



University of Prince Mugrin (UPM)

Program Quality System Manual

Academic Year 2023-2024

[Bachelor of Science in Business Administration(BSBA)Finance]
[College of Business and Tourism]

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Document Control

Document

Information

	Information
Document Name	<i>Finance Quality System Manual</i>
Document Owner	<i>Accounting & Finance Department</i>
Issue Date	<i>July 15, 2024</i>
Last Saved Date	<i>July 21, 2024</i>
Document Code and Version	<i>Finance QA Manual, Ver. 1.0</i>

Document History

Version	Issue Date	Changes
<i>[1.0]</i>	<i>July 21, 2024</i>	<i>[Section, Page(s) and Text Revised]</i>

Document Approvals

Council / Committee Name	Reference No.	Date
<i>Accounting & Finance Quality Assurance and Academic Accreditation Committee</i>	<i>ACCT&FINQAAAC, ...</i>	<i>15 July 2024</i>
<i>Department Council</i>	<i>ACCT&FIN003.23-24</i>	<i>July 21, 2024</i>

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Introduction

The Quality System Manual for the Finance Program, College of Business and Tourism, serves as a basic and foundational document that describes the comprehensive framework and mechanisms established to ensure the highest standards of quality and excellence in the program. This manual contains essential components, including the program's mission, goals, organizational structure, admissions requirements, assessment mechanisms, governance policies, faculty responsibilities, and program facilities.

The Finance Program is committed to providing a comprehensive educational experience that prepares students for successful careers in the dynamic field of Finance in Saudi Arabia to meet the initiatives of the Saudi Vision 2030. With a focus on academic excellence, professional development, and ethical practice, the program aims to cultivate well-rounded graduates equipped with the knowledge, skills, and attributes necessary to excel in Finance.

This manual reflects the program's dedication to continuous improvement and adherence to best practices in higher education as advocated by NCAAA. It outlines the program's mission and goals, emphasizing the importance of fostering a learning environment that nurtures critical thinking, ethical decision-making, and innovation. Additionally, it delineates the program's organizational structure, admissions requirements, and the roles and responsibilities of various committees and stakeholders involved in ensuring the program's quality and effectiveness.

Furthermore, the manual provides insights into the assessment and evaluation mechanisms employed to measure the program's performance, including the direct assessment of Course Learning Outcomes (CLOs), Program Learning Outcomes (PLOs), and Graduate Attributes (GAs) of the institution, as well as the indirect assessment methods and mechanisms for evaluating the relevancy and accuracy of the program's goals and attributes.

In addition to governance policies and approval processes, the manual addresses the roles and responsibilities of faculty members, emphasizing the significance of professional development, research, community engagement, and the maintenance of high-quality teaching and learning facilities.

The Quality System Manual for the Finance Program stands as a testament to the program's unwavering commitment to excellence, continuous improvement, and the holistic development of its students. It serves as a vital resource for all stakeholders, providing a roadmap for maintaining and enhancing the quality of the Finance Program and ensuring its continued alignment with the highest academic and professional practice standards.

University Profile

The University of Prince Mugrin Bin Abdul Aziz (UPM) is a pioneering project of AlBayan Charity Foundation for Education, which was established in 2014 in Al-Madinah Al-Munawwarah (Madinah). Previously, it was called AlBayan Private Non-profit Colleges, then transformed to UPM by the minister's council decree No. 22 dated 09/01/1438H.

UPM is the first and only non-profit private university in Madinah with two campuses to accommodate male and female students. UPM is an emerging and rapidly growing institution of higher education. The total number of registered students in Spring 2021-2022 is 1559 students (616 males and 943 females), the campus provides a multicultural environment with the presence of students from more than 30 countries who constitute to the university's diversity and global outlook.

The medium of instruction for all degree programs is in the English language, where students are taught by highly qualified Saudi and international faculty members to provide the highest standards of academic services. In 2018-2019, the first batch of students graduated from the university with a total of 170 graduates, and the second batch were 148 graduates during the 2019-2020 academic year, the third batch were 115 for the academic year 2020-2021 and expected to have 145 graduates for the fourth batch of 2021-2022.

The university offers academic programs through its three colleges: Engineering, Business and Tourism, and Computer and Cyber Sciences, with 12 bachelors-level degree programs. The Preparatory Year Program (PYP) is available to develop students' essential capabilities in English, Mathematics and Computing essentials.

UPM aspires to be one of the leaders in higher education in KSA by leveraging its multiple, internationally benchmarked academic programs that are designed by following international benchmarking criteria with the curriculum of top universities in each field. The Engineering, Computer Sciences and Business Administration programs were developed by the University of Connecticut (UConn) as per the contracted project between the American International Education Services, Ltd., and Al Bayan Foundation for Education. The primary purpose of this project is to assist in applying the highest international standards and the best academic practices while addressing the local needs of Saudi Arabia. UPM policies and organizational structure were provided by UConn as well as the department handbook containing course specifications and syllabi for all classes.

Moreover, to ensure that the university's programs are globally competitive, Al Bayan was keen to establish distinct contacts and associations with international universities such as Connecticut University, Boston University, Texas University, Illinois University, Michigan University, Manchester University, Leeds University, Minnesota University, Cardiff University and Dublin University.

Recently, UPM started to offer the Bachelor of Science (BSs.) degree in International Hospitality Management funded by The Red Sea Project and Neom. The degree is accredited by Ecole hôtelière de Lausanne (EHL), recognized globally as one of the most prestigious schools in this

discipline. The program is unique and in accordance with international standards, which is expected to result in the successful employment of its graduates and meet the needs of the local leading development projects.

Ministry Approval

The University of Prince Mugrin is a licensed academic institution of higher education by the Ministry of Higher Education of the Kingdom of Saudi Arabia according to decree No. 110278 dated 4/12/1436H.

University Accreditation

The University of Prince Mugrin is conditionally accredited by the National Center for Academic Accreditation and Evaluation (NCAAA) at the Education and Training Evaluation Commission (ETEC) for the period of May 1, 2022, to April 30, 2026, and agrees to uphold the NCAAA standards to Quality Assurance and Accreditation of Higher Education Institutions.

Program Overview

The University of Prince Mugrin (UPM) is known for its exceptional Finance program, which is highly regarded for its teaching excellence in various areas such as corporate finance, investments, financial institutions, consulting, and financial planning. The program integrates theoretical and practical aspects of finance to provide students with critical thinking skills and analytical tools essential for lifelong learning. Through its comprehensive curriculum, the department emphasizes the crucial role of Finance in organizations, markets, and society. By imparting this knowledge to students, the department aims to prepare them for successful careers and contribute to establishing a robust financial infrastructure for organizations and society.

