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# QUALITY ASSURANCE MANUAL

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جامعة أم القرى  
كلية إدارة الأعمال

Umm Al-Qura University  
**College of Business**

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## The Dean's Message



We are a globally-oriented college of business at the center of Makkah, the most holy region for the Muslims world and the first and fundamental religious tourism destination for the majority of Muslims (1.6 billion people). The Kingdom of Saudi Arabia has set up many national and international companies and hotels which aim to welcome and serve a huge number of tourists coming to Makkah and Madinah (the second religious city). The College of Business offers high-quality academic programs in accordance with the needs of its students and closely linked to the needs and services of local region (Makkah) as well as those nationally and internationally. We offer class teaching and research facilities at our main Al-Abidyah campus and Azizia female campus. We aspire to deliver leadership in applied business research which reflects the region's longstanding strengths in Business Administration, Marketing Management, Tourism and Hospitality Management, and Hajj and Umrah (Pilgrimage) Management.

2015 promises to be a year of challenges and opportunities for all of us at the College of Business. We are now working complementing our accreditation with three accreditation procedures: NCAAA, AACSB, and EPAS-EFMD. Moreover, a new undergraduate program in Business Technology Management as well as MBA general, Executive MBA and MBA in Entrepreneurship programs are being planned for the near future (September 2016).

I do hope you enjoy exploring our website – where you will find our many prominent academics and researchers, students and alumni who are ready to share their expertise and experience. We look forward to welcoming you here!

**Dr. Ehsan Saleh Al-Moataz**  
**Dean - College of Business**

## Message from Vice Dean – Quality and Development

The Quality Assurance at the College of Business involves a wide range of processes at the College of Business (CoB). These processes involve the stakeholders that is students, faculty, staff and potential employers for the graduates. The quality policy of the CoB has been to enforce procedures that reflect appropriate local and international quality assurance standards that is NCAAA and AACSB. The key elements of this policy are to continuously strive for improvement in teaching, research, service and corporate social responsibility. The quality assurance processes are planned and administered by the Vice Dean of Quality and Development and are monitored by the High Committee on Quality and Accreditation headed by the Dean. There are several committees and sub-committees to ensure that the college philosophy of quality is fully disseminated and implemented.

***Dr. Mohammed Naif Al-Shareef***  
***Vice Dean – Quality and Development***

## I. The College History

The College of Business (CoB) was established in 2009 as a part of Umm Al-Qura University, is a public institution regulated by Ministry of Education, Kingdom of Saudi Arabia. It is ranked 15th in the Arab world and is located at the heart of the Muslim world and the birthplace of Islam, Makkah. The city of Makkah holds the distinction of receiving more than 10 million Muslims from all over the world for Umrah and more than 5 million for Hajj every year.

Currently, the CoB has a student population of more than 3000 undergraduate students, employs over 56 full-time academic staff, and 15 full time administrative staff. CoB offers five undergraduate programmes namely Business Administration, Marketing Management, Accounting, Tourism and Hospitality Management, and Hajj and Umrah (Pilgrimage) Business Management. The study plan spans two semesters each year (Fall and Spring). All the above degrees are awarded by the parent institution, Umm Al-Qura University, which falls under the umbrella of the Ministry of Higher Education, Saudi Arabia.

The main programs and courses with the exception of the accounting program are taught in English Language in order to give the students opportunity to learn directly from original sources, as well as they will have a better ability to develop their knowledge and practices.

## II. Strategic Plan

In line with the University strategic planning, the school started revising its strategic plan for the year 2015-2020. The plan is being revised by a dedicated Strategic Planning Committee comprising of various administrators and represented by other major stakeholders.

