2024
TP-152

Annual Program Report
(Bachelor)

Program: **Bachelor of Science in Business Administration (BSBA) in Management**
Program Code (as per Saudi Standard Classification of Educational Levels and Specializations): **041303**
Qualification Level: **6**
Department: **Business Administration**
College: **College of Administrative and Financial Sciences**
Institution: **Prince Musaad bin Abdulrahman University**
Academic Year: **2024-25**
Main Location: **Riyadh**
Branches offering the program (if any): • Riyadh (Male & Female) • Dammam (Male & Female) • Jeddah (Male & Female) • Madinah (Male & Female) • Jazan (Male & Female) • Alahsa (Male & Female)

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A. Program Statistics

Item	Number
Number of students enrolled in the program	5203
Number of students who started the program (in reporting year)	1226
Number of students who completed the program	781

B. Program Assessment

1. Program Learning Outcomes Assessment and analysis according to PLOs assessment plan *

#	Program Learning Outcomes	Assessment Methods (Direct and Indirect)	Targeted Performance (%)	Assessment Results
Knowledge and understanding				
K1	Recognize the fundamental concepts, principles and theories in business discipline applicable at the local or global level.	Direct (Exams)	70%	63%
K2	Recognize the complexity of current information, micro and macro business models, business practices and strategies in management and other related fields of management.	Direct (Exams)	70%	61%
K3	Describe how global competitive environments are changing business practices and the influence of culture and cultural diversities on business environment in the field of management.	Direct (Exams)	70%	66%
Skills				
S1	Demonstrate effective skills in written and verbal communications	Direct (Exams)	70%	68%

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	using appropriate technologies and tools.			
S2	Show an ability to integrate the concepts of the core areas of business field.	Direct (Exams)	70%	62%
S3	Develop critical and analytical thinking for effective opportunity in identification, problem solving and decision-making for business issues.	Direct (Exams)	70%	56%
S4	Identify appropriate management and leadership styles for different situations	Direct (Exams)	70%	63%
Values, autonomy, and responsibility				
V1	Demonstrate effective and collaborative interpersonal skills in a team setting.	Direct (Exams)	70%	67%
V2	Recognize and apply academic integrity, professional code of conduct and ethical standards in business practice.	Direct (Exams)	70%	56%

*Attach a separate report on the program learning outcomes assessment results for male and female sections and each branch (**if any**).

Strengths:

The assessment is based on large pool-based questions. The blackboard report generation is not accurate and it is not aligned with the grades of the students. Almost 10-15% questions reflected in the examination to a student from 300 questions of the pool. This has affected the calculation of actual achievement rate which is showing very less percentage. However, student's grades are on an average more than 70%. In this circumstance Identifying the strengths of PLO assessment is not recommendable.

Aspects that need improvement with priorities:

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According to the present PLO in a pool-based exam, all the PLOs need improvement. However, the lowest-performing outcomes were V2 (54%) related to academic integrity and ethical standards, and S3 (56%) related to Develop critical and analytical thinking for effective opportunity in identification, problem solving and decision-making for business issues.
The program is committed to continue the improvement. Moreover, it is recommended to change the pattern of pool-based examination to the fixed question-based examination.

2. Students Evaluation of Courses

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
MGT101	Principles of Management	165	13.36	4.06	Enhance teamwork skill development, improve overall course satisfaction, and ensure timely grading of assignments and tests
MGT201	Marketing Management	184	12.4	4.14	Encourage more active participation, and further support self-learning skill development and continue encouraging active student participation
MGT211	HR Management	218	14.5	3.94	Enhance teamwork skill development, improve overall course satisfaction, and ensure more timely grading of assignments and tests.

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Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
MGT301	Organizational Behavior	124	13.17	4.2	Need improvement in satisfaction with the quality of the course. The timing of the assessment process needs to be improved.
MGT311	Introduction to Operations Management	134	13.34	4.15	Encourage more teamwork-based activities, enhance problem-solving components, and continue efforts to increase overall course satisfaction
MGT312	Decision Making and Problem Solving	72	12.5	4.31	Enhance opportunities for teamwork development, encourage more active participation, and further support self-learning skill development
MGT321	Introduction to International Business	331	16	3.7	Improve timeliness of grading, enhance instructor availability, and maintain fairness in assessment practices.