Program Mission

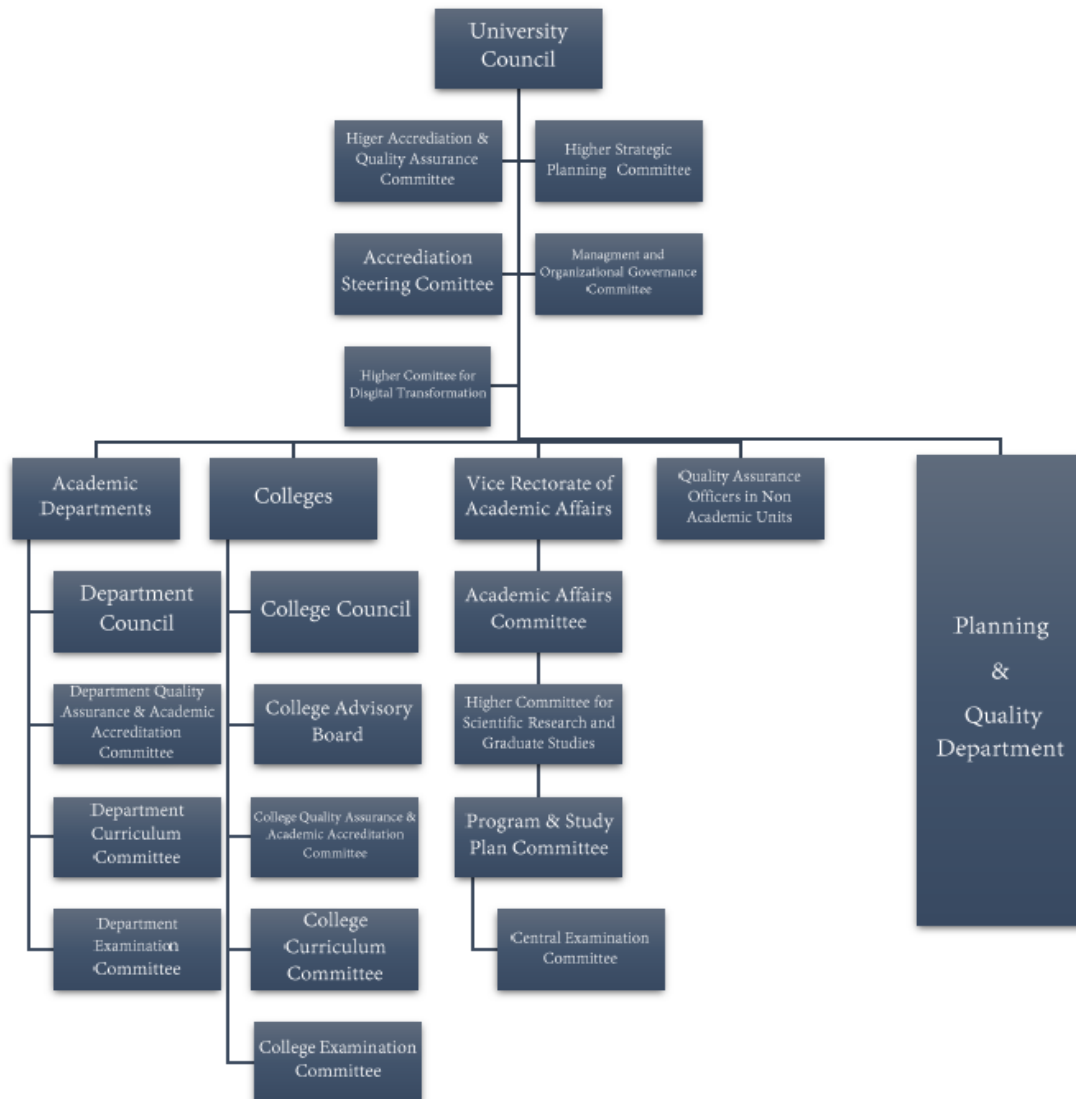
Empowering students with outstanding knowledge, skills, and values, fostering excellence in the finance field through research, and community service.

Program long-term Goals and Objectives

The Finance Program offers a major leading to a Bachelor of Finance degree that will prepare students for career options in corporate finance, international finance, investments, banking, consulting, or business financial planning. The theoretical and practical aspects of finance are integrated to provide students with critical thinking skills and analytical tools as a foundation for life-long learning. Students completing a Bachelor of finance degree should:

1. **Comprehensive Financial Knowledge:** Cultivate a deep understanding of financial concepts to address complex professional challenges.
2. **Interdisciplinary Business Integration:** Integrate knowledge from various business disciplines to navigate complex financial environments.
3. **Analytical Proficiency:** Enhance skills in quantitative and qualitative finance analysis for evidence-based decision-making.
4. **Effective Communication:** Strengthen the ability to clearly and persuasively communicate financial solutions in professional settings.
5. **Critical Thinking and Problem-Solving:** Promote innovative problem-solving in diverse financial contexts, supporting Vision 2030's goals of economic diversification and sustainability.
6. **Ethical Awareness:** Foster ethical decision-making to uphold integrity and ethical practices in finance.

Program Organizational Structure



General Admission Criteria

To admit students at the University of Prince Mugrin, students should:

1. Have a high school diploma or its equivalent from the kingdom or abroad.
2. Be physically fit.
3. Not be dismissed from any other university for disciplinary reasons, otherwise, his/her admission will be revoked.

A. Admission Criteria based on the educational system:

Educational System	High School score
Saudi System	Scientific stream: 80% and Above Literature stream: 80% and Above
British Diploma IGSCE	Must satisfy one of the below conditions: <ol style="list-style-type: none"> 1. Eight courses O level grade C and above or 2. 5 courses O level grade C and above in addition to two courses AS with score not less than D or 3. Five courses O level grade C and Above and one course A level with grade D
American Diploma	Student must have the American Diploma and set for SAT exam and score at least 1000 out of 1600

- The university can accept high school graduates from other educational systems that follow the non-attendance education pattern if the student fulfils the university's admission requirements, such as homeschooling or any other programs.

B. Admission Conditions for Non-Saudi High School Certificate:

- American Diploma's should be recognized by the ministry of Education.
- Saudi high school certificates from outside the kingdom must be certified by the Saudi embassy in the country of issuing.
- Students who wish to apply to the university who have a general secondary certificate granted by educational systems other than the Saudi educational system must obtain equivalency for this certificate if it is from outside the Kingdom of Saudi Arabia and provide the required attestations and accreditations if this certificate is issued by a non-Saudi educational system within the Kingdom of Saudi Arabia.
- If the secondary certificates are of a different type - other than what was mentioned above - the applicant must contact the admission and registration department at the university to find out the admission criteria required according to the secondary certificate he or she obtained.

