its vocabulary, its teaching strategies or its assessment.
- When more than one minor amendment is made to the same course during one program cycle, and the program cycle is called long-term (see the meaning of long-term program cycle in the third paragraph of Article Twenty-Seven).

B. Minor amendments: Minor amendments to the courses are determined by the following points:

- Amendments that do not exceed (50%) of the change in the course learning outcomes, its vocabulary, its teaching strategies or its assessment.
- Amendment to the nature of the course presentation (theoretical/practical).
- Amendment to any of the course description elements such as references, learning resources, facilities and equipment, for example.

Course and Program Development Workflow



Course and Program Development Procedure Flowchart

Continuous performance evaluation process and follow-up of improvement processes through:

- Follow-up of the implementation of the program's operational plan, provide feedback, and make the necessary adjustments.
- Supervise the improvement plans necessary for continuous development, and follow up on the extent of their implementation.
- Involve beneficiaries in quality assurance processes through opinion polls.
- Focus on key performance indicators that can be measured numerically, either by number or percentage. The program has selected a number of key performance indicators approved by the Education and Training Evaluation Commission.
- Conduct internal and external benchmarking according to the models approved by the Education and Training Evaluation Commission.
- Document data, information, decisions, minutes of meetings, and everything related to confirming quality practices in the program, in paper and electronic form.
- Benefit from the advisory committee in the program regarding continuous development and improvement.
- Subject the program's activities to internal auditing processes to ensure improved performance.

Important Links

- University Strategic Plan
- Organizational Structure of the College of Business
- Deanship of Development and Quality "Forms and Manuals"
- College of Business "Policies and Procedures"
- Business Administration Department Guide
- Curriculum Development Requirements Guide
- Quality Unit Officer Guide
- Quality Guide for University Students
- Quality Guide for Administrative Staff
- Quality Guide for Faculty Members
- Quality Guide for Course Coordinators
- Educational Process Quality Monitoring System
- Unified Saudi Classification
- Executive Rules for the Undergraduate Study and Examination Regulations

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