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Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
MGT322	Logistics Management	158	13.36	4.06	Need improvement in satisfaction with the quality of the course. enhance problem-solving components,
MGT323	Project Management	111	13.45	4.31	Encourage greater student participation, ensure continued timely grading and further improve the clarity and usefulness of feedback
MGT324	Public Management	54	13	4.28	Course quality needs improvement. The learning resources (E-books, PowerPoint, videos, etc.) should be developed further.
MGT325	Management of Technology	60	15.3	3.9	Encourage greater student participation, ensure continued timely grading, and provide more opportunities to enhance teamwork skills
MGT401	Strategic Management	115	12.51	4.33	Enhance instructor availability, ensure timely grading, and more examples related to the local market

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Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
MGT402	Entrepreneurship and small Business	77	11.7	4.19	Improve timeliness of grading, enhance teamwork development opportunities, and continue encouraging active student participation
MGT403	Knowledge Management	44	11.01	4.07	Enhance overall course satisfaction by increasing instructor engagement with student progress and providing more specific, actionable feedback on assignments
MGT404	Organization Design and Develop	73	16	4.6	Encourage greater student participation, enhance instructor accessibility, and provide additional opportunities to strengthen teamwork skills
MGT421	Communications Management	66	14.7	4.07	Enhance the relevance of learning resources, strengthen problem-solving components, and further improve course organization

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Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
MGT422	Business Ethics and Organization	84	16.74	4.26	Further strengthen problem-solving and teamwork activities. Encouraging more active student participation
MGT424	Quality Management	44	12.5	4.14	Improve timeliness and fairness of grading and enhance instructor support for student progress
MGT425	Spread Decision Modelling	57	14.53	4.61	Further strengthen problem-solving and teamwork activities, and continue encouraging active student participation
MGT 430	Internship Management	58	16.03	4.6	Enhance teamwork development opportunities, and continue encouraging active student participation

3. Students' Evaluation of Program Quality

Evaluation Date: **1st Sem 24/01/2025** **2nd Sem-15/06/2025**	**Number of Participants:** **1st Sem: 37** **2nd Sem: 90**
Students Feedback	**Program Response**

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Strengths: ● The program encouraged me to generate creative ideas and how to apply them and transform them into products ● The blended Teaching method is suitable to the major and the subjects I studied ● The programme enhanced my ability to learn independently and continuously ● The programme developed my ability to effectively search digital information resources and use electronic devices and software to develop digital content (Excel, word, email...) ● The program encouraged me to generate creative ideas and how to apply them and transform them into products	The BSBA program is pleased to receive strong and encouraging feedback from students across several core academic and developmental areas. Key strengths identified include: ● Independent and Lifelong Learning: The program successfully fostered students' ability to learn independently and continuously. This is a central outcome for undergraduate business education and aligns with our graduate attributes. ● Digital Competency Development: Students positively recognized the program's emphasis on developing digital skills, including using software tools such as Excel, Word, and email. This competency is essential for navigating today's digital business environments. ● Effectiveness of the Blended Learning Method: Students found the blended teaching approach appropriate and well-suited to the nature of the major and course content. This supports the university's strategic direction in offering flexible and modern education methods. ● Creativity and Innovation: Students appreciated that the program encouraged them to generate and apply creative ideas and transform them into practical outcomes. This reflects the program's commitment to nurturing innovation and entrepreneurship.
Areas of Improvement: ● Students have shown overall satisfaction but needs improvement to provide	Although all categories in the student evaluation received relatively high satisfaction ratings (above 3.8 or 4.0 out of