The major focus of the new strategic plan are:

1. Revision of Vision and Mission Statements
2. Continuous Quality Improvement
3. Research and Intellectual Contributions
4. Curricula Management and Assurance of Learning
5. Stakeholder engagement
6. Enhanced Faculty sufficiency and engagement

### **Revision of Vision and Mission Statements**

The revision of vision and mission statement formed one of the major action items in the formulation of new strategic plan for the college. The process got a

### **Continuous Quality Improvement**

The goal of Continuous Quality Improvement has been basically derived from the standards set by accreditation bodies. The College of Business has been pursuing a long-term strategy of international accreditation. The College received its AACSB membership in 2013 and also became a member of EFMD in 2015. Further, the College also became eligible for initial accreditation after being granted approval by the AACSB in 2014. CoB faculty members are connected with several institutions of international standing. The College is on course to being recognized as a global business school of repute. Additionally at the national level, the College is progressing well towards being accredited by the National Commission for Academic Accreditation & Assessment (NCAAA), by January 20.

## **Research and Intellectual Contributions**

Engagement in scholarly activity is broadly supported for all faculty members as a means of enhancing knowledge in the disciplines, programs and faculty via the strategies, missions and visions of each department. Scholarly activity is included in the CoB mission and its effectiveness is assessed in multiple processes including the publications of the faculty, who are publishing in peer reviewed journals and conference proceedings. The report of the scientific publications (RSP), reports the five-year summary of intellectual contributions produced by the CoB. It is worth noting that the CoB publications focus on contributions to practice or pedagogical research and is considered to be much related to the different disciplines of the college. As shown in the above(RSP), our college generated a portfolio of intellectual contributions diversified and multidisciplinary. This portfolio reinforces the mission of the CoB with its mission, direction, and goals with an emphasis on activities centered and focused on the student and the community approach. These intellectual contributions align with the mission focus of the CoB and the overall mission of the university.

### III. College Vision, Mission and Values

#### *CoB Vision*

Be THE institution worthy of the Honour of Makkah by becoming the leading Business School in the region

#### *CoB Mission*

Honourably Serve Makkah and its stakeholders through an environment of excellence in business studies scholarship to develop Capable & Trustworthy, Servant Leaders

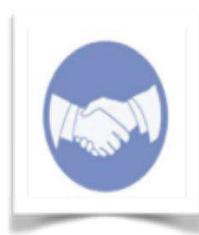
#### *CoB Values*



Service  
Leadership



Capability



Trustworthiness

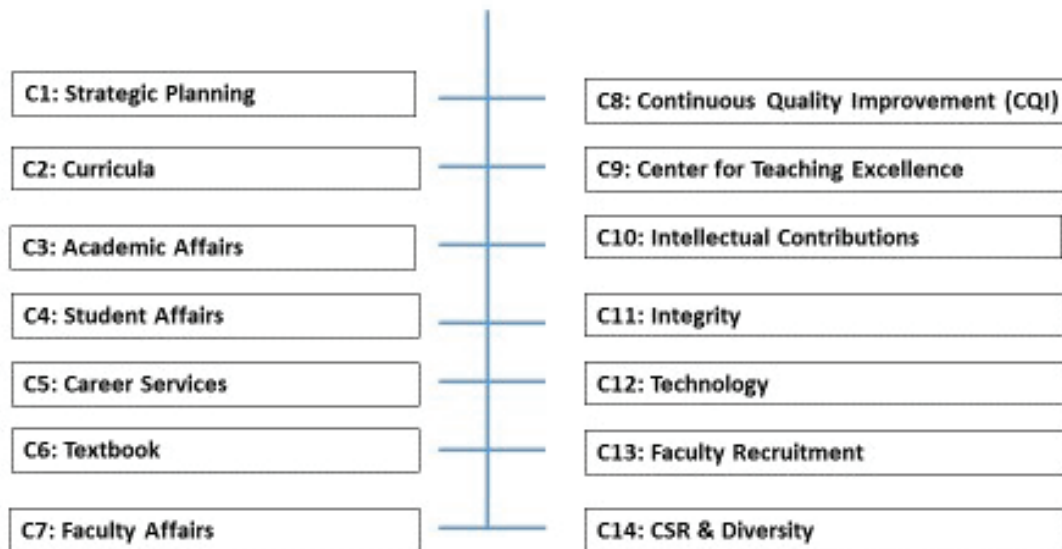


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## IV. College Committees

### COB COMMITTEES





## V. College Quality Philosophy

The quality philosophy of the college is reflected in the strategic goals of the vice deanship of quality and development. These are stated below:

### **Vision:**

Achieving the excellence and leadership between the similar development and quality units locally and regionally in applying the quality and development systems to make the College of Business Administration reach the level of excellence.