Special Admission Criteria

A. Direct Admission in the academic programs:

Admission to the university originally direct students to the academic programs, and the applicant - in addition to the above - must fulfill the conditions below:

Certificate & Test Type	Required score
IELTS or equivalent	Score 5.0 in IELTS for all academic programs, except International hospitality management 6.0
TOEFL	IBT 35-45 for all programs 60 IBT for International Hospitality Management ----- Paper based 500 for all programs. Paper based 550 for International hospitality management
UPM placement test	*(Oxford Online Placement Test) 71
UPM math and Computer placement tests	%70 فأكثر

- Students are distributed among the academic programs upon their admission to the university and after fulfilling the admission requirements, according to the determined capacity of each program and college and based on their desire when they apply to the university.

B. Admission to the preparatory year program:

If the student does not meet the criteria for direct admission to the academic program, he must join the preparatory program, and if he meets the requirements for passing the preparatory program, he can begin studying in his academic major

Students are distributed among the academic programs after they pass the preparatory program at the university according to the specific capacity of each program and college and based on their wishes that they apply to the university.

Required scores to Pass Preparatory year courses:

Course	Passing Grade	Equal to out of 100%
English Language	C and Above	70% and above
Mathematics	C and Above	70% and above

Computer	D and above	60% and above
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- All students enrolled in the preparatory year for the College of Computer and Cyber Sciences programs must achieve a cumulative GPA of no less than 2.5 out of 4.0 in the preparatory year to be admitted into the college's programs.

Documents needed to Apply:

1. Copy of High school certificate or its equivalent.
2. Copy of Saudi ID for Saudi students, Iqama, or visit visa for non-Saudis.
3. Copy of Achievement exam result, if set for the exam.
4. Medical report issued and stamped from a certified hospital or health care center.
5. Copy of English language certificate (IELTS or its equivalent), if available.

The total number of accepted students should not exceed the number specified by the university council. The finance program selects students from the pool admitted to the UPM College of Business & Tourism through the common application procedure. Students admitted to the College of Business & Tourism who are undecided about their major can apply for entry into the finance program during their first or second years. The students will spend the first two years taking general education required courses before starting their finance program in the College of Business & Tourism. Students must achieve a Grade Point Average of 2.0 out of 4.0 to proceed to their specialized finance program in the College of Business and Tourism.

Program Committees and Responsibilities

Department Council

a) Members include:

- Head of Department, Chairman
- All faculty members
- The Department Council (DC) may invite students to attend its meetings to discuss student-related matters.

b) Responsibilities include:

1. Suggest department curricula, textbooks, and references to the College Council.
2. Suggest the appointment and promotion of faculty members, lecturers, and teaching assistants to the College Council.
3. Review academic research plans.
4. Distribute lectures, exercises and training work to faculty members and teaching assistants.
5. Coordinating department work.
6. Responsible for teaching syllabi, which fall under their specializations after the approval of the University Council.

The Department council may form standing or ad hoc committees within its members to review matters it refers thereto.

c) **Terms of Appointment:** A two-year appointment with one renewal.

d) **Frequency of Meetings:** At least once a month.

Department Quality Assurance and Academic Accreditation Committee

a) Members include:

- The Department Quality Assurance and Academic Accreditation Committee is chaired by a senior faculty member who should also represent the department in the College Quality Assurance and Academic Accreditation Committee.
- Chair of committee and members to be nominated by the department head.

b) Responsibilities include:

- Promote awareness of the concept of quality and the importance of applying the system of quality assurance and educational accreditation among the department's faculty.
- Review the Annual Program Report, develop an action plan for the quality of the program and determine if the department's objectives are being achieved.
- Ensure the implementation of the necessary process for quality and accreditation.
- Coordinate with all departmental faculty and committees in implementing the assessment tools.

- Analyze assessment results and report them to the Department Council.
- Suggest innovative initiatives for community partnership projects as well as initiatives to enhance the department outcomes.
- The Committee shall be responsible for advising the program head and the Department Council on all matters relating to the quality of undergraduate, research and community services undertaken by the department.

c) Terms of Appointment: Two-year non-renewal appointment

d) Frequency of Meetings: At least once a semester, or when the need arises.

Department Curriculum Review Committee

The Department Curriculum Review Committee has the responsibility of ensuring the department's curriculum is up-to-date and comprehensive, and that it prepares students for their careers or pursuit of graduate education. The committee also provides advice on reviewing and introducing proposals of new programs, curricula, and individual courses.

a) Members include:

- The committee is chaired by a senior faculty member.
- Chair of committee and members to be nominated by the head of department.

b) Responsibilities include:

- Monitor and review benchmarking of revised and new department relevant to learning, teaching and assessment activities.
- Review and recommend proposals for new programs and significant modifications to the current Department and courses in terms of:
 - Alignment with the Mission of the College.
 - Academic Department structure: credit hours, learning outcomes and all related matters.
- Consider and review the congruity between proposed courses and existing majors and programs.
- Review and recommend proposals to add, change or drop courses to the College Curriculum Review Committee.
- Verify that the course subject, number, and title match the information listed in the current Plan of Study for course proposals and the department change proposals.
- Review course descriptions and course specifications for accuracy (from latest program specification version) and that standard English is used.
- Report its findings to the College Curriculum Review Committee.

c) Terms of Appointment: Two- years non-renewal appointment.

d) Frequency of Meetings: At least once a semester, or when need arises.

Department Examination Committee

The role of the Department Examination Committee is to keep providing qualitative and reliable educational assessment.

a) Members include:

- The committee is chaired by a senior faculty member.

- Chair of committee and members to be nominated by the department head.

b) Responsibilities include:

- Ensure that exams have been set, to assess whether students have benefited from the courses as expected, and plan strategies accordingly.
- Evaluate the fairness, validity, and reliability of exam items to make the necessary improvements and corrections.
- Submit the guidelines and regulatory rules of examinations to be followed by the invigilators in examination halls, as per the Central Examinations Committee.
- Receive students' feedback and complaints after examinations, to assess the learning outcomes and whether or not students have benefited from the courses as expected.
- Follow up the marking process to ensure that the results will be announced on time.
- Based on results of exam content evaluation, the committee will provide any necessary recommendations to the curriculum committee, on how the course materials should be enriched or modified.
- Follow up the process of exams correction.
- Create rules of exam re-correction for complaining students.
- Create re-correction committee.
- Follow up on the re-correction process.
- Evaluate the achievement of the course objectives.

c) Terms of Appointment: A two-year appointment with one renewal.

d) Frequency of Meetings: Twice in a semester: before the midterm exams and before the final exams.