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additional information, empowerment, resources and teaching methodologies. ● Students suggest to acquire what they need in person and focus on learning in a flexible and efficient manner. ● Students need more satisfaction with the extracurricular activities. ● Student services need to be accessed easily. ● Students need more academic and career guidance during their study in the programme ● Registration process for the courses need to be improved more effectively by providing easy access and less fee structure.	5), the program has identified the four lowest-scoring items as areas for ongoing improvement. These areas will be prioritized in our enhancement plan: ● Extracurricular Activities: Some students expressed moderate satisfaction with the range and accessibility of extracurricular activities. While initiatives are in place, we recognize the need to expand offerings and tailor them more closely to student interests. ● Accessibility of Student Services: Although services are in place, feedback suggests there is room to improve accessibility and responsiveness, particularly during peak times such as registration or exam periods. ● Academic and Career Guidance: Students requested more proactive and structured academic and career counseling. The program acknowledges this and aims to strengthen advising mechanisms and career planning support. ● Course Registration Process: While the online registration platform is functional, students suggested improvements in usability and communication during the registration period. Simplifying the process and increasing transparency is a current area of focus.

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Suggestions for improvement:

- Introduce activities that benefit graduates in the branch. Students enter and leave the university without proper preparation, such as training or employment readiness. The university must prepare them and provide them with educational workshops before graduation so they have better opportunities.
- Change the exam system so that the exam timing is fair for everyone. Currently, it is difficult and there are exceptions due to differences in exam model timing that do not suit everyone.
- Give each branch independence in making decisions to resolve student issues instead of referring everything to the Riyadh branch.

Students also submitted open-ended suggestions, originally written in Arabic. Below is a translated summary of the suggestions and the program's planned response:

- Exam System and Timing: The program acknowledges students' concerns regarding exam scheduling fairness and is exploring solutions to ensure exam models and timings are equitable and suitable for all branches and student groups.

- Branch-Level Autonomy: Feedback regarding branch-level decision-making has been noted. The program is assessing the potential for granting more operational independence to regional branches to handle student-related matters efficiently without excessive reliance on the Riyadh branch.

- Graduate Preparation and Career Readiness: The program recognizes the importance of preparing students for life after graduation. Plans are underway to expand training initiatives and introduce structured workshops focused on employment readiness, professional skills development, and transition-to-work programs for final-year students.

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4. Scientific research and innovation during the reporting year

Activities Implemented	Number
Published scientific research	63
Current research projects	0
conferences organized by the program	0
Seminars held by the program	0
Conferences attendees	3
Seminars attendees	0

Discussion and analysis of scientific research and innovation activities:

The 2024-25 period have shown a significant increase in research output, driven primarily by a highly productive core of engaged scholars. This signals the maturation of established research groups but concurrently reveals a concerning participation gap, as productivity gains were concentrated among fewer individuals. Faculty members are engaged in research and publications.

5. Community Partnership

Activities Implemented	Brief Description*
Leadership Preparation Workshop	The workshop aimed to develop leadership skills among male and female students by introducing key leadership concepts, enhancing teamwork skills, and decision-making abilities. It was conducted in January 2024 with 30 students in attendance. **Results:** Increased student awareness of practical leadership skills, boosted self-confidence, and strengthened team spirit.
Lecture: The Role of Saudi Women in Strengthening the Kingdom's Economy through E-commerce	This lecture highlighted the vital role of Saudi women in supporting the national economy through entrepreneurship and investment in e-commerce. It discussed available opportunities, challenges, and successful role models who have inspired a new generation of female entrepreneurs. It was conducted in March 2024 with 45 female students in attendance. **Results:** Enhanced students' awareness of e-commerce

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	opportunities and encouraged them to consider entrepreneurial digital projects that contribute to national economic development.
Workshop: How to Attract Your Customer to Buy?	Aimed at raising students' awareness through practical methods and effective strategies to attract customers and motivate purchasing decisions. The workshop focused on consumer behavior, persuasion basics, and the importance of building customer trust. It was conducted in June 2023 with 10 students in attendance. **Results:** Enabled students to apply customer attraction techniques effectively and increased their awareness of customer behaviors and needs.
Consumer Day	A poster was sent via email to all students, summarizing the key points of consumer rights in a simplified and concise manner. It was shared in March 2024. **Results:** Increased student awareness of their commercial rights as consumers of products.
Founding Day	A poster was emailed to all students containing a brief historical overview of the founding of the Kingdom of Saudi Arabia. It was shared in February 2024. **Results:** Increased students' awareness of the Kingdom's history and its founding date.