### **Mission:**

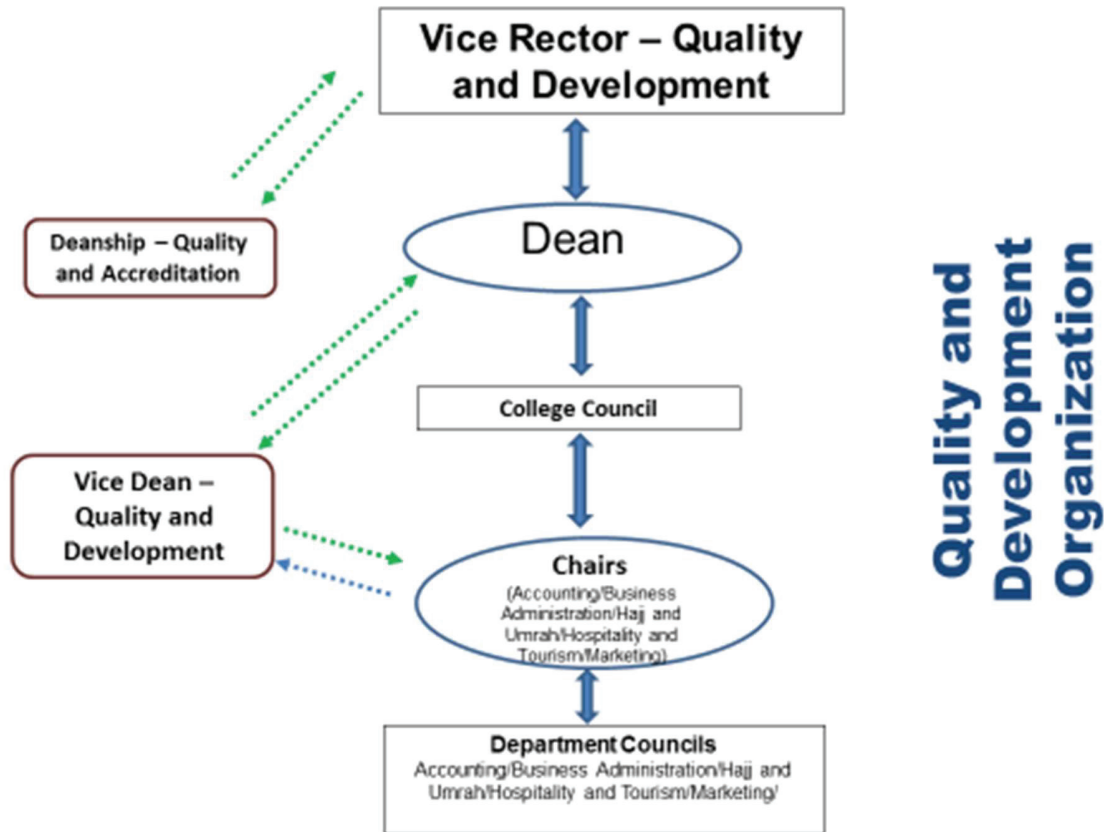
The Development and Quality Unit at the College of Business Administration is obliged to activating and enhancing the comprehensive development and quality works in the College as per the standard criteria in the educational, research and community service aspects, in cooperation with the beneficiaries in all categories, which would lead eventually to achieving the College's mission and vision.