Program Advisory Committee

The Program Advisory Committee serves as a liaison between the program, local businesses, the local community, and the different governmental, private, nonprofit, and educational institutions. The Advisory committee also provides advice, guidance, and support to the program on existing and new academic programs of study and help students secure internship/training opportunities and full-time employment. The committee also helps in the assessment process as an external body.

A meeting should be managed and chaired by the Head of Department, in which the following is covered:

- Agreement of meeting dates, times, venues, and agendas (agenda should be based on the mandatory topics outlined later).
- Monitoring of the decision implementation status and recommendations, and the production of subsequent reports to the Dean.

a) Members include: The advisory committee should consist of external and internal members as follows:

I. External:

- Members should be from academics, employers and/or practitioners from relevant occupations or professions to the particular academic program.
- All members should have skills, knowledge and experience related to the particular program.

- Two alumni students (one male and one female), if applicable.
- II. Internal:
 - Head of Department, Chairman.
 - Two to three senior faculty members.
 - UPM Alumni Officer (optional).

b) Responsibilities include:

1. To provide input and guidance concerning aspects related to the program curriculum content, external needs, relevance, and research.
2. To guide the required specializations to meet employment needs.
3. To provide information relating to changes required in the curriculum deriving from changes in the external environment.
4. To advise on necessary program modifications to link up with recent professional development and extracurricular offerings.
5. To identify and guide employment opportunities.
6. To provide input on options for meaningful work experience, internship/training placements.
7. To contribute to career guidance in a range of occupational sectors.
8. To build relationships with employers that will enhance the reputation of the university.
9. To assist in finding solutions for university/college/program issues (i.e., graduate unemployment, accreditation, and enrollment increase).
10. To find community engagement opportunities (i.e., use university facilities for certain activities after official working hours).
11. To provide the Planning and Quality Department (PQD) with progress reports of the agreed actions.

- c) **Terms of Appointment:** Two-year non-renewable term.

Frequency of Meetings: At least once a semester

The Quality System of the Program

The quality system for academic programs is a core subsystem of the total quality system of UPM.

The scope of this subsystem includes:

- Program mission and goals.
- Program learning outcomes (PLOs).
- Course learning outcomes (CLOs).
- Program key performance indicators (KPIs).

Program Mission and Goals

To maintain alignment with UPM mission and goals, it is a must for new programs and existing ones to adhere to the following rules:

1. The College must maintain its Mission and Goals in alignment with University Mission and Goals.

2. Developing the Academic Program Mission and Goals in alignment with College Mission and Goals, and the program specifications should have evidence for this alignment.

Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Program Learning Outcomes are a set of statements that explain and describe what students are expected to know, apply, and acquire upon completing the program. By the same token, Course Learning Outcomes are what students are expected to know, apply, and acquire upon completing a particular course. After defining the Program's Graduate Attributes, the process continues with:

1. Establishing Academic Program Learning Outcomes (PLOs)
2. Ensuring that the PLOs meet the academic and professional standards, and requirements of the National Qualifications Framework (NQF).
3. Developing courses mapping matrix to the PLOs, as in Figure 13.
4. Develop the program specifications document.
5. Develop the course specification documents and ensure that the CLOs are mapped to PLOs.

Program Review and Assessment Mechanisms

To maintain continuous improvement in all programs at UPM, periodical reviews, assessments and evaluations are conducted. The program review and assessment mechanisms are unified across UPM for all programs. All processes in this regard constitute the implementation of the *Three-Level Assessment and Evaluation Model* for Program continuous improvement adopted by the university.

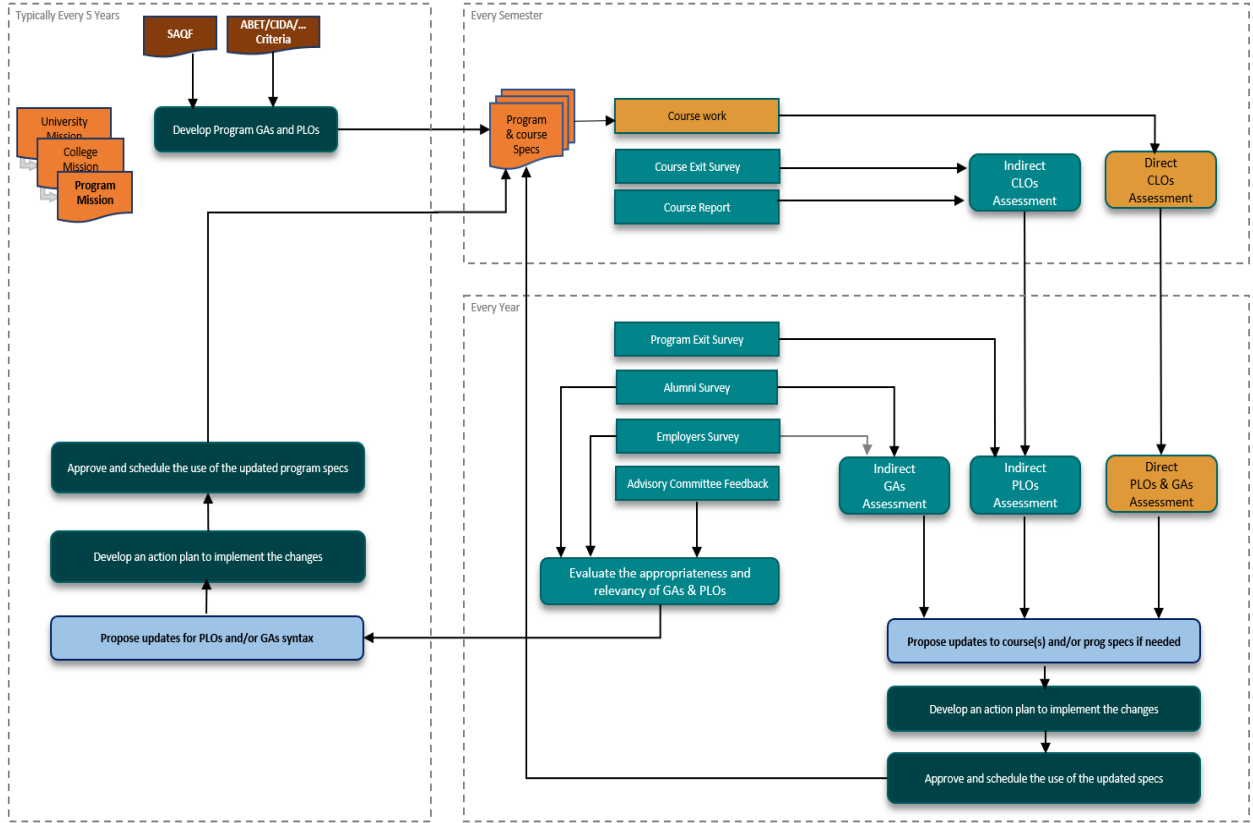
The Three-Level Assessment and Evaluation Model

The model depicted in Figure1 below, employ direct and indirect assessment methods to assess:

- Course learning outcomes (CLOs) every semester,
- Program learning outcomes (PLOs) every year.