* including timing of implementation, number of participants, and outcomes.

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Comment on community partnership activities**

During the academic year, the program demonstrated a strong commitment to community engagement and student development through a series of targeted activities that reflect meaningful partnerships with the broader community. These activities were designed not only to enrich students' academic experiences but also to foster social responsibility, leadership, and entrepreneurial thinking.

1. The Customer Attraction Workshop offered hands-on strategies in marketing and consumer psychology, bridging academic concepts with practical applications. It also supported local economic awareness and enhanced students' readiness to engage with the business sector.
2. Leadership Preparation Workshop provided students with essential skills in teamwork, decision-making, and leadership. This directly contributes to developing graduates who are capable of assuming proactive roles in both business and community contexts.
3. Consumer Day and Founding Day activities contributed to raising awareness of essential societal themes—consumer rights and national identity. These initiatives fostered civic engagement and a sense of belonging among students.

4. The Lecture on the Role of Saudi Women in Strengthening the National Economy through E-commerce highlighted successful local role models and emphasized economic empowerment. This activity reflects alignment with national priorities in supporting female entrepreneurship and digital transformation, and strengthens ties with real-world practices and societal needs.

Overall, these community partnership activities were well-aligned with the program's mission and learning outcomes. They supported national development goals such as Vision 2030 and enriched students' personal and professional growth. Future efforts could consider expanding partnerships with local businesses, government entities, and NGOs to increase reach and impact.

** including overall evaluation of the program's performance in these activities (if any).

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6. Other Evaluation (if any)

(e.g., independent reviewer, program advisory committee, and stakeholders (e.g., faculty members, alumni, and employers)

Evaluation method: Survey	Date: 19 Oct 2025	Number of Participants: 41
Summary of Evaluator Review		**Program Response**
Strengths: • The university's electronic systems are safe and private • University educational system is suitable and fulfill the intended purpose • The university offers easy-to-open doors, slides and corridors suitable for the movement of people with special needs		The program values the evaluator's recognition of the university's educational systems, which are designed to support effective learning outcomes and student accessibility. We also appreciate the positive feedback on the physical infrastructure that supports individuals with special needs, including accessible doors, corridors, and restrooms. Additionally, the affirmation of the safety and privacy of the university's electronic systems reflects our strong commitment to providing a secure and inclusive academic environment.
Points for Improvements: • The university offers appropriate restrooms for people with special needs. • response to technical problems related to E-learning systems is efficient and issues are resolved in a timely manner		The program acknowledges the feedback regarding the cafeteria services and accessibility facilities. While the general cafeteria experience is rated positively, we will communicate with campus services to explore potential enhancements in food quality, cleanliness, and seating arrangements. We also recognize the need to ensure continuous accessibility support for students with special needs and will conduct a review to maintain facility readiness. The program will coordinate with the IT support unit to further improve the response time and resolution quality of technical issues related to e-learning platforms.
Suggestions for development: • Adequate health services need to be provided and improved with an A class		The program appreciates the constructive suggestions provided. The concern regarding registration services

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Insurance to get the benefits of medical services throughout the kingdom. ● Proper teaching and non-academic distribution is required with financial assistance. ● Research work to be recognized and to be provided with financial support. ● Improve the catering and cafeteria services and the level of services it offers.	has been noted and will be relayed to the Deanship of Admission and Registration for potential streamlining. The comment about the Alahsa campus location and lack of road lighting has been forwarded to the Facilities and Maintenance Department for evaluation. Regarding the request for fully online classes, the program emphasizes the importance of blended learning in achieving intended learning outcomes, but we will continue to explore flexible delivery methods—especially for working students—while ensuring academic quality and compliance with national guidelines.