### **Objectives:**

- Spreading the quality culture in the College.
- Identifying the requirements of obtaining the international academic accreditation from the National Commission for Academic Accreditation and Assessment (NCAAA).
- Building trained cadres that are capable of applying the quality system to be qualified for the academic accreditation.
- Gaining the society's confidence in the educational process outputs.
- Offering consultancy services and guidance tips to the different scientific departments and administrations in the College regarding the quality and accreditation system.
- Adopting the self-evaluation approach as an entrance to the continuous internal monitoring and applying the quality system to reach the accreditation.
- Developing the faculty members' teaching and learning skills.
- Developing the students' learning skills.
- Ensuring the continuity of the development and quality processes inside the College.
- Developing the scientific research outputs as per the quality standards.

## VI. Quality and Development Organization

The quality and development is organized in a way that it has the required independence to as well as monitored by the high committee on quality and accreditation. Vice Dean is the technical head of the quality and development and reports to the Dean. The Quality and Development unit is also connected to the Deanship of Quality and Accreditation at the University.

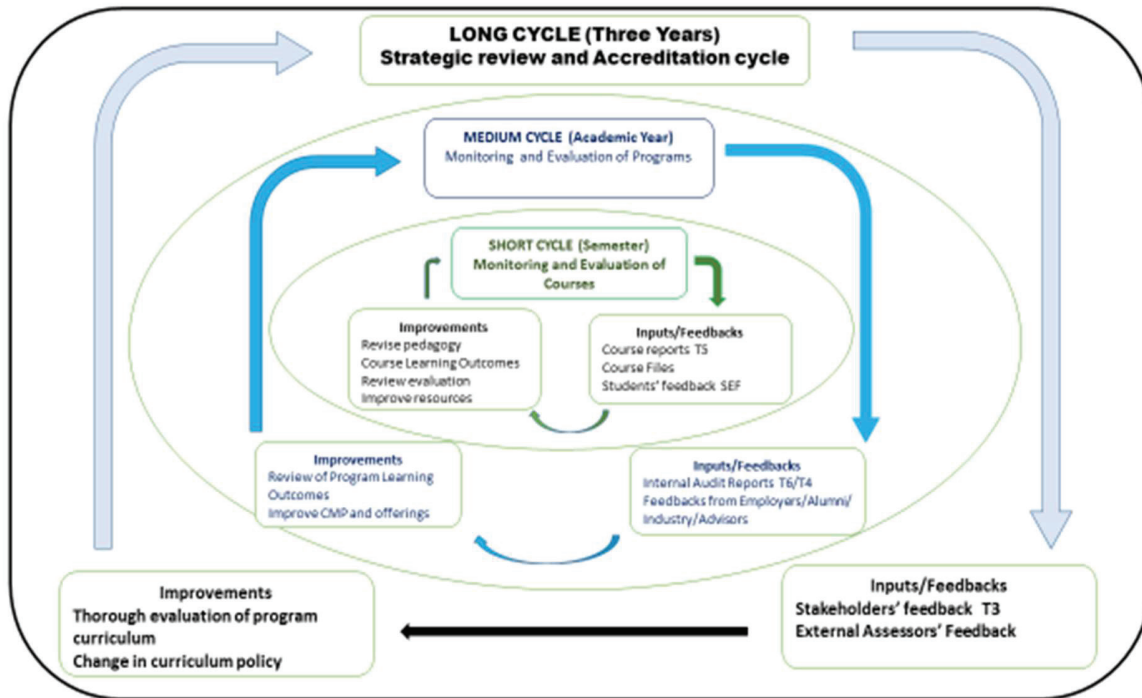




## VII. Quality Assurance Process

The college quality assurance and enhancement strategy is driven by an annual quality cycle in which all areas of activity are reviewed and are subject to a process of action planning and plan implementation.

This is illustrated in Figure below.



Designed by: Dr. Najmul Hoda, Core Member – High Quality Committee

**Fig: Quality Assurance Process**

### Scope of Quality Assurance Processes

Quality assurance activities at the College of Business apply to all aspects of programs planning and delivery including provision of related services, and to all teaching and other staff involved in those processes.