In addition, a comprehensive review of the program, relevancy of its objectives, graduate attributes, and targeted outcomes relevancy should be conducted every 4 years (or whenever a strategic shift happens, such as an update to the mission statement). This major review is typically done as part of a holistic program self-study, where inputs from various stakeholders (alumni, employers, advisory board) collected over the years are considered.

The direct assessment relies on student work components (e.g. Homework, exams, lab assignments, ...etc.), and the indirect assessment utilizes several surveys as the main instrument. This includes: 1) Course evaluation survey (for CLOs assessment), 2) Program Evaluation survey (for PLOs assessment), and 3) Alumni survey (for program GAs assessment). While these surveys help the indirect assessments mentioned above, they also help in evaluating other aspects, including quality of teaching, adequacy of learning resources, ...etc.



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Figure1 : The Three-Level Assessment and Evaluation Model

Direct Assessment of CLOs, PLOs, and program GAs

As depicted in Figure 12, the direct assessment of CLOs is based on actual student course work, including exams, assignments, etc., as specified in the course specs. This is the main opportunity to assess how well students met the expectations and achieved the targeted CLOs.

The direct assessment of PLOs attainment levels is conducted at the end of every academic year

SE323 Software Process & Modeling								
NCAA - Course Learning Outcomes (CLOs) and their Weights								
CLOs Assessment of S1-2020/2021								
CLO-#	CLO-1.1	CLO-1.2	CLO-2.1	CLO-2.2	CLO-2.3	CLO-3.1	CLO-3.2	
Proportion of Markes / Weight	15.00%	15.00%	20.00%	20.00%	20.00%	5.00%	5.00%	100.00%
Homework (10)	6.5					1.2		7.7
Project (25)				10.4	4.4	2.6	4.5	21.9
Participation (10)	1.0		4.5	2.7	1.0			9.2
Midterm 1 (15)	4.5	5.0	1.5					11.0
Final Exam (40)	0.8	6.2	11.5	3.7	11.7			33.9
Total	12.8	11.3	17.5	16.8	17.1	3.8	4.5	83.7
CLOs Attainment Level	85.4%	75.1%	87.5%	84.0%	85.4%	76.2%	89.2%	

Figure2 :Direct assessment of CLOs

via aggregating the results of the CLOs direct assessment that was conducted in Semester 1 and Semester 2. The aggregation is based on the mapping of courses to PLOs, specified in the program specifications document. Figure 13 below shows a snapshot of a mapping sample.

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				Skills			Competence			
	K.1	K.2	K.3	---	S.1	S.2	S.3	---	C.1	C.2	----
MATH 101	I				I					I	
PHYS 101	I				I					I	
CS 111		I				P			I		
ENGL 101	I				P					I	
GHAL xxx	I				P					I	
MATH 102	P				P					P	
PHYS 102	P				P					P	
CS 112		P				M			P		
ENGL 102	I				P					P	
GSOS xxx	I				P					I	
ENGL 201	P				P					P	
CS 351			P				P		P		
CS 201		P			P					P	
CS 211			P				P		P		
GIAS 101	I				P					I	
MATH 202	P				P					P	
STAT 232	M				M					M	
CS 224	M				M				M		
SE 262	I	I			I				I		

Figure3 :PLOs Mapping Matrix Sample

Indirect Assessment of CLOs, PLOs, and program GAs

The indirect assessment of CLOs mainly relies upon essential inputs from two main stakeholders:

1) Students through *Course Evaluation Survey*. In this survey, the confidence level regarding the achieved CLOs is measured. This survey is conducted in adherence to the course evaluation policy in place. 2) Faculties via course reports, where instructors share their observations regarding the achieved CLOs, the difficulties they encountered in delivering the course, ...etc.

The PLOs indirect assessment relies upon essential input from the graduates through *Program Evaluation Survey*. In this survey the confidence level regarding the achieved PLOs is measured. This survey is conducted in adherence to the Program Evaluation Policy in place.

All program specifications contain a mapping between PLOs and graduate attributes (GAs) of programs. Hence, the GAs attainment levels can be (initially) assessed for a particular cohort of graduates once the PLOs are directly assessed. However, a more realistic assessment about the GAs can only be achieved indirectly via *Alumni survey*. Employer's survey can also be utilized in assessing the attainment levels of GAs in one case only. That is when the surveyed employers are employing some of UPM graduates who graduated 2-3 years prior to the survey year.

Finally, the achievement levels from the direct and indirect assessments will be compared, observations are noted, with a focus on trends and discrepancies. Finally, conclusions are drawn, and recommendations are proposed in the APR.

Evaluating the Relevancy and Accuracy of PLOs

To ensure that programs are improving and continuing to be aligned with the labor market needs, societal responsibilities, and national sustainable development, the relevancy and currency of PLOs and program GAs must be evaluated. This should be via consulting important stakeholders, namely, Employers, Program Advisory Board/ Committee, and Alumni.

Feedback from any Program Advisory Committee is usually received in annual meetings held by the relevant college providing that program. In these annual meetings, program leaders have the chance to discuss proposals for updating PLOs and/or GAs, if needed, and to hear the views of the local and international experts/advisors regarding new directions, trends, global or local issues that might be important to consider when continually improving the program. Feedback from a sample of local employers is essential for programs to evaluate its alignment with the job market and needs

of workplaces. Annual survey is the instrument that is currently adopted by UPM. However, an annual event is also considered to host the invited employers and having informal interviews in addition to a shorter survey. Feedback from a sample of UPM Alumni is mainly received via annual survey. However, future annual event for UPMers might be also used as informal gathering, where valuable feedback regarding the appropriateness and relevancy of PLOs and GAs can also be received.

If updates have to be applied to the PLOs and/GAs syntax, this has to be after a pattern of similar results for the annual evaluation of PLOs and GAs appropriateness and relevancy. This is an important validity check before committing to such a big move for any program. The proposal for changes must be detailed in an action plan with all implications investigated by department curriculum and quality assurance committees. Once approved by the department council it can be scheduled for use.