* Attach independent reviewer's report and stakeholders' survey reports (if any).

C. Program Key Performance Indicators (KPIs)

Including the key performance indicators required by the NCAAA.

No	KPI	Targeted Value	Actual Value	Internal Benchmark	Analysis	New Target
1	Students' Evaluation of Quality of learning experience in the program	4.4	4.38	4.33	The learning experience scored 4.38, exceeding benchmark (4.33) almost near to the target, indicating strong student satisfaction.	4.4
2	Students' evaluation of the quality of the courses	4.3	4.17	4.25	Course quality slightly underperformed at 4.17, just below the target and benchmark (4.25); slight decline may suggest inconsistency across courses.	4.30
3	Completion rate	35%	53%	32%	Completion rate reached 53% showing a significant increase above the target value of 35% and the internal	

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					benchmark of 32%, showing an increase in the program progression.	
4	First-year students' retention rate	65%	66.27%	58%	Retention rate is above the target value of 65% and the internal benchmark of 58%, indicates an improvement in the student satisfaction and engagement strategies.	
5	Students' performance in the professional and/or national examinations	NA	NA	NA	NA	
6	Graduates' employability and enrolment in postgraduate programs	78%	76%	75%	Employability at 76% slightly exceeds the 75% target and benchmark, indicating good alignment with labor market expectations.	
7	Employers' evaluation of the program graduates' proficiency	4.8	4.9	4.8	Employers rated graduates highly above both target and benchmark, showing excellent perception of graduate competencies.	Maintain at 4.9
8	Ratio of students to teaching staff	≤ 1:22	1:25	≤ 1:24	Student–faculty ratio is almost within the acceptable limit (1:25), supporting a good learning environment.	≤ 1:22
9	Percentage of publications of faculty members	28%	36%	23%	Participation increased the target and have shown much active participation of	38%

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					the faculty members in Research work. It has lead towards promotion of some of the faculties from Assistant to Associate and Associate to professor	
10	Rate of published research per faculty member	1.2	2.73	0.5	Good increase in the percentage in comparison to previous year. Faculties have shown more involvement with research activities.	2.8
11	Citations rate in refereed journals per faculty member	1.8	6.17	0.65	Citation rate shows a significant increase from 0.65% to 6.17%.	6.2

Comments on the Program KPIs and Benchmarks results:

The overall performance of the program shows a significant increase in the areas such as learning experience and specially the research output in terms of number of publications, citation rates and rate of published research. However, employability, and employer satisfaction, with most indicators meeting or exceeding targets. Efforts are needed to strengthen academic advising to improve retention. Continuous attention to course quality and broader faculty participation in scholarly activity will be essential to sustain and enhance performance.

D. Challenges and difficulties encountered by the program (if any)

Teaching	None
Assessment	None
Guidance and counseling	None
Learning Resources	None
faculty	None

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Research Activities	None
Others	None

E. Program Development Plan

No.	Priorities for Improvement	Actions	Action Responsibility
1	Enhance visibility and impact of faculty research and innovation activities.	Launch internal research seminars and seed grants to encourage innovation and dissemination.	Research Committee and College Dean
2	Increase participation and diversity in community partnership initiatives.	Broaden community outreach and implement annual themed service events.	Community Engagement Coordinator and Student Affairs
3	Systematize feedback collection from alumni, employers, and advisory board.	Conduct annual structured surveys and publish key findings with action points.	Alumni Relations and Advisory Board Committee
4	Establish clear responses to KPI deviations and benchmark comparisons.	Review KPI trends biannually and implement corrective measures where necessary.	Quality Assurance Unit
5	Address and resolve administrative and academic challenges noted in previous reports.	Maintain a tracking sheet of challenges and solutions discussed in department council.	Department Chair and Program Coordinator

- Attach any unachieved improvement plans from the previous report.
- The annual program report needs to be discussed in the department council

F. Approval of Annual Program Report

COUNCIL / COMMITTEE	
REFERENCE NO.	
DATE:	

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