To satisfy this:

- Quality assurance processes deal with all aspects of programs planning and delivery, including services and resources provided by other parts of the institution.
- Quality evaluations processes provide an overview of quality issues for the total program as well as components within it (including individual courses and program offerings in sections for male and females students)



- c) Quality evaluations consider inputs, processes and outcomes, with particular attention given to learning outcomes for students.
- d) Quality assurance processes include evaluations of performance in relation to both continuing routine activities and to strategic objectives.
- e) Quality assurance processes at the CoB ensure both that acceptable standards are met, and that there is continuing improvement in performance.
- f) If the program is offered in sections for male and female students detailed evaluations in relation to all standards are carried out in a consistent way in both sections and quality reports on those standards report on any significant differences found and make appropriate recommendations for action in response to what is found.



## VIII. Curricula Management Processes/Policies

The CoB Policy on Curricula Management addresses the needs identified across the system in relation to the planning processes, curriculum priorities, policies and guidelines established by the Ministry of Education (MOE) and the University. The subject area curriculum or discipline supports the CoB's vision, mission and program outcomes. The program curriculum clearly defines the learning expectations for every subject and grade.

### Some Key Features of Curricula Management at CoB

- **A Dynamic Process:** The Program Curricula address general content areas—skills and knowledge—that would normally be included in the type of degree program under consideration. While most skill areas are likely to remain consistently important over time, knowledge areas are likely to be more dynamic as theory and practice of business and management change over time.
- **An Engaging Process:** Curricula facilitate and encourage active student engagement in learning. In addition to time on tasks related to readings, course participation, knowledge development, projects, and assignments, students engage in experiential and active learning designed to improve skills and the application of knowledge in practice.
- **Facilitate Interactions:** Curricula facilitate and encourage frequent, productive student-student and student-faculty interactions designed to achieve learning goals. Successful teaching and learning demand high levels of interaction between and among learners, as well as between and among teachers and learners.
- **A Continuous Improvement Process:** Educational programs are structured to ensure consistent, high-quality education for the same degree programs regardless of differences and changes in technology and delivery modes. This commitment to consistent high quality is especially important in light of pressures to shorten time to degree completion, as well as to reduce the time allotted for learning, interaction, engagement, and skill development.

### College Curricula Committee

Curricular developments at CoB are reviewed by the Curricula Committee. The Curricula Committee is chaired by the Dean and includes Vice Dean (Academic), Vice Dean (Quality and Development), Department Chairs, appropriately qualified faculty members, and Industry Experts. The Curricula Committee reviews all the proposed curricular changes and makes a recommendation to the Program Curriculum Committee; prepares self-study materials for all program reviews; reviews the results of the university assessment system and recommends appropriate action relative to the curriculum assigned to the department; reviews the syllabi

for all courses and recommend appropriate action to revise, maintain, or delete courses from the program curriculum. The main functions of the committee are listed below.

1. receives copies of all curricular proposals.
2. studies and approves/disapproves any new program majors and minors , and any changes to program majors and minors.
3. studies and approves/disapproves all new courses and course changes and acts upon all unresolved
4. objections and items that differ from university curriculum structure/policy.
5. considers only in extraordinary circumstances proposals which have not been processed through department and college curricular bodies.
6. is responsible for evaluating:
  - a. University impact
  - b. duplication
  - c. compliance with restrictions on program length and other curriculum policies.
7. forwards to the Senate all approved courses and programs.



## IX. Curricula Development and Review Cycles

The curricula development at CoB follows three distinct cycles, as summarized in Table 1. Each cycle is guided by certain requirements and procedures. These requirements and procedures are established in order to ensure that the quality of learning process experienced by the students will be assured and in alignment with the vision and mission of the CoB and the learning goals of the intended educational programs.