Program Governance, Policies, Roles, and Responsibilities

Policies and Approvals

The approval of newly developed curriculum or updates for existing ones are governed by two policies:

1. *Curriculum Review Policy -UPM.RO.VRAA. PP.01.*
2. *Development of a New Academic Program Policy -UPM.RO.VRAA. PP.02*

These two policies and the *Program Development & Curriculum Manual* are available in a UPM OneDrive shared folder.

The approval process for program updates involves a number of authorities to ensure the integrity, adhering to standards in place, and highest quality of proposals. These authorities include Department/College Curriculum Review Committee, Department Council, College Council. In addition, some major changes (as defined in the *UPM.RO.VRAA. PP.01* policy), will need the Program and Study Plan Committee (PSPC) and University Council (UC) approvals. Other major changes will need Board of Trustees (BOT) and Ministry of Education (MOE) approvals.

The approval process for new programs (as per the *UPM.RO.VRAA. PP.02.* policy) involves all these authorities mentioned above, starting from Department Curriculum Review Committee to MOE. However, the approval process is divided into two parts:

Part A:	Preliminary Proposal submitted for the Rector’s approval, which comprises the proposal part of the new program and the benchmarking.
Part B:	The Final Proposal for MOE approval, which comprises creating all documents needed for the new program to be presented to the MOE for final approval

Roles, and Responsibilities

In the context of program review and assessment, various stakeholder play vital roles which collectively ensure a successful review cycle and reliable outcomes.

The Faculty

1. The faculty is responsible for conducting the direct assessment of the assigned course(s) every semester in accordance with the course specs.
2. By the end of the semester, the faculty must send the course report, CLOs assessment matrices /blueprint, and samples of student work for three students (highest, lowest, and average). These are the contents of the uploaded folder shown in Figure 4 as “11. Quality and Accreditation Items”.
Note: If the faculty member is teaching multiple sections, one course report will be made to include all sections. Merging the course reports will be the responsibility of the course coordinator.
3. In addition, the faculty shares the shown items (1 - 10) to be added to *UPM Course Repository*.

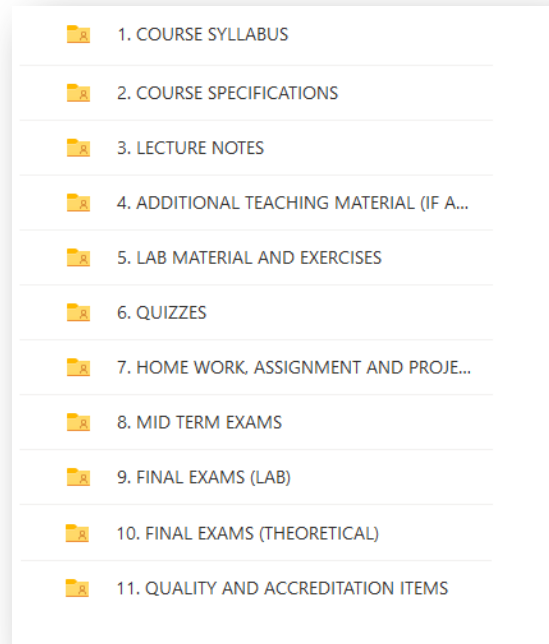


Figure 4: End of Semester Delivered Items

The Department Quality Assurance Committee (DQAC)

1. The DQAC is responsible for collecting the CLOs assessment data (direct and indirect), reviewing, and interpreting the results. Issues regarding the CLOs are identified, and recommendations are proposed in a report to the Head of Department (HoD). This report also includes the remarks/recommendations put forward by the faculties in course reports.
2. The DQAC also aggregates the CLOs direct assessment results to assess the PLOs and GAs. The PLOs and GAs indirect assessment data (collected via *Program Exit Survey* and *Alumni Survey*, respectively) are also reviewed, and a set of recommendations/ action plan is proposed (in the aforementioned report) to the HoD.

3. While the CLOs direct assessment happens every semester, the full picture of PLOs attainment levels is realized at the end of academic year. Hence, a full action plan, as part of the Annual Program Report (APR), is prepared at the end of the academic year. In the APR, a progress report regarding the previous action plan is also included and presented to the Department Council.
4. The DQAC monitors and follows-up the implementation of the actions and collects the needed evidence.

The Head of Department and Department Council (DC)

1. The HoD approves the CLOs assessment map at the beginning of each semester, and course coordinators make sure that a unified blueprint is adopted for all sections of the same course.
2. By end of semester, the HoD goes through the received report from DQAC, closes the loop, and refers the remaining actions to the Department Council (DC).
3. The DC discusses the report, in one or more meetings, and approves the action plan.
4. Once the meeting minutes are approved by the Dean, the action plan is ready for execution. For instance, actions regarding proposed changes or updates to a course(s) or program specifications are referred to the Curriculum Committee for further study and implementation in accordance with policies and regulations of UPM.

The Dean, College Council (CC), and College QA Committee

1. The Dean approves the meeting minutes of the Department Council (DC) and selects the actions that need to be discussed and approved by the CC.
2. The College Council (CC) is briefed about the APRs of programs and discusses the actions that need approval on college level and beyond.
3. Once the CC meeting minutes are approved by the Rector, the action plan items that need college-wide involvement are ready for execution.
4. The College QA Committee receives a copy of the action plan and integrates the relevant actions into the operational plan for the following year.
5. CQA monitors and follows-up the implementation of the actions and collects the needed evidence.

The Vice Rectorate for Academic Affairs

1. The Vice Rector for Academic Affairs (VRAA) receives APRs from all Deans.
2. The action plan, progress reports, and KPIs are checked.
3. The APRs forwarded to the University Program and Study Plan Committee (PSPC) (CSPC) to check the PLOs attainment levels, along with relevant recommendations and action plan.
4. Observations and recommendation regarding the PLOs received from the CSPC along with other observations and recommendations regarding the KPIs are forwarded to the Deans for the programs to start implementations, or to improve further the APR itself if needed.
5. VRAA presents the summary of programs KPIs to the UC.

Key Performance Indicators and Benchmarking

The program uses the NCAAA set of programmatic Key Performance Indicators. These include a set of 11 KPIs related to accreditation standards and 5 KPIs related to the strategic goals.

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
1	KPI-P-1	Students' Evaluation of quality of learning experience in the program.	4.00	Total scores of responses to the last item in the program evaluation survey "I feel generally satisfied with the quality of my educational experience at the university" / Number of respondents to the item.	End of each academic year.
2	KPI-P-2	Students' evaluation of the quality of the courses.	4.00	Total scores of responses to the last paragraph of the course evaluation questionnaire Overall, I am satisfied with the quality of this course. / Number of respondents to the item.	End of each semester.
3	KPI-P-3	Completion rate	90%	(Number of students who graduated / Number of students admitted to the same cohort) * 100	3 rd week from the beginning of each academic year.
4	KPI-P-4	First-year students' retention rate	90%	(Number of students who successfully completed the first year / Number of students accepted from the batch) * 100	3 rd week from the beginning of each academic year.