	<b>Short-Term Cycle (6-months)</b>	<b>Medium-Term Cycle (1 year)</b>	<b>Strategic Cycle (3 years)</b>
<b>Objectives</b>	Focuses on minor continuous improvement	Focuses on performance standards	Focuses on strategic learning plans
<b>Triggers</b>	Organic Continuous Improvement Efforts	Annual Scheduled Review or Any Emerging Issues	Strategic Scheduled Review or Any Emerging Issues
<b>Timelines</b>	End of the Academic Term	May 31 (every year) (except in the strategic review year)	June 30 of the 3rd Year in the Strategic Cycle
<b>Processes</b>	Organic Processes (T5, T6)	Annual SERs (T4)	Three-Year Strategic Review (T3)

Table – 1: **CoB Curricula Development and Review Cycles**



## X. Program Delivery Quality Improvement

To ensure the continuous quality improvement of the programs the faculty of CoB employs innovative and diverse methods of teaching and learning. The aim of the college is that 70 percent of the students come to the level of scoring 70 percent in the courses. These teaching and learning models include brain storming techniques, class discussions and written artifacts. Students go through experimental learning through the real life case studies simulated in the classrooms. They also experience the experiential learning by joining organizations as interns during the course of their degrees.

Following is the brief explanation of some of the learning techniques employed by faculty of the College of Business:

- i. **Case Studies:** In several courses students are given case studies followed by questions. Each student first solves those case studies individually. As a next step students are evenly divided into groups to share their finding and do collective brain storming. Finally each group is invited to report their findings to the class as the instructor opens the forum for class discussion. This helps in developing students high quality analytical abilities as the cases are usually simulations of real life situations.
- ii. **Two-Minute Paper:** To evaluate students understanding students are asked to write answers to certain questions related to the topics covered. This gives instructors a quick feedback to adjust and fine tune their delivery methods to bring those in line with the level of the student learning. Through this method faculty members can assess and improve the quality of written communication skills of the students.
- iii. **Quizzes:** In several courses students are also given a quiz at the end of each class. That's another method employed to get a feedback on student learning. A quiz is also another way to get to know how much the students understand the materials delivered. It is a reflection of the quality of teaching and learning.
- iv. **Concept Writing:** Students are also encouraged to write key concepts learned in their own language to discourage simple memorizing without any understanding of the materials. This improves their quality of in-depth understanding of the subject materials.
- v. **Conceptual Mapping:** Students are trained to draw visual maps using computer software to represents how different topics and concepts link to each other. This is a method also reinforces the quality of learning in the classroom.
- vi. **Projects:** The students are given both group as well as individual projects. The projects cover both local and international businesses and this is also a step towards establishing student's links with the corporate sector. Students are given group projects so that they develop an understanding of team work. Each group is required to have a team leader have regular weekly meetings and provide minutes of meetings to the instructor every week. Sometimes students are required to present their findings to the class. This exercise not only improves the quality of team work but also improves their communication skills.
- vii. **Presentations:** In addition to the project presentations some courses also require students to present on individual and group basis. The specific target of these



- presentations is to improve the quality of individual business communication skills. Presentation topics relevant to the corporate world are assigned to the students.
- viii. **Experimental Learning:** Instructors of different disciplines of the College of Business design case studies for the students that are embedded in the Saudi Arabian contexts. This also represents the idea of being innovative in class rooms. These case studies can be considered as the simulations of the real life situations in the organizations. Students are also encouraged to use computer software where ever applicable to solve the case studies. These case studies improve the quality of environmental corporate awareness among the students
- ix. **Experiential Learning:** Experiential learning is also part of the learning techniques used in the college. Every undergraduate student has to go out in the corporate sector for internship in an organization. The purpose of this internship is to help students improve their quality of practical experience and gain professional maturity before graduation. This also helps them to develop an understanding of the challenges they will face as fresh graduates when they enter the Saudi job market.

## XI. Teaching Quality

Since The College of Business lays emphasis upon both quality of teaching and research. All modes of communication are utilized to convey these policies to the faculty members. The College is in the process of developing policies of Research Performance as well as Teaching Performance Indexes that is RPI and TPI.

The College of Business has set quality teaching as a strategic objective to signal the institution's commitment to fostering continuous improvement in teaching. Following are the steps taken at the college to implement a teaching and learning framework:

- The College has ensured to develop an institution-wide framework for teaching and learning that reflects the mission, values and specialties of the college and defines the objectives of teaching and the expected learning outcomes for students.
- Ensured that all specific teaching and learning frameworks at department and program level are consistent with the college-wide framework.
- Engaged the whole community (full time faculty and part-timers, researchers and teaching-only faculty), and included students viewpoints in the development of these frameworks, to ensure a broadly shared understanding of quality.
- Aligned the teaching and learning process as well as student assessment to the teaching and learning framework.

Following steps are taken at the College of Business to promote quality teaching within and outside the college:

- Every opportunity is explored to foster discussions on quality teaching, for instance as part of program accreditation, institutional audits, publication of international rankings, appointment of new university leaders and implementation of national reforms.
- Used various avenues and contexts (e.g., mission statement, university and college policies such as promotion and salary augmentation etc.) to convey to the academic community explicitly that teaching is important and valued.
- Advocated quality teaching nationally and regionally, and invited decision-makers to place support for teaching and learning high on their political agenda.
- Engaged in national and regional networks to share best practices in quality teaching and plans are under way to hold national, regional and international events (workshops) to give exposure to institutional achievements on quality teaching.

## XII. Linkage between Teaching and Research

Following steps are taken at the College of Business to strengthen links between teaching and research:

- The College Centre for Teaching Excellence explores how the research activities of the faculty affect the policies supporting teaching and learning (e.g., in terms of learning environment, curriculum design, students assessment).
- Provided support for faculty involved in fostering quality teaching so that their engagement does not undermine their careers as researchers.
- Built research capacity through the promotion of research-teaching linkages, such as:
  - a) Demonstration of how research informs teaching
  - b) Engagement in research-inspired teaching
  - c) Development of undergraduate students' research-skills
  - d) Engaged undergraduate students in carrying out research as part of the teaching and learning strategy and encouraged and supported undergraduate students to publish their research.
  - e) Cross-fertilized professional development for teaching *and* research so as to increase mutual learning.

### XIII. Evidence of Teaching Quality

The ultimate goal of a teaching policy is to improve the quality of the learning experiences of students and – through this – the outcomes of learning. Teaching Policies and Practices at the CoB are guided by this goal. The top leadership at the CoB completely supports long-term, non-linear efforts and a permanent institutional commitment for sustained quality teaching policies. The quality teaching is treated as a multi-level endeavor and qualities such as leadership, good communication, effective assessment, and self-reflexivity are fostered through the policies. As a policy, the CoB encourages the use of diverse pedagogical techniques to produce enhanced learning outcomes for all students.

#### Evidence from Students

- Student Rating of Instruction (SRI) through quantitative scores (online University system)
- Student Rating of Instruction (SRI) through qualitative comments (online University system)
- Student Evaluation of Teaching at the College-level through standard evaluation form for both quantitative and qualitative evaluations
- Emails or signed letters sent to program/department/college administrators
- Teaching award nominations/recognitions

#### Evidence from Peers

- Peer review of the teaching dossier (checking for alignment of teaching philosophy, syllabi, objectives, sample assessments, etc.)
- Classroom observations from peers designated by the CoB Dean or Center for Teaching Excellence

#### Evidence from the Teacher (Self-Evaluation)

- i. Annual reports
- ii. Annual review meetings with CoB Dean:
  - a. Completion of yearly teacher self-evaluation.
  - b. Discussion of teacher self-evaluation.
- iii. Teaching dossier, which should include:
  - a. Statement of teaching philosophy
  - b. Sample assessments
  - c. Sample syllabi
  - d. Student Rating of Instruction results
  - e. Reflection on Student Rating of Instruction results

## XIV. Student admissions, progression, career development

A rigorous admission criteria is utilized at The College of Business for admitting students in the various college programs. Students are also provided with career counselling and advice. The strong student alumni network also plays a vital role in student job and career progression after graduation.

Student engagement is most powerful as a driver of quality teaching when it involves *dialogue*, and not only information on the student's experience. As students are the intended beneficiaries of quality teaching, they are able to provide crucial "customer feedback" not only on what works well but also on what they would like to be done differently and how. Therefore the evaluation process that exists at the College of Business not only provided feedback on students concerns about teaching and learning practices but also aids in the engagement of the students to the programs offered.