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
5	KPI-P-5	Students' performance in the professional and/or national examinations	80%	Percentage of students or graduates who succeed in professional exams	3 rd week from the beginning of each academic year.
6	KPI-P-6	Graduates' employability and enrolment in postgraduate programs	80%	graduates who were employed or enrolled in postgraduate studies during the first year of their graduation / Total number of graduates in the same year) * 100	The end of each academic year.
7	KPI-P-7	Employers' evaluation of the program graduates' proficiency	4.00	Total scores of responses to the last item in the employers' evaluation survey for graduates' performance. (I am generally satisfied with the performance of a graduate of UPM and would recommend employing graduates from this institution again "/ number of respondents to the item.	The end of each academic year. (during summer training)
8	KPI-P-8	The ratio of students to teaching staff	12:1	(Number of students / numbers of full-time faculty or equivalent) * 100)	The end of each academic year.
9	KPI-P-9	Percentage of publications of faculty members	80%	The percentage of faculty members who published at least one research during the year from the total number of faculty members	The end of each academic year.
10	KPI-P-10	Rate of published research per faculty member	0.50	The total number of refereed and/or published research to the number of full-time faculty members or equivalent during the year.	The end of each academic year.
11	KPI-P-11	Citations rate in refereed journals per faculty member	5	The number of times faculty publications were cited / the total number of published papers.	The end of each academic year.
12	UMP-FIN-1	The percentage of increase in the number of enrolled students in the program. (FIN)	80%	The annual increase in the number of enrolled students in the program.	The end of each academic year.
13	UMP-FIN-2	The satisfaction of beneficiaries with the community services (UPM)	4.00	The average rating of community service participants in a five-point scale.	The end of each academic year.

No.	KPIs Code	KPIs	Targeted Level	Measurement Methods	Measurement Time
14	UMP- FIN-3	The proportion of faculty members with doctoral qualifications. (UPM)	60%	Number of faculty members who have a PhD degree out of the total number.	The end of each academic year.
15	UMP- FIN-4	Percentage of faculty participating in professional development programs. (UPM)	90%	The number of faculty members who participate in faculty development programs out of the total number.	The end of each academic year.
16	UMP- FIN-5	Faculty and staff turnover rate (UPM)	5%	Proportion of teaching staff leaving the program annually for reasons other than age retirement to the total number of teaching staff.	The end of each academic year.

Annual Program Report

The finance program prepares an annual program report using the NCAAA template. It includes the essential program statistics, program assessment, KPIs, Challenges and difficulties encountered by the program, and the program development plan resulting from the report. The report is approved by the department council and discussed with the program advisory committee before submitting it to the college council.

Course Report

Each course produces a course report at the end of each semester. It includes student results, assessment of the course learning outcomes, topics not covered, and course improvement plans. Improvement plans from different courses feed the annual program report. Course sharers meet at the beginning of each semester to discuss and implement the improvement plan.

Internship Courses

The Finance program has one summer field experience course (Fin 394). A special specification has been prepared for the course, which includes general information about it, course learning outcomes, FE administration, and training quality evaluation.

Field Experience Reports

After the completion of the field experience course or summer training, a report is prepared by the department. The report includes student results, field experience learning outcomes, difficulties and challenges, and the improvement plan. The report is then approved by the department council.

Quality of Faculty Members

The quality of faculty members in the Finance program at UPM is crucial to the overall educational experience of students. Experienced and knowledgeable faculty members are recruited. Together,

they can provide valuable insights, real-world examples, and practical skills that are essential for students pursuing a career in Finance. Faculty members who are well-versed in the latest Finance standards, regulations, and industry trends can ensure that students are receiving up-to-date and relevant instruction. Additionally, faculty members who are approachable and supportive can create a positive learning environment, fostering open communication and academic growth. Overall, the quality of faculty members greatly impacts the success and satisfaction of students in an Finance program.

Hiring

Finance, like all other programs, follows the UPM policy for faculty appointment and promotion number UPM.AA.RPGD.PP. 01. The policy has been approved by the university council and states that (University of Prince Mugrin (UPM) is committed to the highest standards of teaching and research and seeks to appoint and promote qualified faculty members using a standardized procedure in accordance to the MOE rules and regulations for private universities.)

Orientation

According to the institutional policy number UPM.VREA.HR. PP.16, the Department Chair/Director is to assign each new employee with a mentor to support them in adjusting to the new culture throughout the probation period.

The Department Chair/Director introduces the new employee to the department staff, faculty members, and other key personnel and arranges for an internal Departmental Orientation program. The Departmental Orientation covers the following topics:

- The department's mission and goals
- The department's organizational chart, including the relationship with other departments
- The employee's job description
- The area of evaluation during the probation period
- Performance objectives (PMS Objectives)
- Supplies/keys/computer account requests and access rights
- On-the-job training
- Working hours, rest periods, and leave policies.
- For Faculty: general academic-related matters (schedule, course file, faculty development, grades, student absence policy, student evaluation of instruction, syllabus, committees, etc.).

Managerial Assignment: The Dean of the College is to mentor a new Chair and conduct a comprehensive orientation for the new Chair that covers the following topics:

- The strategic objectives of the College
- The main University and academic policies
- Duties and responsibilities
- Other subjects as needed.

2. New international recruits:

A- Before arrival: HR will provide the new employees with the Employee Handbook and culture orientation kit. The Department Chair will provide them with the academic policies, their teaching assignments, schedules, and course syllabus and refer them to the Faculty Handbook.

B-After arrival: the HR and Marketing Department will welcome the new employees.

Professional Development

Each year training needs assessment is conducted by the educational affairs department. This usually involves faculty members at the institutional level. A professional development plan is then developed and approved by the VRAA. Training workshops are then announced for registration throughout the year. Faculty development focuses on teaching and learning strategies, assessment methods, scientific research, quality assurance, and e-learning. Evaluation surveys are sent after each workshop. Faculty observations are well-taken into consideration in the improvement of training.

Faculty Teaching Load

According to the institutional policy number UPM.VREA.HR. PP.04, the normal full-time working hours of UPM faculty members are 48 hours per week maximum. The working days are six days per week maximum.

The teaching load of each faculty can be distributed between undergraduate departments and postgraduate programs (once introduced at UPM). One credit of graduate courses is equivalent to 1.33 of the undergraduate credit.