Students at The College of Business are given a clear role in fostering quality teaching.

Following are some points to explain this process:

- The potential for students is recognized to play an active and constructive role in fostering quality teaching.
- 
- The trust between faculty and students is built up by making the objectives of their role explicit and effective.
- 
- Students are Involved in developing the teaching and learning framework and it is ensured that it incorporates what quality teaching means for them.
- 
- The capacity of student bodies like College Club is developed to become reliable partners when consulted on teaching matters or when serving as representatives on relevant committees.

Establishment of an internal forum open to all students to share and discuss the teaching and learning strategies, at the appropriate levels (program, department and institution). This is done by using social networks.

Attention is paid to varied student viewpoints according to their status and seniority (e.g., freshmen react differently from final year students but their views are worth considering). Students are rewarded who play an active role in fostering quality teaching.

## XV. Quality Audit and Evaluation

Regular evaluations of quality are undertaken at the College within each course based on valid evidence and appropriate benchmarks, and plans for improvement are made and implemented. Central importance of these evaluations are attached to student learning outcomes with each course contributing to the achievement of overall programs objectives.

The audit takes place in two ways:

- a) Internal
- b) External

At the college of Business Program chairs, Centre for Teaching Excellence, teaching staff and other staff are committed to maintaining and improving the quality of the program.

To satisfy this:

- All teaching and other staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.
- Innovation and creativity is encouraged within a framework of clear policy guidelines and accountability processes.
- Mistakes and weaknesses are recognized by those responsible and used as a basis for planning for improvement.
- Improvements in performance are acknowledged and outstanding achievements recognized.
- Evaluation processes and planning for improvement are integrated into normal planning processes.

Evaluations of performance at CoB are based on evidence (including but not restricted to predetermined performance indicators and benchmarks) and conclusions based on that evidence are independently verified.

To satisfy this:

- Self-evaluations of quality of performance are based on several related sources of evidence including feedback through user surveys and opinions of stakeholders such as students and teaching staff, graduates and employers.
- Interpretations of evidence about quality are verified by independent advice from persons familiar with the type of activity concerned and impartial mechanisms such as independent educational consultants are used to reconcile any differing opinions.
- Standards of learning outcomes achieved by students are checked in relation to the requirements of the *National Qualifications Framework* and standards in similar programs at other comparable institutions.

## XVI. Centre for Active and Interactive Learning

The center was initially founded at the College of Business Administration in 2012 but was called “Center of Distinguished Education” then; the name developed later to become the Center of Active and Interactive Learning. The center aims at presenting a more comprehensive mechanism to improve education and learning in the College of Business Administration; the goal of founding the center was to provide support to members of the teaching staff to develop teaching skills and methods and give them knowledge about state of the art teaching methods.

Among the most important activities of the center the planning and arrangement of interactive workshops, the development of curricula, the assurance of learning process, and the encouragement of researches in the field of education and andragogy. For example, the center arranged several workshops for members of the teaching staff in the college about the innovative methods of teaching – the workshop was introduced by speakers and experts in this field including Professor Joseph Mick La Lopa, Purdue University, US.

The college provided the center with equipped utilities to host the courses and workshops and revive active learning; a 50-person class was established and dedicated to teaching using active and interactive learning – the process includes teaching male and female students through the connection of the smart class to those of the Female Students Sections to run simultaneous, asynchronous and combined programs.



## XVII. Quality Forms and Documents

The college website hosts all the required documents and forms required for fulfilling the quality assurance requirements.

These forms are generally those required by NCAAA, the national accreditation agency. Further the quality and development unit also maintains an archive of all the past submissions by the various stakeholders.

Link to forms and documents

<https://uqu.edu.sa/en/cob/53649>

This document has been prepared under the guidance of Dr. Mohammad N. Al-Shareef by Dr. Najmul Hoda. You may send your feedback on the following contact information.

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