Full-time faculty members are required to teach according to the following teaching load as per University policy:

- Instructor/TA: 18 credit hours
- Language Teacher: 18 credit hours
- Lecturer: 18 credit hours
- Assistant Professor: 16 credit hours
- Associate Professor: 14 credit hours
- Full Professor: 14 credit hours

Research

University of Prince Mugrin (UPM) is committed to the highest standards of teaching and research and seeks to appoint and promote qualified faculty members using a standardized procedure in accordance with the MOE rules and regulations. Research is part of the institutional mission directions at UPM. Therefore, faculty members are required to participate in research activities.

Furthermore, research is part of the annual appraisal process for faculty members, and it is decisive in promotions.

Community Engagement

Community service represents a core part of the university mission. The institutional policy number UPM.VREA.HR. PP.10 states:

1. UPM fosters Community Service (CS) activities that involve a wide range of cultural, economic, environmental, scientific, social, and other activities that are not directly related to the formal duties of the jobs carried out by members of UPM.
2. Faculty and staff participation in CS activities is mandatory. Each UPM member must fulfill a minimum of 10 hours of community service each Academic Year.
3. The quality and quantity of CS activities carried out by full-time faculty and staff are considered as one of the criteria for the Annual Award for Outstanding Performance.
4. CS activities can be initiated at the individual, departmental, Vice Rectorate or institutional levels.
5. CS can be performed on- or off-campus, locally, regionally, or internationally.
6. The Community Engagement Officer can inform the faculty and staff about the volunteering opportunities in coordination with the Social Responsibility Officer.
7. Any employee who comes across a community service opportunity can share it with other faculty and staff.
8. All opportunities for CS activities must be processed through the Community Engagement Officer, Student Affairs.
9. Employees' engagement in CS activities does not create any obligations and responsibilities on the University.
10. UPM is not rendered responsible for the Employees' own safety and welfare during off-campus CS activities.
11. Employees' engagement (faculty members and staff) through community research projects or course projects can be considered as CS activities.
12. Engagement in employee field visits, attending or participating in conferences or professional development activities are not considered CS.
13. The employee who renders the highest number of community service hours will be acknowledged at the Convocation Ceremony each year.

Annual Performance Assessment

University of Prince Mugrin (UPM) strives to continuously improve the quality of its workforce, one of the most important factors is assessing their Faculty, to determine their current and future capabilities to develop their teaching methods and skills. The following are the policies regarding annual performance assessment for faculty members:

1. The Faculty Assessment Policy is applicable to the faculty as academic ranking:
 1. Instructor/TA.
 2. Language Teacher.

3. Lecturer.
 4. Assistant Professor.
 5. Associate Professor.
 6. Full Professor.
2. The department head/ Dean conducts a meeting with the faculty at the beginning of the academic year to determine the KPIs using the SMART Objectives (Specific, Measurable, Achievable, Realistic and Time-bound).

The department head/ Dean is responsible for defining and communicating performance expectations, which can be defined as the work responsibilities and tasks that a faculty is expected to perform. The performance standards are best described as the expected result or outcome of the work responsibilities and tasks that the faculty performs. Performance standards are related to the following explained criteria (Teaching, Committee & Community Service, Researches and Personal Characteristics):

1. Teaching: This standard covers the following aspects:

A- Course Materials:

The evaluation criteria as listed below:

1. Mastery of the Subject Matter.
2. Assessment of Students' Learning and providing students with timely and continuous feedback.
3. Using Technology for Teaching.
4. Development & Use of Innovative and Diverse Methods in Teaching.
5. Adherence to Rules & Regulations of Course / Dept. / College / University.
6. Providing Students with Appropriate Material Sources & References.
7. Providing Students with Continuous Support Inside & Outside the Classroom.
8. Development & Organization of Course File materials.
9. Quality of Student Advising.
10. Quality of Course Coordination.
11. Quality of Department Chairing (If Applicable).
12. Development of Curriculum (If Applicable).

B- Student Evaluation of The Faculty Member:

This point takes care of student's opinions by using a survey at the end of the academic year regarding the faculty's attitude, punctuality, organization, teaching methods, office hours, homework, Exams and etc.

C- Committee & Community Service:

Indicate (in number) the Involvement of Faculty Member in Service Activities over the academic year.

D- Research:

Indicate (in number) the Involvement of Faculty Member in Research Activities over the academic years.

E- Personal Characteristics:

Conducts all business activities according to the highest organizational, social, cooperation, initiative and creativity, discipline and punctuality, ethical and legal standards.

Peer Evaluation

The Finance department follows the practice of peer evaluation in terms of peer visits to classes. An observation form is used to note and record the peer classroom activities. The observations are then discussed with the peer for the purpose of improvement. In this way faculty members exchange their experiences in teaching and learning strategies and assessment methods.

Course Evaluation Survey

Course evaluation survey is conducted by the end of each semester. Students evaluate some aspects related to the course beginning, what happened during the course, content, faculty member, and overall evaluation of the course. Results are electronically collected, analyzed, and sent to faculty members for improvement purposes.

Program Facilities

(Library, laboratories, classrooms, etc.)

- Library (For more information, please visit library.gc@upm.edu.sa)
- Classrooms
- Cafeteria
- Sports and Recreation Activities

Labs and Studios

- Computer Lab

Health and Safety

- Medical facilities
- Fire extinguishers.
- Emergency exits.
- Workshops are given for safety measures to students and faculty members.
- Campaigns on safety, cleanliness, manners, etc. are conducted for students in coordination with other units in college.

Student Support

Low achievers:

- Faculty members assign these students more assignments, help them during office hours and give them more opportunities as and when needed.
- If any student remains with a low GPA on request and appeal, they are given an opportunity to study a subject from or out of the study plan.

Disabled:

- The department, along with the college administrators, tries to create the relevant conditions for the study of students and applicants with special needs without reducing the requirements for their study performance and in accordance with the principles of equal treatment.
- During an exam, an applicant with special needs shall be, at his request and based on the evaluation of his special needs, the department provides full support by the department as per the requirement in coordination with the college administration.

Gifted and talented:

- There is a Talented Students Committee in the department working with the students providing them with opportunities to participate in competitions, workshops, department activities, career orientations etc. Winners are given apt awards and rewards.

Academic Advising

(Academic, professional, psychological, and social)

(Include only the exceptional needs offered to the students of the program that differ from those provided at the institutional level).

- At the start of every semester, student counseling is done to guide students during the initial weeks to solve timetable-related issues and guidance.
- Throughout the semester all teaching staff are available for student academic counselling during office hours.
- Career counseling and workshops are given by staff members to level 8 students.